

Making Your Way

A Reception
and Placement
Orientation
Curriculum

CAL

COR Cultural Orientation
Resource Center

Making Your Way

A Reception and Placement Orientation Curriculum

Prepared by the Cultural Orientation Resource Center
Center for Applied Linguistics
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Making Your Way
A Reception and Placement Orientation Curriculum

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The names used for the materials in this publication are fictitious. Any resemblance to real persons is purely coincidental.



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User's Guide

Introduction

Welcome to *Making Your Way: A Reception and Placement (R&P) Orientation Curriculum*. This publication is designed to equip refugee service providers with an effective and efficient approach to orientation, based on the *R&P Orientation Objectives and Indicators*. It presents basic information about orientation and includes techniques and materials that can be used by all who provide orientation.

The goal of this publication is to create a culturally and educationally appropriate model for orientation that can be used and adapted in programs for refugees during the R&P period, a refugee's first 30 to 90 days in the United States. It is our hope that service providers will use the information and tools in this publication to develop a practical, hands-on approach that meets local orientation needs.

Background

For as long as refugees have sought a new beginning in the United States, there has been cultural orientation, as Americans have helped their newly arrived relatives and neighbors adjust to life in their new communities. It has only been in recent years, however, that cultural orientation for refugees has emerged as a professional field with specialists, principles, and practices. Over the past several decades, as a result of federally funded cultural orientation efforts overseas and in the United States, service providers and educators have made great strides in providing orientation that effectively prepares refugees for life in America. Nevertheless, the need for state-of-the-art materials that support orientation efforts remains strong. This need was expressed by domestic service providers during the development of the *R&P Orientation Objectives and Indicators*, and this publication represents a response to that need.

The *R&P Orientation Objectives and Indicators* is a document specifying the topics and information that service providers should convey to refugees during R&P orientation. It was developed with contributions from various stakeholders, including the project's funder, the Department of State Bureau of Population, Refugees, and Migration (PRM); the members of the Cultural Orientation Working Group¹; staff members of the Cultural Orientation Resource (COR) Center at the Center for Applied Linguistics (CAL); and others. Building on the work of that document, a second document, *The Prioritized R&P Objectives and Indicators*, highlights material that is especially critical for refugees to know and understand during the R&P period. Both of these documents were used to shape this curriculum's content and structure.

¹ The Cultural Orientation Working Group is made up of representatives of national resettlement agencies, overseas Resettlement Support Centers, PRM, the Office of Refugee Resettlement at the U.S. Department of Health and Human Services, and others.

Making Your Way was developed by the COR Center and incorporates input from the Cultural Orientation Working Group as well as other resettlement agency staff.

Purpose

The curriculum was developed to strengthen the R&P orientation provided to refugees by resettlement agencies during the R&P period, the refugees' first 30 to 90 days in the United States. Based on the *R&P Orientation Objectives and Indicators*, the curriculum provides domestic trainers with tools and techniques to help refugees develop the knowledge, skills, and attitudes they will need during the R&P period. The curriculum has been designed to be used either by case workers/managers working with an individual refugee or refugee family, or by staff working with refugees in a group, workshop, or classroom setting. Given the short R&P time frame, the orientation session conveys essential information as concisely as possible.

Audience

This curriculum was written for R&P orientation providers at resettlement agencies. The material may also be useful to other service providers, such as staff at community-based organizations (CBOs), volunteers, and English language teachers. According to recent CAL surveys, while case workers/managers are commonly the first, and often the principal, providers of orientation for newly resettled refugees, employment counselors, volunteers, CBO staff, specialized orientation trainers, and English language teachers also provide important orientation, either broadly or on specific orientation topics. Although the curriculum is designed for use by domestic orientation providers, it may be adapted for use by those who deliver orientation overseas.

Overview of the Curriculum

Using This Resource

This publication has two major parts: this User's Guide and the curriculum itself. Both parts were developed with the new and the experienced orientation provider in mind. The User's Guide can be used in a step-by-step manner for self-training purposes by someone new to training, or it can be used selectively by the more experienced trainer wishing to review only certain sections. The activity plans in the curriculum can be incorporated word-for-word into a new or revised orientation program, or they can be used piecemeal to provide new ways to present topics in established programs.

While recognizing the common experiences and challenges faced by refugees in the United States, this publication takes into account participants' varied backgrounds. It suggests ways to meet the needs of both highly educated refugees and those with little or no literacy, and to take into account the interests of subgroups, such as youth, the elderly, those with physical and mental disabilities, and women.

Design of the Curriculum

Making Your Way is divided into 13 units. The curriculum begins with a needs assessment and concludes with a wrap-up. In between, it addresses the 11 main topics of orientation provided to adult refugees during the R&P period. The 13 units are as follows:

- ▶ Needs Assessment
- ▶ Role of the Local Resettlement Agency
- ▶ Community Services and Public Assistance
- ▶ Housing
- ▶ Transportation
- ▶ Employment
- ▶ Learning English
- ▶ Education
- ▶ Health and Hygiene
- ▶ Budgeting and Personal Finance
- ▶ Cultural Adjustment
- ▶ U.S. Laws and Refugee Status
- ▶ Orientation Wrap-Up

Organization of the Units

Each unit begins with a unit overview for the trainer, followed by activity plans. The unit overview for the trainer provides basic information about the topic and a description of each activity plan in the unit. The overview concludes with a chart showing which unit activity plan aligns with which *R&P Orientation Objectives and Indicators*, and which of the *R&P Orientation Objectives and Indicators* are considered priorities.

The activity plans, which form the core of the curriculum, provide a variety of activities that familiarize participants with the topic. The curriculum design takes into account the time constraints that orientation programs face. Each of the units begins with an activity plan, called "The Basics," which focuses on the Prioritized R&P Orientation Objectives and Indicators considered most important for refugees to know and perform by the end of the R&P period. (Note that there is a basic activity plan for the "Education" and "Cultural Adjustment" units, even though those two topics were not selected for inclusion in the prioritized document.) These 11 basic activities take approximately 5 hours and present the most pressing information. The initial activities in all 13 units, including "Needs Assessment" and "Wrap-Up" take less than 6 hours. Additional activities allow trainers to elaborate on the basic information, according to the needs of participants and as time allows.

Each activity plan features a brief introduction to key English vocabulary words, phrases, questions, and sentences. In addition, there is an extensive unit vocabulary section at the end of each unit, containing English vocabulary words related to the unit. (For a list of all the unit vocabulary words used in the curriculum, see Appendix B.) After brief instructions on how to teach the words, the vocabulary items are listed in alphabetical order. Each word is followed by a definition, a contextual sentence (an example of its use in a sentence), and a "partner talk" (a short exchange between two participants).

The unit vocabulary section is followed by two unit vocabulary worksheets for participants who would like to further improve their English. The first is for a beginning English language learner, while the second requires more advanced literacy skills and vocabulary knowledge. (For more information on incorporating English vocabulary into orientation sessions, see p. 23.)

Activity Plans

With some variation, the activity plans follow the same basic format:

Introduction for the Trainer. Each activity plan begins with a short summary of the plan's key content and the main messages to convey.

Time. At the beginning of each activity plan is an estimate (in minutes) of the time it should take to conduct the activity. The estimate takes into account the use of an interpreter.

Knowledge, Skills, and Attitudes. Below the approximate time, three icons indicate whether the session covers knowledge (a head with gears working), skills (string tied into a knot), and/or attitudes (a thumbs-up sign). (For more information on the roles of knowledge, skills, and attitudes in an orientation program, see p. 19 of this User's Guide.)

Objectives. A checklist of objectives specifies the purpose of the activity plan and what participants should know and be able to do by the end of the session.

Materials. Required and optional materials are listed in a checklist format, allowing the trainer to track what has been assembled.

Key English Vocabulary. As a way to promote English language learning, this section provides three key English vocabulary words and a key phrase or sentence (either a statement or a question) that relate to the topic at hand. Brief instructions on how to incorporate the key English vocabulary into the activity are included.

Session Preparation. Here trainers learn what they need to do in advance to prepare for the session.

Trainer's Introduction of Session to Participants. This provides an introduction to the topic in simple and straightforward English. Trainers can read the introduction to participants word-for-word or paraphrase it for them.

Introductory Exercise. The purpose of this section is to introduce the activity to participants, by getting them to begin interacting with one another and to think about the activity's topic.

Activity. The main section of the plan, the activity provides learner-centered activities and/or discussion topics for the group.

Debriefing Questions. These reflection questions allow for discussion and clarification, enhance understanding, and enable the trainer to begin an informal assessment of what participants have learned.

Working With Individuals or Very Small Groups. Each activity plan suggests ways to adapt the activity to the needs of an individual or a small group of participants. This allows trainers to conduct sessions that engage participants, while conveying essential information.

Variations and Considerations. Included in most activity plans, this section suggests additional activities on the topic, alternatives for parts of the activity plan, and additional resources on the topic.

Activity Plan Materials. Each activity plan ends with pictures, lists, cards, or other materials needed to conduct the activity.

The following page shows a visual representation of the activity plan.

Orientation Topic Being Addressed

Title of Activity Plan

Introduction for the Trainer

Each activity plan begins with a box explaining the Key Content conveyed in the activity plan, and the Main Messages for trainers to convey.



Time (in minutes)

Objectives

- ▶ This checklist of objectives specifies the purpose of the activity plan and what participants should know and be able to do by the end of the session.

Key English Vocabulary

- ▶ *three*
- ▶ *key*
- ▶ *words*
- ▶ *One key phrase or sentence*

Materials

- Required and optional materials are listed in a checklist format, allowing the trainer to track what has been assembled.

Session Preparation

This section tells the trainer what s/he needs to do in advance to prepare for the session.

Trainer's Introduction of Session to Participants

This section introduces the topic to participants in simple and straightforward English. Trainers can read it word-for-word to participants or paraphrase it for them.

Introductory Exercise

This section provides an introduction to the topic or an activity to get participants moving, interacting, and thinking about the topic or information about to be discussed.

Activity

This is the main section of the plan, providing learner-centered activities and/or discussion topics for the group.

Debriefing Questions

- ▶ Allow for discussion and clarification
- ▶ Enhance understanding
- ▶ Enable the trainer to begin an informal assessment of what participants have learned

Working With Individuals or Very Small Groups

Each activity plan suggests ways to adapt the activity to the needs of an individual or a small group of participants. This allows trainers to conduct sessions that engage participants, while conveying essential information.

Variations or Considerations

Included in most activity plans, this section suggests additional activities on the topic, alternatives for parts of the activity plan, and additional resources on the topic.

Activity Plan Materials

Each activity plan ends with any pictures, lists, cards, or other materials needed to conduct the activity.

Recurring Themes

Four main orientation themes recur in the curriculum: self-sufficiency, cultural adjustment, realistic expectations, and learning English. The need for refugees to gain self-sufficiency is incorporated in various activity plans, as is the need for refugees to understand that *cultural adjustment* is a normal part of the resettlement process, posing challenges that differ from person to person. The need for refugees to have *realistic expectations* is directly addressed in "Cultural Adjustment," but also surfaces in other units, such as "Housing" and "Education." Lastly, the message that *learning English* is important to a successful adjustment is repeated throughout the curriculum.

Review and Repetition

Throughout the unit plans, key concepts (such as safety awareness) are discussed multiple times. The repetition is intentional, building in review. An adult learner may need to hear information many times before understanding and retaining it. (For more information, download *Adult Learning and Retention: Factors and Strategies* from the COR Center's *Training for the Non-Trainer: Tips and Tools* here: <http://goo.gl/9xTxBl>.)

Curriculum Flexibility

Resettlement agencies vary widely in how they provide orientation. With that in mind, the curriculum is designed to be flexible, accommodating different program capacities, preferences, and needs. Here we look at some of the ways the curriculum takes into account program variations.

Time

Activity plans vary in length. Some are short; others are quite long. Most include suggestions on how to shorten or lengthen the sessions. In some plans, variations direct trainers to additional material not included in the curriculum.

We recognize that many orientation programs will not have the time, nor their participants the need, for all the activity plans. For this reason, "The Basics" activity plans have been developed, one per unit. As already noted, these plans encompass the Prioritized R&P Orientation Objectives and Indicators. If a trainer needs to cover the most important elements of a topic in a short amount of time, "The Basics" plan is recommended.

Regardless of its length, an orientation session should start with a needs assessment to identify what participants already know and are able to do; orientation should build on that knowledge. The introduction to a topic might start with "The Basics" plan, and then, if there is time, interest, and need, incorporate additional activity plans. Some activity plans also include recommendations for sessions that naturally proceed or follow a certain topic.

Group Size

R&P orientation can be delivered in different ways: to individuals in a one-on-one setting with a trainer (or case worker/manager); in small groups of two to eight people; and in large groups of up to

50 participants or more. Each activity includes instructions on how to easily adjust the session to the size of the group.

Trainer Experience

This curriculum was designed for the experienced trainer, the trainer who is just starting out, and anyone in between. Activity plans include clear, concise instructions providing all the information that a trainer needs, while leaving room for the more experienced trainer to tailor sessions.

For more information on training techniques and developing an orientation program, download the COR Center's *Training for the Non-Trainer: Tips and Tools* here: <http://goo.gl/8Nu2BK>. Designed for the less-experienced trainer, it also includes valuable information for more experienced trainers.

Different Levels of Education

Refugees arrive in the United States—and in orientation programs—with widely different backgrounds and experiences. One challenge for orientation providers is the wide range in formal education, familiarity with modern urban life, and English language proficiency often found in participants. How does one meet the needs of a preliterate (coming from a culture with no written language) farmer without offending a highly educated urban professional or vice versa? With this challenge in mind, each activity in this curriculum has been developed for use with groups of mixed educational levels, different degrees of previous exposure to modern amenities, and varied English language proficiency. Most activity plans include pictures, which can be used with a variety of educational levels in an inoffensive way.

The material in this curriculum covers topics and tasks that are considered to be the most important ones for refugees to know and do, regardless of their backgrounds. However, assessing participants' prior knowledge is essential, because it enables the trainer to tailor orientation sessions to the needs of participants. For example, some refugees may already be very familiar with common bathroom and kitchen appliances found in the United States, while others may need more information and instruction on the safe use of these appliances. Three activity plans in this curriculum help trainers assess participant needs.

For more information about needs assessment, see p. 24.

Additional Resources and Variations

Trainers will often find that participants would like to know more about a specific topic. Most activity plans include the section *Variations and Considerations*, providing additional resources, activity plans, or ideas for changes to the activity plan. A change might shorten the session, lengthen it, adjust it for groups of different educational levels, or convey the same information in a different way.

Definition of Key Terms

Several terms are used throughout the curriculum. The following lists the terms and explains what we mean by them.

Orientation

The term *orientation* is used throughout this curriculum to mean both cultural orientation and community orientation. *Cultural orientation* usually refers to the orientation that refugees receive overseas before departing for the United States, while *community orientation* has generally referred to orientation efforts provided within the United States. However, both refer to the R&P orientation period. In this manual, we have used the term *orientation* to mean both cultural and community orientation. Our use of *orientation* underscores a philosophy emphasized in this manual: that domestic orientation builds upon orientation that refugees have received overseas.

Although the terms *orientation* and *training* are often used interchangeably, orientation differs from training. Training tends to focus on the one-way transmission of information and skills from trainer to participant. Orientation seeks to provide participants with a deeper understanding of the material. Through learner-centered activities, participants experience in a safe and supportive environment some of the challenges they will face in their new communities. Through discussion and reflection, they discover for themselves many of the solutions they will need to negotiate their new society successfully.

Trainer

We have used the term *trainer* to refer to all orientation providers. Although some staff may not view themselves as trainers, we use the term for the sake of simplicity and to underscore the educational significance of the services they provide.

Participant

The term *participant* is used to describe any refugee who is receiving and participating in orientation.

Staff Preparation

Effective orientation depends on effective trainers: A program cannot have the first without the second. Here we look at some basic issues surrounding the preparation and training of staff who deliver orientation.

Attributes of an Effective Trainer

What makes an effective trainer? There are many attributes of a good trainer. Some, such as empathy, may not be easily taught. But there are basic skills and areas of knowledge that good trainers have that *can* be taught and learned. Here are three things that all good trainers do:

- ▶ *Identify the needs and interests of participants.* Effective trainers identify participant needs in order to tailor programs to those needs. Trainers should continue to evaluate what participants have learned or already know and assess their needs continuously throughout orientation sessions or programs.
- ▶ *Understand and respect cultural differences.* Awareness of and respect for cultural differences are key to delivering successful orientation to refugees. Trainers can familiarize themselves with the cultures

represented in their classroom by reading materials on different refugee groups, such as the COR Center's Refugee Backgrounders and Culture Profiles, available for automatic download here: <http://goo.gl/LXK3Qe>.

- ▶ *Make orientation learner centered.* While it may seem more efficient to provide orientation by providing the information verbally—through either a lecture or a discussion—participants actually learn more when orientation sessions are interactive and learner centered. Less information may be conveyed, but more of it is absorbed when learners are actively involved in their own learning. The activity plans throughout this curriculum guide trainers in the use of a variety of methods.

(To read more about the importance of interactive orientation sessions, see the COR Center's *Training for the Non-Trainer: Tips and Tools*, available here for automatic download here: <http://goo.gl/8Nu2BK>.)

Improving Training Skills

Time for staff training can be limited, and even with enough time it can be difficult for trainers to develop the skills needed to deliver effective orientation. It is recommended that trainers, both new and experienced, read through the contents of this User's Guide to learn more about orientation delivery. Trainers also benefit from regular training reviews and updates, and brief, periodic chats with others, be it a supervisor, a colleague, or another trainer. And just as assessing the knowledge and needs of participants is key to effective orientation, so too is conducting regular assessments of a trainer's abilities and needs critical to effective training.

Training in orientation provision need not be limited only to those who do it. Cross-training between orientation providers and other agency staff members can serve to reinforce key messages to clients. Some programs have found that when case workers/managers who are not formally providing orientation learn key orientation messages, they are able to underscore those messages to clients. This cross-training can be extended beyond case workers/managers to other agency staff members as well, so that they too can stress key messages in their interactions with clients.

Trainer Backgrounds

Delivering orientation to refugees is often the responsibility of case workers/managers. Their critical role in the resettlement process, their work in case management, and, in some instances, their language capacity often make them effective orientation providers. Some orientation providers may be former refugees themselves, hired to provide orientation; such trainers bring a valuable first-hand perspective to their work. However, it is extremely important that all orientation providers, including those who have worked closely with refugees for many years or who are former refugees themselves, take orientation seriously as a field of endeavor with its own standards of excellence. Toward this end, they should prepare carefully for a session, familiarize themselves with the *R&P Orientation Objectives and Indicators*, know the services available in their community, provide orientation in an interactive and engaging manner, and adjust orientation to their participants' needs.

One important step that is sometimes overlooked by even experienced trainers is the first of the three attributes of a good trainer previously noted: identifying the needs of the participants.

Case workers/managers and former refugees may consider themselves aware of the needs of their participants, based on their professional and personal experiences, and in many cases they are. It is important, however, for the trainer to remember that each person comes with a unique background, set of experiences, and needs and interests. This is why conducting an ongoing needs assessment is important and will contribute to an effective cultural orientation program. (For more information on needs assessments, see p. 24.)

Some orientation trainers have backgrounds in teaching or have received teacher training. Their classroom experience may provide them with valuable teaching tools and techniques. They need, however, to be aware of the difference between orientation and teaching, and to adjust their methods appropriately. Teaching is often considered to be the transmission of information or knowledge, often for its own sake. Orientation, however, is designed to do more than that. Trainers must not only convey information but, through learner-centered activities, also help participants develop the real-life knowledge, attitude, and skills needed to negotiate the world outside the classroom.

Resources for Staff Training

In addition to the information in this publication, a wealth of materials relevant to staff training is available on the COR Center's website, from backgrounders on various refugee groups (for automatic download: <http://goo.gl/LXK3Qe>) and information about refugees (for automatic download: <http://goo.gl/sFqGvT>) to frequently asked questions about orientation (for automatic download: <http://goo.gl/t8VFrD>). These materials are valuable resources not only for trainers, but for other program staff as well.

The COR Center offers resources specifically for staff training available for automatic download here: <http://goo.gl/A5JVRv>. There are various plans that can be delivered to a group of trainers, as well as important case studies and critical incidents that trainers can use for self-training. These materials give trainers the opportunity to look at different aspects of resettlement from a refugee's perspective.

A resource that contains basic summaries of key training considerations is the COR Center's *Training for the Non-Trainer: Tips and Tools* digest, available for automatic download here: <http://goo.gl/ygwEwR>.

Tools for Trainers and Orientation Development

Instructional Approach

The instructional approach in this curriculum assumes that participants learn best when they are actively engaged and when instruction takes into account their backgrounds, needs, interests, and learning preferences. Orientation is viewed as a form of cross-cultural learning in which new attitudes and behaviors are built on and compared with familiar ones. And because participants bring different educational backgrounds and learning preferences to orientation, trainers are encouraged to use a variety of methods and visual aids. (To learn more about training methods, see "Methods in Training")

in the COR Center's *Training for the Non-Trainer: Tips and Tools* digest, available for automatic download here: <http://goo.gl/QczPIr>.

The curriculum is guided by two basic principles. The first is that effective orientation deals with knowledge, skills, and attitudes. The second is that orientation is most effective when it takes into account the specific needs of different groups.

Knowledge, Skills, and Attitudes

Orientation is not just about the delivery of information. Specialists view orientation as a form of cross-cultural learning made up of three components: knowledge, skills, and attitudes (Costello & Bebic, 2006).



For the purpose of this curriculum, *knowledge* is a body of information usually of a factual nature; it is something concrete that a participant can learn during orientation. Participants will gain knowledge as they learn basic information about resettlement in the United States.



Skills refer to the mental, manual, or verbal ability needed to do something. Skills allow someone to perform a task. During orientation, participants may develop the skill of finding a balance between their home culture and U.S. culture, or keeping a bathroom clean by U.S. standards.



Attitudes are thoughts and beliefs and are often unexamined feelings. Addressing attitudes may allow a participant to consider or adopt new values or perspectives. Participants who at first show no interest in getting a job might change their attitudes when they learn about ways a job can help their family meet its goals.

In this curriculum, three icons, found in the left-hand column of the activity plan, represent the components (knowledge, skills, and attitudes) addressed in that particular session plan. The trainer can decide which of the three are most important for participants to learn and choose activities accordingly. It is important, however, to remember that participants usually do not learn in discrete categories; there is often a blending of the three components, even though one might dominate. For example, when participants are learning about cultural differences in the United States, they are adding to their knowledge on that topic. At the same time, they are also enhancing skills, such as showing tolerance toward members of other cultures, and developing new attitudes about cultural differences.

Working With Different Groups

Participants can be subdivided into different groups, each with its own set of needs and interests, based on their backgrounds. The following four groups are often found in an orientation session.

Participants With Little or No Formal Education

Participants with little or no formal education may face challenges adjusting to a classroom setting. Some may lack confidence in their ability to learn, and will need special encouragement. Many programs have found that activities and games are helpful in conveying key messages to these participants. Some groups may feel more comfortable sitting on the floor instead of in chairs.

In working with those who are preliterate or not literate in English, the trainer should use as many visuals and as much realia to get key messages across. This curriculum provides many visuals to address key topics.

Highly Educated Participants

The needs and interests of participants who are highly educated can differ greatly from those with little or no previous education. The trainer, however, should not make assumptions about participants' prior knowledge based on their levels of education. Instead, the trainer should determine their needs with the use of the unit "Needs Assessment."

Providing separate orientation sessions for participants who are highly educated can be helpful in addressing their specific needs. If this is not possible, the trainer should consider a peer-mentoring technique, pairing those who are more educated with those who are less educated. This allows the more educated participant to demonstrate—and put to use—their knowledge. However, trainers should ensure that the needs of the more educated participants are also being met. One way they can do this is to provide those who are interested with written materials to read outside of orientation.

Educated participants may at first express little or no interest in activities or games, feeling that the information is too basic and the activity unsuitable for an educated adult. However, even very educated participants usually learn more through such learner-centered methodologies and should be encouraged to participate. Activities can also be adjusted to make use of participants' greater literacy skills and familiarity with modern urban life.

Older Refugees

In recent years, older refugees have made up a greater percentage of new arrivals, and trainers should consider this population's special challenges and needs (Burt & Mahar-Piersma, 2011). Older refugees may face age-related problems in learning. Feeling that their needs or problems are less important than those of their younger family members, they may be reluctant to ask for help. It is important for trainers to find out older refugees' concerns and interests. If possible, place older refugees in the same group where they can learn at a pace similar to that of their peers. Using a slower pace, giving new information in smaller pieces, and encouraging small group discussions may be more effective with older refugees than presenting big chunks of information in a large group setting.

Trainers also need to know that older refugees may come with a cultural belief that people can be too old to learn new things. Trainers should explain to participants that they *can* learn and that Americans believe that learning is a lifelong endeavor. Trainers should assure older learners that although they may have a harder time remembering facts and figures, their life experiences may enable them to gain a deeper understanding of a concept.

Participants With Disabilities

Orientation sessions may include participants with physical or mental impairments. Each case will be different, making it hard to generalize about the needs of participants with disabilities. That said, there are ways a trainer can accommodate those with disabilities (National Institute of Adult

Continuing Education, 2009). Because the level of impairment and its effect on learning will differ for each person, the trainer should approach the participant as a resource for information about her or his needs and abilities. For those who may need help communicating their needs, attending orientation with their primary caregiver (often a close family member) can be helpful. In terms of classroom accommodations, trainers should consider special needs on a case-by-case basis and make arrangements accordingly. Such arrangements may involve repositioning the interpreter and the special use of visual, auditory, or tactile materials.

Trainers will need to understand that different cultures may view disabilities differently. It should be stressed to participants (both the participant with a disability as well as family members and friends) that the United States protects and helps people with disabilities, including refugees, as shown by the many programs that provide support and resources. Americans believe that people with disabilities can have a full life, working, going to school, traveling, and having friends, and this belief should be communicated clearly to participants.

Working With Groups of Different Sizes

R&P orientation is delivered in different ways depending on the program and the number of recent arrivals. Throughout this curriculum, suggestions are provided for working with individual participants, small groups (typically two to five people), and larger groups. With all groups, regardless of size, it is important to vary methods and minimize lecturing, assess needs frequently, and evaluate participant learning.

Working With Individuals

Many trainers delivering R&P orientation to refugees find themselves working with individuals or small groups of two or three people. Even in sessions of one or two individuals, it is important that content be delivered in interactive ways that meet the needs and interests of the participant(s). With one or two participants, it may feel troublesome to hang pictures on the wall of a training space, or awkward to walk around looking at the material. It may seem easier to simply provide the content verbally. However, interactive activities that involve participants in their own learning result in a deeper understanding of the material for individual participants as well as for groups.

The following tips can be particularly helpful when working with an individual participant:

- ▶ Connect needs assessments to learning assessments by creating a list of questions the participant has or things s/he does not know about the topic. (For more information on needs assessments, see p. 24; for more information on learning assessments, see p. 27.) When finished with a topic, review the list together. Ask the participant to respond to the questions. Provide information that the participant cannot supply.
- ▶ When working with an individual, it can be helpful to identify her or his learning styles and adjust sessions and plans accordingly. Bear in mind that most people learn through more than one learning style, so it is important to use different methodologies to keep the participant's interest and ensure that the participant is learning the information.

- ▶ When talking about a sequence of events, such as going to a doctor’s appointment or the process of adjusting status, have the participant lay pictures out in order while discussing each one.
- ▶ Whenever possible, incorporate images, question cards, or realia. These allow the participant to learn about the topic by focusing on an object that is representative of a concept. The trainer can have the participant choose an image at random and then proceed to provide the participant with the important information related to the image.
- ▶ To conduct a brainstorming session, take turns answering a question with the participant. To prepare for the session, gather responses to the question based on common issues that arise with refugees in the area.
- ▶ Encourage the participant to ask questions frequently, explaining to her or him that Americans like people to ask questions, seeing it as a sign of interest. Ask, “Do you have any questions?” or relate the question to the topic by asking, “Do you have any questions about cleaning your bathroom?” If the participant is particularly quiet, say, “Please ask me two questions about this before we move on to the next topic.”
- ▶ In place of a classroom-based session, opt for field trips to teach real-life information and skills such as using public transportation.
- ▶ When working with an educated participant, acknowledge and make use of her or his literacy skills—for example, by providing worksheets to complete or review.
- ▶ Provide the participant with a workbook to use during the orientation sessions. (This can be as simple as stapling eight to ten sheets of paper together.) If the workbook can be prepared in advance, put worksheets or other lists in it. If it can’t be prepared in advance, bring tape or glue for the participant to add worksheets or lists from the sessions to the workbook. Encourage the participant to add information to the workbook over the course of the orientation sessions.

Lastly, keep in mind that each activity plan in this curriculum provides trainers with ways to adapt the activity to the needs of individual participants.

Working With Small Groups

Small groups can vary in size from two to as many as five or six participants. Most of the activity plans in this curriculum can be used with groups of this size. The trainer should check the Working With Individuals or Very Small Groups section of each unit for suggested variations, and choose either the regular activity plan or the variations, depending on the group, the needs of participants, and the session plan. In some cases, a small group variation may be appropriate for as many as ten people.

There are many advantages to working with small groups:

- ▶ Small groups provide trainers with the opportunity to get to know the participants (and their interests and concerns) better.
- ▶ Instruction can be tailored to the needs of each participant.
- ▶ Many participants feel more comfortable voicing their questions and opinions in a small group, while also having the opportunity to hear what others have to say.

- ▶ With fewer participants, there is often more space for movement and activities.
- ▶ Participants are more likely to attend orientation sessions and complete assignments in small groups because nonparticipation is more obvious.
- ▶ There is time for participant and trainer feedback.
- ▶ A small group means less preparation time—fewer pages to copy, supplies to gather, and materials to put together.

Working With Large Groups

Working with large groups presents its own set of challenges. A large group can feel overwhelming and out of the trainer's control. As a result, many trainers find it helpful to divide participants into small groups frequently. Participants can be divided into groups, purposefully (e.g., by age, education level, or gender) or randomly. Common ways to group randomly include counting off, distributing small colored pieces of paper or pictures that match, and having participants take matching shapes or colors from a box.

Here are some additional considerations when grouping participants:

- ▶ Some trainers like to place more dominant participants together in one group and quieter participants together in another, to break the pattern of a few people dominating the discussion and the quieter participants deferring to them.
- ▶ With some topics, groups divided by gender or age may facilitate a more open and cohesive discussion or learning environment.
- ▶ In some cultures, women may participate more freely and openly in a group of other women.
- ▶ Older refugees may be less inhibited and more likely to open up when their younger peers are not present.

However groups are formed, it is always a good idea to have the small groups report back to the full group. This allows each group to get the perspectives of others.

Most of the activity plans in this curriculum can accommodate large groups. Pay attention to the recommended group sizes and be sure that there are enough materials to accommodate everyone. Prepare for the possibility of a large number of questions by having participants write their questions on paper or asking them verbally before the session begins or during breaks.

Incorporating English Into Orientation

Refugees and service providers regularly identify learning English as key to successful resettlement. Learning a new language takes time and can be frustrating. *Making Your Way* provides a quick and simple way for trainers to help refugees learn relevant English words faster. Listed at the beginning of each activity plan are three key vocabulary words and a key phrase or sentence for trainers to review with participants and highlight during the session. Guidance on how to teach the words is provided within each activity plan. The trainer should omit words that participants already know.

Toward the end of each unit is a fuller unit vocabulary section that (time permitting) allows the trainer to incorporate more key English vocabulary into orientation sessions. The trainer should introduce a new term with its definition and then with the contextual sentence. A picture or gesture that illustrates the term can be provided. The trainer may also consider writing the term on an index card and posting it on a word wall that can be referred to during the session.

The unit vocabulary sections also include partner talks, which are meant to be brief exchanges in English, no longer than two minutes. Participants should be encouraged to converse and interact with each other, using what they already know about the term from the trainer's definition and explanations. Participants with intermediate and higher level English skills should be encouraged to use full sentences that include the target words or phrases. The presentation of these vocabulary terms should not take longer than six to eight minutes per session. The trainer may choose to ask only one or two of the partner talk questions depending on how much time is available.

Two unit vocabulary worksheets conclude each unit. Depending on the time available and the interest and abilities of the participants, the trainer may incorporate one or both of these worksheets into an orientation session or distribute them to participants as take-home handouts. Each Unit Vocabulary Worksheet 1 was developed for participants who know how to use a pen, pencil, or other writing implement and are starting to learn English, while each Unit Vocabulary Worksheet 2 was developed for participants who can read and write some English and are literate in their own language or another language other than English.

While trainers should take advantage of opportunities to incorporate English into activities, they should be sensitive to the needs of those with low levels of English and formal education. For the participant with lower literacy levels or who speaks little or no English, the use of visuals is extremely important. For participants who are literate in their own language, translated materials help get key messages across. The assistance of trained interpreters in orientation is always very helpful. (For more information and things to consider when working with preliterate participants, see p. 19).

Needs Assessment

As already noted, this curriculum begins with a need assessment. A needs assessment, which can be either a verbal or a written tool, seeks to identify both what participants already know and can do, and what they want to learn and be able to do. While some trainers may skip this step, feeling there is neither time nor need for it, specialists in the field have found that a needs assessment is critical to an effective and efficient orientation.

Reasons for a Needs Assessment

There are several reasons for a trainer to conduct needs assessments:

- ▶ To identify relevant content

A needs assessment helps the trainer find out the participants' pressing needs and goals. Adults are likely to be more motivated to learn if they perceive the content to be directly related to their needs and concerns (Beder,

Tomkins, Medina, Riccioni, & Deng, 2006; Miller, 2010). The information from a needs assessment can be very helpful in establishing goals for an orientation session or program, determining the sequence of orientation topics, and deciding the amount of time to be devoted to each (Rodriguez, Burt, Peyton, & Ueland, 2009).

- ▶ To identify ways to build upon participants' abilities and accomplishments

A needs assessment can validate the wealth of information and experiences that participants possess (Lambert, 2008) and allow trainers to build orientation sessions on participants' abilities and accomplishments. Being heard is empowering and eases the anxiety of having to learn everything from scratch (Coates, 2007).

- ▶ To identify present knowledge and needs

A needs assessment can help a trainer identify the information and skills that participants have regarding an orientation topic (Lambert, 2008). Trainers can identify misconceptions or misinformation participants may have about an orientation topic (National Center for Family Literacy & Center for Applied Linguistics, 2007).

Trainers can then focus on gaps in participants' understanding. When the information from a needs assessment has been collected, the trainer should have a better understanding of what participants already know, what participants do not know, and what participants are interested in learning more about. This information can then be used to plan upcoming orientation sessions or programs. For example, a trainer may learn that participants already know how to use public transportation and are interested in learning more about family roles. The trainer could then make adjustments accordingly. This information will serve to reduce the number of questions that participants ask the trainer and other staff members in the future.

Lastly, needs change over time. As participants spend more time in their community, they will learn different things and have different questions. Programs that conduct frequent needs assessments are likely to better understand their participants and, if time and resources allow, adjust future orientation sessions accordingly.

How a Needs Assessment Enriches Orientation

A needs assessment enriches orientation by building a partnership between trainer and participant. It does this by encouraging participants to do the following:

- ▶ Share learning goals and expectations

Participants who are given an opportunity to share their goals and expectations feel they have a say in what is covered. For example, if participants have pressing medical needs, one of their primary goals may be to better understand health insurance. In this case, a trainer might choose to discuss health care first.

- ▶ Raise questions or concerns they may have about any of the orientation topics or the orientation itself

As most trainers know, many hours of orientation could be devoted to one topic, so any information that can help trainers decide what issues to focus on within each topic is helpful. Soliciting participant questions and concerns at the beginning of an orientation session allows for a quick assessment of group interests.

Trainers can use feedback from participants about specific experiences to decide which issues merit more attention and which merit less. For example, finding out that participants have a lot of questions and concerns about family reunification will indicate to the trainer that more time should be spent on this issue.

Soliciting questions and concerns can also help maintain participant interest, as trainers can refer to the list of questions and let participants know when each will be addressed. In addition, trainers can refer back to the list of questions at the end of an orientation session and have participants answer some of the questions, to reinforce learning and to assess what participants have understood and retained.

- ▶ List successes or challenges they have experienced in any of the areas that will be discussed in orientation

Taking the time to acknowledge the richness of experiences that participants bring with them helps create a dialogue between the trainer and participants, instead of a one-way flow of information from the trainer to participants. For example, a good strategy for the employment topic is to have participants think about and list the many job-related skills they bring with them. This will create an encouraging atmosphere when discussing a topic that is often a source of concern and frustration to participants.

- ▶ Explore their opinions and attitudes about orientation and individual orientation topics

Communicating and supporting attitudes that foster successful resettlement are important goals for orientation. Therefore, identifying participants' opinions and attitudes about the content to be shared in orientation can serve as an early warning system to issues that may need to be examined. For example, a needs assessment may reveal that many participants are opposed to the idea of women working outside the home. This may lead the trainer to stress the need for two incomes to achieve self-sufficiency and the role of women in the U.S. workplace.

Types of Needs Assessments

Needs assessments can be lengthy or brief, and they can be ongoing or conducted only once. They can be timed to take place before, during, or after an orientation session. Needs assessments can also be developed for preliterate participants or for very literate participants, individually or in groups.

The focus of a needs assessment should identify what participants know and can do, and what they want to learn and be able to do. The assessment can take place through a discussion, an activity, a game, a written survey, or the use of pictures.

Throughout an orientation session or program, the trainer should check in with participants frequently to determine what is understood and what questions participants may still have. This can be as simple as encouraging participants to ask questions throughout the sessions, or debriefing them after a topic or a session. Through this process of continuous needs assessment, information is gathered that can feed into the next topic or session to ensure participant needs are being met.

Learning Assessments

The Importance of Learning Assessments

Whereas a needs assessment finds out what learners already know and want and need to know, a learning assessment looks at what they have learned. Effective instructors continually assess participants' comprehension and retention of new information. Knowing what information was understood and learned enables trainers to adjust the pace and content of orientation to accommodate the needs of participants. Assessment can provide feedback for refining ongoing orientation and future program planning (National Center for Family Literacy & Center for Applied Linguistics, 2007).

- ▶ Refinement of ongoing orientation

Learning assessments provide valuable information that can inform and improve an orientation session or program currently being conducted. Ongoing feedback on what has or has not been learned helps trainers know what learning activities were effective and what topics need to be retaught or presented in a different way.

- ▶ Program planning

Learning assessments also provide results that can inform future orientation sessions and programs. By examining what information was not retained by past participants, trainers can then consider how to adjust future orientation. For example, trainers might use different learning activities or think about whether particular topics might be more applicable to participants at a different point in the resettlement process. The information learned from the evaluation of student learning keeps trainers informed and helps them think strategically about any modifications they might want to make—in what to teach (and what to emphasize), when to teach it, and how.

Types of Learning Assessments

Learning assessments can be done formally or informally. Most people are familiar with formal learning assessments, such as written tests and oral interviews, which provide a score or a grade. But there are other less formal ways to conduct a learning assessment, too.

Perhaps the best assessment methods for orientation are those that are informal, quick, easy, and stress-free for both trainers and participants. Trainers may find that it is more effective to use oral or pictorial assessments rather than written ones, especially with less literate participants. Assessments can take place during and after a learning activity.

Here are some ways to conduct an informal learning assessment:

- ▶ Check for comprehension by orally asking open-ended questions about the topic. Asking, "Do you understand?" does not usually provide useful information. Instead, have a participants ask a partner to say something specific about a topic (e.g., "Describe how to get on and off the bus") or ask a specific question (e.g., "What are two things about owning a car that make it expensive?") to ensure that participants understand the information.

- ▶ Ask participants to repeat the new information back to the trainer in their own words. For example, the trainer may ask participants to describe how to clean a kitchen floor.
- ▶ Ask participants to explain what they have learned to another participant or staff person. For instance, the trainer may say, “Tell a partner where you can buy rice.”
- ▶ Have participants tell a story, draw a picture, or create a role play to demonstrate their new knowledge. This method might take more time, but it will be well worth the effort. It will give participants the opportunity to review and actively practice the skills and knowledge they have learned. A group of participants could role play requesting an interpreter, or talking to their child’s teacher or school administrator about a problem their child is having at school.
- ▶ Review questions and concerns raised during the initial needs assessment or discussion. If participants were asked to pose questions at the beginning of the orientation session or program, review the questions and ask participants to answer them. Participants should be able to answer their own questions. If they cannot, this provides the trainer with an opportunity to review key points and provide accurate answers to misinformation.
- ▶ Observe participants completing a task. Often this type of learning assessment takes place outside of the classroom and in the community. Different from an immediate learning assessment, it might occur at a later time and over a longer period. A participant might become comfortable accomplishing a task on her/his own, such as attending a doctor’s appointment or taking the bus to go grocery shopping. Or the learning assessment could be a less formal observation, such as seeing a participant who had expressed discomfort interacting with people from other cultures talking comfortably with someone from a different ethnic background in the community.

Each of these assessment methods allows trainers to check comprehension and retention, as well as to listen for misunderstandings or misinformation and to gauge how much learning is taking place and at what pace. Trainers should continue to revisit the new material until they feel that it has been retained.

Two forms of learning assessments are provided in *Making Your Way*:

- ▶ Debriefing questions at the end of each activity plan

Questions have been developed to help trainers review the main objectives of the activity plan. Often these help highlight basic knowledge of the *R&P Orientation Objectives and Indicators*.

- ▶ Wrap-up activity plans at the end of the orientation sessions

These activity plans have been designed as games to help trainers review the information covered throughout an orientation program. They require more preparation, but will allow trainers to review in a relaxed, enjoyable way information that participants have learned, while also allowing participants to demonstrate some of the knowledge they have gained.

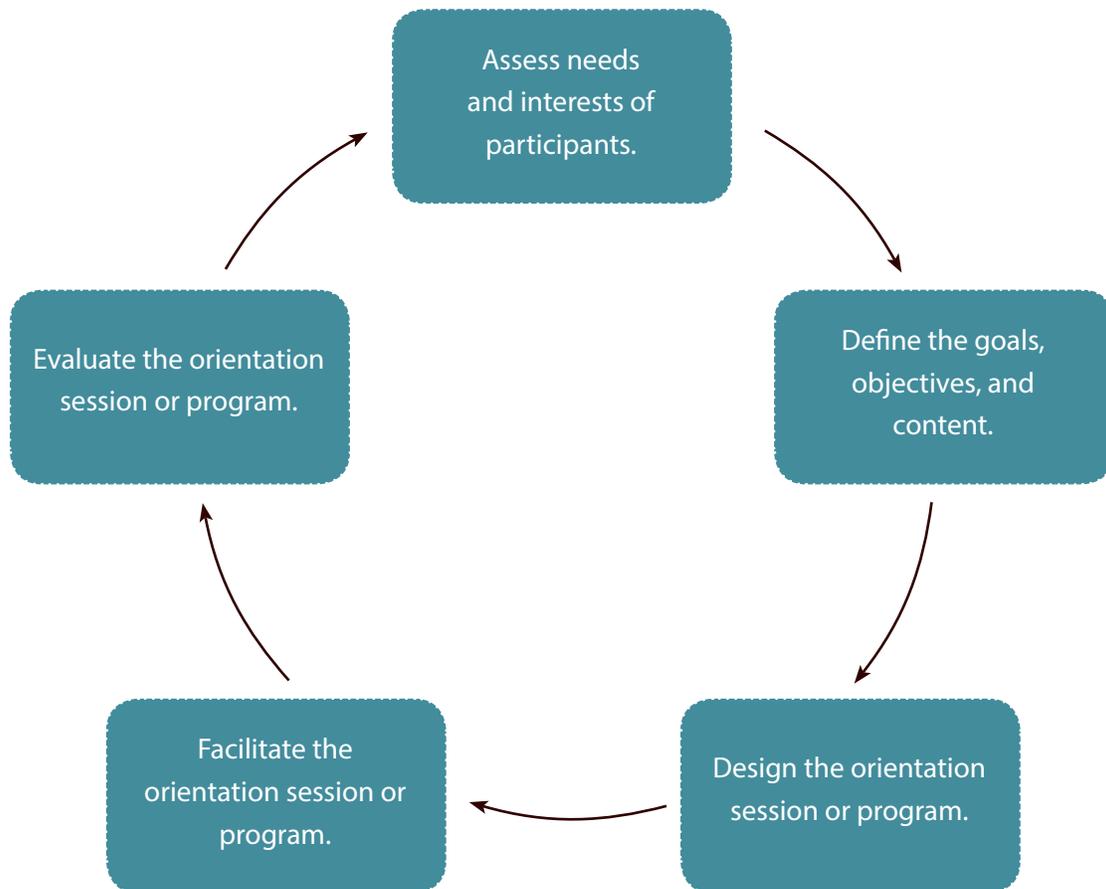
The Relationship Between a Needs Assessment and a Learning Assessment

A needs assessment and a learning assessment may utilize the same tool in different ways: A needs assessment tells us what participants want and need to learn, while a learning assessment tells us what they have learned. But there is a close relationship between the two. A learning assessment can provide feedback that can be used when gathering information for a needs assessment. For example, if participants from one orientation session or program did not understand when they should call their landlord, this can inform a future session, either with the same group of participants or with a new group of participants. A trainer may decide to convey the information in a different way (by using pictures, playing a game, or conducting small group discussions) or plan to spend more time on that topic with a future group (using the same method of delivery, or adding new methods to convey the information).

Used together, a needs assessment and a learning assessment can also measure the knowledge and skills participants have gained through orientation. Needs assessments illustrate what participants knew before the orientation and learning assessments illustrate what they learned as a result of the orientation. This allows the trainer to track a participant's progress according to her or his individual needs. For example, for a participant who is very familiar with modern appliances, knowing how to use an oven at the end of orientation may not be an achievement. However, for a participant who has limited previous exposure to modern appliances, learning how to safely use an oven at the end of orientation may be an immense achievement and a critical skill that s/he has gained through orientation.

The following cycle from Abrams and Mahar-Piersma (2010) demonstrates the five common steps of successful trainers and the relationship between a needs assessment and a learning assessment.

The Training Cycle



List of Units and Activity Plans

| Needs Assessment | |
|--|---|
| | Topical Signs and Pictures |
| | Movement and Pictures |
| | Topic Headers and Interests |
| Role of the Local Resettlement Agency | |
| | The Basics: Role of the Local Resettlement Agency |
| | Initial Resettlement Assistance and Services Provided |
| | Attending Orientation Classes |
| | A New Partnership |
| | Overcoming Challenges |
| Community Services and Public Assistance | |
| | The Basics: Community Services and Public Assistance |
| | Types of Services |
| | Social Involvement in Your Community |
| Housing | |
| | The Basics: Housing |
| | Housing Rights and Responsibilities |
| | Being a Good Neighbor |
| Transportation | |
| | The Basics: Transportation |
| | Getting Around Your New Community |
| | Owning and Driving a Car |

| Employment | |
|--------------------------------|--|
| | The Basics: Employment |
| | Working in the United States |
| | Finding a Job |
| Learning English | |
| | The Basics: Learning English |
| | Ways to Learn English |
| | Benefits of Learning English |
| Education | |
| | The Basics: Education |
| | Getting Involved in Your Child's School |
| | Dealing With Issues at School |
| | Employment Versus Education for Adults |
| Health and Hygiene | |
| | The Basics: Health and Hygiene |
| | A Doctor's Visit: What to Expect |
| | Personal Hygiene |
| | Addressing Emotional Health Challenges |
| Budgeting and Personal Finance | |
| | The Basics: Budgeting and Personal Finance |
| | Banks and Paychecks |
| | Budgeting and Prioritizing |

Cultural Adjustment

| | |
|--|-------------------------------------|
| | The Basics: Cultural Adjustment |
| | Diverse Communities |
| | Punctuality |
| | Family Roles |
| | Parenting Practices |
| | Adjusting to Changes and Challenges |

U.S. Laws and Refugee Status

| | |
|--|--|
| | The Basics: U.S. Laws and Refugee Status |
| | Using Emergency Services |
| | Practicing Safety Procedures |
| | Common Safety Practices |
| | Your Rights and Your Responsibilities |
| | Adjusting Your Status |
| | Learning Local Laws |

Orientation Wrap-Up

| | |
|--|------------------------|
| | Answer Cards |
| | Choose-Your-Topic Game |

Unit Overviews Combined

Each of the 13 units addressed in this curriculum begins with a unit overview for the trainer that provides basic information on the topic and the activity plans included in that unit. It is recommended that the trainer begin by reading the unit overviews first to gain a fuller understanding of how each activity plan addresses the issues facing refugees. To make that task easier, we provide here, in one place, all 13 unit overviews. Keep in mind that identical information is provided at the beginning of each unit.

Needs Assessment Unit Overview

This unit enables a trainer to begin the orientation course with a needs assessment that gives the trainer an idea of participants' interests and needs. Based on information from participants, trainers can learn what participants already know about the resettlement process and what they want and need to know more about.

Trainers have a choice of three activity plans: "Topical Signs and Pictures," "Movement and Pictures," and "Topic Headers and Interests." Through each plan, participants will be able to do the following:

- ▶ Identify areas of interest they would like to learn more about
- ▶ Play a role in decisions about their learning
- ▶ Describe what they already know about the resettlement process ("Movement and Pictures" *only*)

Since the three activity plans cover the same material, trainers should conduct only one needs assessment, choosing the one that seems most appropriate for their participants. "Topical Signs and Pictures" works well with all class sizes: an individual, a small group, or a large group. "Movement and Pictures" is most effective with a small or large group that enjoys learning through physical movement. "Topic Headers and Interests" is ideal for a group of ten or more participants who can communicate in a common language.

Each activity plan in this unit begins with an introduction for the trainer, which highlights the plan's key concepts and main messages.

Role of the Local Resettlement Agency Unit Overview

This unit provides participants with an overview of the role of the local resettlement agency. It focuses on the following key points:

- ▶ The local resettlement agency ensures that refugees are provided with assistance and basic services after they first arrive in the United States. This assistance is limited and may vary from person to person, depending on many things, such as family size and situation, age, the agency, and the resettlement site.

- ▶ The resettlement agency is the new arrival's first point of contact for accessing services and getting information on topics that refugees need to know. Resettlement agencies and other service providers conduct orientation, which refugees are encouraged to attend in order to learn about their new U.S. community.
- ▶ For resettlement to succeed, refugees need to work together with resettlement agency staff. Good communication is central to the partnership between refugee and the resettlement agency. Refugees who take responsibility and learn to do things for themselves will adjust more quickly to their new communities.

Each refugee entering the United States is assigned a resettlement agency that is responsible for ensuring that s/he receives certain basic services. Resettlement agency workers are refugees' main guides to their new communities and are most effective when refugees work in partnership with them. The activities in this section will help participants learn more about what the resettlement agency does and what refugees should do to work with the agency.

This unit includes five activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The five plans are as follows:

- ▶ *The Basics: Role of the Local Resettlement Agency.* In this session, participants learn that they will need to work closely with their resettlement agency, and that the services they receive will be provided for a limited time.
- ▶ *Initial Resettlement Assistance and Services Provided.* In this session, participants will learn about the R&P process and the support they can expect to receive from their resettlement agency. Participants will then identify the areas of orientation and resettlement that interest them most.
- ▶ *Attending Orientation Classes.* This session looks at orientation offered by the resettlement agency and other service providers in the area. Participants will discuss the importance of attending orientation in order to learn about the aspects of resettlement that interest them and are important to their successful resettlement.
- ▶ *A New Partnership.* This session highlights the partnership between refugees and resettlement agency staff. The success of the partnership depends on respect and good communication between the partners. Participants learn about common ways to communicate in the United States, and how to work with resettlement agency staff to ease their adjustment process.
- ▶ *Overcoming Challenges.* During this session, participants will learn about challenges that may occur when working with their resettlement agency and how to overcome them.

Community Services and Public Assistance Unit Overview

This unit provides participants with an overview of the services and assistance available to refugees in their new communities.

By *community services*, we mean the services, assistance, goods, and resources available to people in their communities. These services may be provided free of charge or at a very low cost by the government (also called the *public sector*), by religious organizations, or by community-based organizations (CBOs). Goods and services are also provided at a cost by businesses (also called the *private sector*).

Some community services, such as libraries and parks, are available to everyone in the community. Others, such as public assistance, are available only to certain residents. Some services are available only to refugees. Communities vary greatly in the type and amount of the services they provide to their residents.

The unit focuses on the following key points:

- ▶ Many different services (including assistance to eligible low-income families) are available to residents. Local resettlement agencies help refugees access some of these services. But refugees will also need to learn about community services and public assistance programs on their own.
- ▶ Getting involved in the local community, whether one's ethnic or religious community or the community at large, is a good way to meet other people, learn more about the community and what it has to offer, and ease the stress of adjusting to a new country and culture.

This unit includes three activity plans. The first plan provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The second and third activity plans may be covered if there is a need for them and enough time.

Each activity plan in this unit begins with an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Community Services and Public Assistance.* In this session, participants will learn about different community services, including government public assistance programs for eligible low-income families.
- ▶ *Types of Services.* In this session, participants will learn more about the services available in their community. They will learn that although the resettlement agency will help them access the services, they will need to explore their community on their own as well.
- ▶ *Social Involvement in Your Community.* This session concerns the importance of getting involved in the local community to make friends, learn more about the community, and ease the adjustment process. Participants will explore some of the ways they can get involved.

Housing Unit Overview

This unit provides participants with an overview of housing. It focuses on the following key points:

- ▶ In the United States, tenants (people who rent an apartment or a house) have both rights and responsibilities. The responsibilities include paying rent and utilities on time, keeping the place clean and in good condition, and being a good neighbor.
- ▶ It is important to understand how to use basic household products and appliances properly and safely.

Housing in the United States is often expensive for those earning a limited income. For refugees, finding a place to live that is affordable and in a safe neighborhood can be a challenge. In the beginning, refugees will have limited income, so their first home may not be their ideal choice. Though the resettlement agency will take care of refugees' housing needs during their first month in the United States, there are many things about renting a house or apartment that refugees will need to learn.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Housing.* This session looks at housing in the United States and includes a discussion of the rights and responsibilities of tenants and the rights and responsibilities of landlords/landladies.
- ▶ *Housing Rights and Responsibilities.* During this session, participants will learn about the rights and responsibilities that come with renting a home in the United States.
- ▶ *Being a Good Neighbor.* In this session, participants will learn what it means to be a considerate neighbor in the United States.

Transportation Unit Overview

This unit provides participants with an overview of different types of transportation, and how to safely use them. The unit focuses on the following key points:

- ▶ Most communities have one or more forms of public transportation. Refugees will need to know how to use each type and how to do so safely.
- ▶ Owning and driving a car in the United States can be expensive. There are also laws regarding car insurance, driver's licenses, and safety that car owners need to understand and obey.

During their first months in the United States, most refugees will use public transportation to get around their new community. Some refugees may purchase a car after they have a job and can afford car expenses.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Transportation.* In this session, participants will learn about the types of transportation in their community and how to safely use them. They will also learn what they need to know to own and drive a car safely and legally.
- ▶ *Getting Around Your New Community.* In this session, participants learn about the many different services available in a refugee's community (e.g., banks, libraries, schools, health clinics) and how to get from one place to another.
- ▶ *Owning and Driving a Car.* During this session, participants will discuss some of the challenges and benefits to owning and driving a car, compared with the challenges and benefits of using public transportation.

Employment Unit Overview

This unit provides participants with an overview of employment. The unit focuses on the following key points:

- ▶ Getting and keeping a job is important for all adult refugees who are able to work. Employment is the fastest way to self-sufficiency and is necessary for success in the United States.
- ▶ Refugees play a central role in finding and keeping a job. An employment specialist will assist them in their search.
- ▶ Workers (or *employees*) in the United States have rights, such as the right to be paid for their work and to work in a safe environment. They also have responsibilities.

Finding and keeping a job is critical to a refugee's success in the United States. Government assistance is limited in duration and amount, so it is important for refugees to find a job as soon as possible after they arrive in the United States. An employment specialist at the resettlement agency or at another agency will help refugees in the job search, and refugees must work closely with the employment specialist to find a job. It will be up to the refugee to keep the job.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived

refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Employment.* During this session, participants will discuss the importance of getting and keeping a job in the United States, even if the job pays only minimum wage and is not in the refugee's field of work. Participants will also learn that while they will receive help from an employment specialist, they play a central role in finding and keeping a job. Finally, the session will discuss employment rights in the United States and how workers have the right to be paid and to work in an environment that is safe and free from discrimination and harassment.
- ▶ *Working in the United States.* In this session, participants will discuss why having a job is important to them and their families. The reasons for working may be different for different families, depending on their situation, needs, and goals.
- ▶ *Finding a Job.* This session focuses on the three things to consider when looking for a job: ways to find a job, types of jobs, and ways to prepare for a job interview.

Learning English Unit Overview

This unit provides participants with an overview of learning English. It focuses on the following key points:

- ▶ Learning English is important for a refugee's successful adjustment in the United States. Refugees who know English are more able to take care of their own needs and find employment.
- ▶ Refugees who are able to work must find a job as soon as possible after they arrive in the United States. They will not be able to study English for a period of time before finding a job. They will need to do both—study and work—at the same time.
- ▶ Studying English in a classroom with an experienced teacher is a good way to learn English, but there are many other ways that refugees can learn English.
- ▶ Interpreter services are available at places like hospitals and courts for those who need them.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Learning English.* This session discusses the importance of learning English to a refugee's adjustment in the United States. Participants will learn that they should look for a job and do all of the things they need to do (such as apply for public assistance) while learning English. Participants will also learn that they have the right to interpreter services at places like hospitals and courts, and that their resettlement agency can help them access these services.
- ▶ *Ways to Learn English.* This session highlights some of the many ways to learn English. Participants will learn that they should try different methods, as available, to find what works best for them.
- ▶ *Benefits of Learning English.* During this session, participants will learn about the benefits of learning English and of attending English language classes.

Education Unit Overview

This unit provides participants with an overview of education for both children and adults. It focuses on the following key points:

- ▶ There are laws and customs regarding public schooling in the United States. Children must attend school, and schools expect that parents will be involved in their children's education. Americans believe that when parents are involved, their children do better in school.
- ▶ In the United States, there are also educational opportunities for adults. Adult and young adult refugees need to look at the pros and cons of studying versus working. Studying may lead to better job opportunities in the future, but refugees need to work right away to support themselves and their family, and education in the United States can be expensive. For many refugees, the best option is to work full-time while going to school part-time.

In the United States public education is free, and all children from the ages of 7 to 16 must go to school. Public education is usually available for children ages 5 to 18. Americans believe that a person is never too old or too young to learn new things. There are many educational opportunities for adults. These include English classes, high school diploma preparation classes, job skills training programs, community college, college, and university. Because they have to earn an income, American adults who go to school usually attend classes part-time, at night, or on the weekends, while working full-time.

This unit includes four activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The four plans are as follows:

- ▶ *The Basics: Education.* In this session, participants will learn some of the basic information they should know about education in the United States, such as what schools expect from children and educational opportunities for adults.
- ▶ *Getting Involved in Your Child's School.* During this session, participants will learn about the importance of getting involved in their children's education. They will identify some of the ways to get involved in U.S. schools and consider the ways that may work best for them and their families.
- ▶ *Dealing With Issues at School.* In this session, participants will learn about some of the challenges their children may face in school and what they can do about them.
- ▶ *Employment Versus Education for Adults.* This session looks at the challenge that adults who want to further their education face: How can they study while earning enough money to support themselves and their families? Participants will learn that they will need to weigh all their options and decide what is best for them and their families.

Health and Hygiene Unit Overview

This unit provides participants with an overview of health, hygiene, and ways to stay healthy in the United States. It focuses on the following key points:

- ▶ There are different health care services in the United States, and refugees should know where to go for which services.
- ▶ Urgent and routine health care services are different from one another and are found in different places. Refugees need to know when to use urgent care and when to use routine care.
- ▶ The local resettlement agency will schedule initial health screenings and immunizations and assist with obtaining other health care services as needed.
- ▶ There are customs and laws in the United States regarding personal and public hygiene. People who don't follow these customs and laws may offend other people in the community or at work, and may even get into trouble with the law.
- ▶ It is normal for refugees to sometimes feel sad or worried, but for those who are often feeling upset, anxious, or sad, there are special health services available.

The health care system in the United States is complex, and there are many places to go for health care in a refugee's new community. At first it may be hard for refugees to understand the U.S. health care system, but with time and patience they will learn. It is important for them to learn how to use each resource. They also need to know that there are services available for refugees who are having trouble adjusting emotionally to their new surroundings.

This unit includes four activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees

in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The four plans are as follows:

- ▶ *The Basics: Health and Hygiene.* During this session, participants will learn about the different health care resources available in their communities and when to use each. They will also learn about the difference between urgent and routine health care.
- ▶ *A Doctor's Visit: What to Expect.* In this session, participants will learn what to expect during a visit to a doctor.
- ▶ *Personal Hygiene.* During this session, participants will learn about hygiene practices in the United States, and the importance of these practices to one's health and in the work place. Participants will learn that some practices that are common in other countries, such as spitting or urinating in public, are against the law in many communities in the United States.
- ▶ *Addressing Emotional Health Challenges.* In this session, participants will learn about the importance of emotional health and about the many resources available to refugees if they find themselves feeling upset, depressed, or anxious much of the time. They will learn how to recognize these feelings in themselves so they can manage them in a healthy way.

Budgeting and Personal Finance Unit Overview

This unit provides participants with an overview of budgeting and personal finances. It focuses on the following key points:

- ▶ It is important for refugees to identify sources of income and support they can depend on after initial assistance ends.
- ▶ A bank is the safest place to keep money.
- ▶ Refugees are responsible for managing their own personal finances. Learning how to budget is an important skill for refugees to learn.

The cost of living in the United States varies greatly from place to place, but in many places it can be high or very high. This is why finding a job as soon as possible is very important for all adults who can work. Refugees will have to be careful with their money so that they do not spend more than they can afford. One way to keep from spending too much is to create a budget. A budget helps people know how much money they have, how much they can spend, and how much they can save.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Budgeting and Personal Finance.* During this session, participants will gain information about the different sources of income and support available to them, and will learn that they are responsible for their personal finances.
- ▶ *Banks and Paychecks.* In this session, participants will learn why they should keep their money in a bank, what they need to know about their paycheck, and how to write and mail a check to pay bills.
- ▶ *Budgeting and Prioritizing.* This session highlights the importance of managing money in the United States. Participants will learn how to budget and prioritize, and learn the difference between wants and needs.

Cultural Adjustment Unit Overview

This unit provides participants with an overview of cultural adjustment. It focuses on the following key points:

- ▶ Cultural adjustment is a process that happens over a long period of time. The process is different for different people, but there are certain stages to the process that most people go through as they adjust to a new culture.
- ▶ It is important for refugees to develop healthy ways to cope with the stresses and changes (such as changes in family roles) that occur as they adjust to life in the United States.
- ▶ Although Americans are open to other cultures and ways of doing things, there are certain basic values, beliefs, and practices that they expect residents of the United States to follow.

Some of the refugees' traditional practices may differ from those of most Americans. Some practices may be considered unacceptable and even illegal. Like others who have left their homes and resettled in a foreign land, refugees may feel worried and frustrated as they adjust to life in the United States. These feelings are normal and usually go away over time. The adjustment process can take from two to five years. Being patient, keeping an open mind, and learning healthy ways to cope with stress and culture shock can help ease the process. Finding a job and learning English will also help refugees adjust.

This unit includes seven activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The seven plans are as follows:

- ▶ *The Basics: Cultural Adjustment.* During this session, participants will learn about the stages of cultural adjustment and how they may go through the process. They will learn that the period of cultural adjustment varies from person to person and that becoming self-sufficient and taking care of one's self are very important during this period. Participants will then learn how to find support if they are experiencing emotional health challenges.
- ▶ *Diverse Communities.* In this session, participants will gain an understanding of the diversity of the U.S. population. Participants will learn about the importance of being tolerant and respectful of those different from them, while expecting tolerance and respect from others.
- ▶ *Punctuality.* This session looks at the importance of being on time for meetings and appointments in the United States. Participants learn that being late is considered disrespectful and may have negative consequences.
- ▶ *Family Roles.* In this session, participants will learn about the changes in family roles that refugee families often experience in the United States and explore ways to handle them.
- ▶ *Parenting Practices.* In this session, participants will look at parenting challenges that refugee families often face and consider culturally acceptable and legal ways to handle these situations in the United States.
- ▶ *Adjusting to Changes and Challenges.* During this session, participants will explore some of the feelings they may have and changes they might undergo as they adjust to life in their new communities. Then they will consider how they might cope with these feelings and changes.

U.S. Laws and Refugee Status Unit Overview

This unit provides participants with an overview of U.S. laws and of their legal status as refugees in the United States. It focuses on the following key points:

- ▶ The United States has laws regarding alcohol, tobacco, drugs, firearms, domestic violence, and child supervision and neglect, among many others. Refugees are responsible for knowing the laws and understanding what will happen to them if they break them.
- ▶ In the United States, refugees have rights and responsibilities. After refugees have lived in the United States for one year, they must apply to change their status from refugee to Lawful Permanent Resident.
- ▶ Refugees are responsible for their own safety and should know common safety procedures. They should also know how to access emergency services by dialing 9-1-1 and how to say their address and phone number in English.

Laws in the United States protect the rights of all people. Refugees should have a basic knowledge of their rights and responsibilities under U.S. law and of the process they will need to go through to adjust their legal status. They should also know common personal safety practices.

This unit includes seven activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The seven plans are as follows:

- ▶ *The Basics: U.S. Laws and Refugee Status.* This session discusses safety, the legal status of refugees, and some U.S. laws that participants should know.
- ▶ *Using Emergency Services.* In this session, participants learn what to do in an emergency situation.
- ▶ *Practicing Safety Procedures.* In this session, participants will learn to identify and respond to unsafe situations.
- ▶ *Common Safety Practices.* During this session, participants will learn about things they and their families can do to prevent being in an unsafe situation.
- ▶ *Your Rights and Responsibilities.* During this session, participants will learn about their legal rights and responsibilities.
- ▶ *Adjusting Your Status.* This session deals with the process of adjusting status from refugee to Lawful Permanent Resident. It also includes information about the process of becoming a U.S. citizen.
- ▶ *Learning Local Laws.* The activity in this session highlights the importance of learning about and following local laws.

Orientation Wrap-Up Unit Overview

This unit reviews all the information participants have learned during the entire orientation course. The unit includes two wrap-up activity plans, Answer Cards and Choose-Your-Topic Game. Trainers need only conduct one of the two, choosing the activity they prefer. Through either activity plan, participants will be able to do the following:

- ▶ Review the information they learned throughout the orientation course
- ▶ Explain specific aspects of the orientation sessions they have attended
- ▶ Show knowledge and understanding of different aspects of their resettlement and adjustment process

Trainers can also use the wrap-up plans to assess what has been learned in an individual unit, choosing those questions that are specific to the unit.

Ideally, trainers will have time to ask one question from each session they conducted over the course of the orientation program. If there is not enough time to do this, we recommend that trainers at least ask questions from The Basics plans of each unit covered and add questions as time permits on topics that were discussed for longer periods of time and/or are especially important for refugees to remember. Questions do not need to be asked in the order they appear in this unit or the order in which orientation programs were conducted.

While conducting a wrap-up activity, trainers should correct any wrong responses from participants. Trainers should also note the gaps in participant understanding and consider these gaps when planning future orientation sessions and programs on similar topics. (For a further discussion of learner assessment, see p. 27 of the Introduction.)

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

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Needs Assessment

Unit Overview for the Trainer

This unit enables a trainer to begin the orientation course with a needs assessment that gives the trainer an idea of participants' interests and needs. Based on information from participants, trainers can learn what participants already know about the resettlement process and what they want and need to know more about.

Trainers have a choice of three activity plans: "Topical Signs and Pictures," "Movement and Pictures," and "Topic Headers and Interests." Through each plan, participants will be able to do the following:

- ▶ Identify areas of interest they would like to learn more about
- ▶ Play a role in decisions about their learning
- ▶ Describe what they already know about the resettlement process ("Movement and Pictures" only)

Since the three activity plans cover the same material, trainers should conduct only one needs assessment, choosing the one that seems most appropriate for their participants. "Topical Signs and Pictures" works well with all class sizes: a single individual, a small group, or a large group. "Movement and Pictures" is most effective with a small or large group that enjoys learning through physical movement. "Topic Headers and Interests" is ideal for a group of ten or more participants who can communicate in a common language.

Each activity plan in this unit begins with an introduction for the trainer, which highlights the plan's key concepts and main messages.

Needs Assessment

Topical Signs and Pictures

Introduction for the Trainer

Key Content

During this session, participants will identify the orientation topics of interest to them. This information will then allow you, the trainer, to plan future sessions that meet their interests.

Main Messages

Participants play a role in their own learning. Trainers should encourage participants to choose topics that are important to them and that they want to learn more about. By using this needs assessment, trainers can plan future sessions and topics based on the interests and needs that participants have identified.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe what they already know about the resettlement process
- ▶ Identify their specific areas of interest within a topic
- ▶ Explain what they know and do not know regarding specific topics

Materials

- Topical Signs
- Tape
- Topical Pictures, 11 sets (included)
- Flipchart paper and markers
- Optional: List of Recommended Orientation Objects (included)

Note to Trainer

This activity works well with large groups, small groups, and single individuals. With the recommended changes described in *Working With Individuals or Very Small Groups*, it is the most effective “Needs Assessment” activity plan for working with an individual.

After debriefing the session, note the number of Topical Pictures taken by participants from each Topic Sign. The number of pictures taken, plus the notes gathered from the full group discussion and the information shared among participants, provide a needs assessment for planning further trainings and choosing orientation topics to focus on.

Session Preparation

Print the Topical Pictures. To prepare for sessions of different group sizes, put together 11 sets of 10 to 20 pictures each, duplicating the pictures that are likely to be of particular interest. (There are ten per set.) For a particular session, prepare a few more pictures than there are participants, in case more are needed. Cut the pictures along the dotted lines. Keep the same pictures together.

Tape the Topical Signs in different places around the training space.

Place the sets of Topical Pictures on a table or chair below or near each corresponding Topical Sign.

Trainer’s Introduction of Session to Participants

You are getting to know your new community in the United States, and over time you will become more familiar with it. This session will help you identify some of the things you would like to learn more about. This will help us plan future sessions and make sure you are able to learn what *you* feel is important.

Introductory Exercise

Introduce the Topical Signs that have been hung in the training space.

Ask participants to think about what they already know and what they want to learn more about with regard to the orientation topics.

Activity

Divide participants into groups of three to four people.

Small groups walk around the training space to visit the different Topical Signs. If a participant wants to know more about the topic the group is visiting, the participant takes a corresponding Topical Picture from near that sign.

When a group has visited each Topical Sign, the group sits together and chooses a spokesperson. Participants show their pictures to the group and explain what they would like to learn more about on the topics.

Bring the full group together. Ask a spokesperson from each group to give a summary and highlights from their small group discussion. Record notes on flipchart paper.

Conduct a full group debrief of the session using the questions below (if they have not already been answered during the discussion).

Debriefing Questions

- ▶ What topics do you already know about? How did you learn about them?
- ▶ What topics are you least concerned about learning? Why?
- ▶ What topics do you consider most important to learn about? Why?

Working With Individuals or Very Small Groups

When working with an individual or a small group, walk with the participants to the Topical Signs. Ask the participants what they already know and what else they want to know about the topic. If participants provide inaccurate information on the topic, be sure to provide the correct information. Then move to the next Topical Sign and continue in the same manner. Debrief the session with the debriefing questions provided.

Variations and Considerations

If possible, group participants by language background during the activity so that they can communicate in a common language.

If needed, use translated versions of the Topical Signs.

Include information or pictures specific to your area on the Topical Signs.

Topical Signs



Role of the local resettlement agency



Community services and public assistance



Housing



Transportation



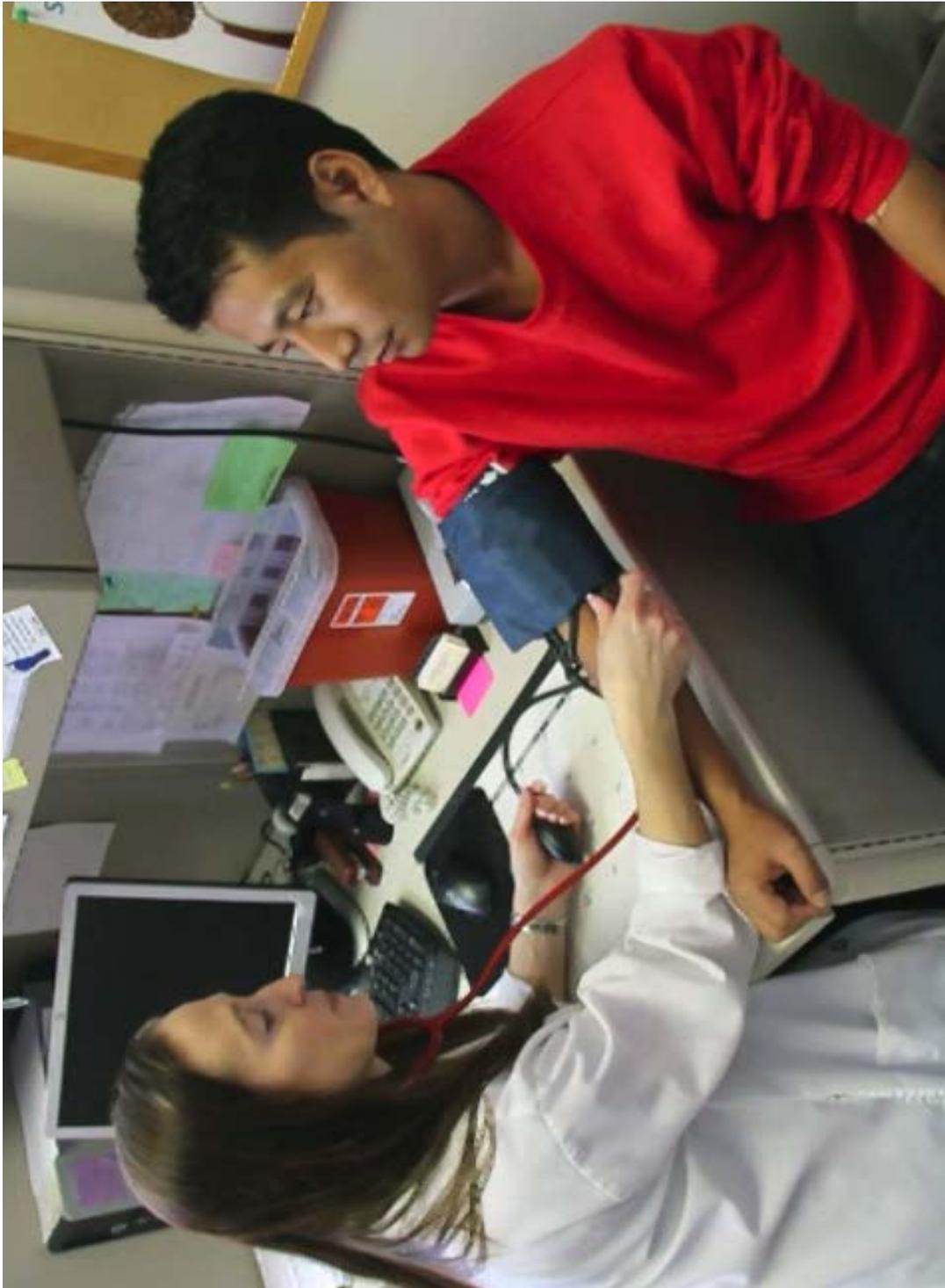
Employment



Learning English



Education



Health and hygiene



Budgeting and personal finance



Cultural adjustment



U.S. laws and refugee status

Topical Pictures



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Role of the local resettlement agency



Community services and public assistance



Community services and public assistance



Community services and public assistance



Community services and public assistance



Community services and public assistance



Community services and public assistance



Community services and public assistance



Community services and public assistance



Community services and public assistance



Community services and public assistance



Housing



Housing



Housing



Housing



Housing



Housing



Housing



Housing



Housing



Housing



Transportation



Transportation



Transportation



Transportation



Transportation



Transportation



Transportation



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Health and hygiene



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Health and hygiene



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Budgeting and personal finances



Cultural adjustment



Cultural adjustment



Cultural adjustment



Cultural adjustment



Cultural adjustment



Cultural adjustment



Cultural adjustment



Cultural adjustment



Cultural adjustment



Cultural adjustment



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status



U.S. laws and refugee status

Needs Assessment

Movement and Pictures

Introduction for the Trainer

Key Content

During this session, participants will consider what they already know about the resettlement process and will identify the orientation topics of interest to them. This information will then allow you, the trainer, to plan future sessions that meet the interests and needs of the participants.

Main Messages

Participants play a role in their own learning. Trainers should encourage participants to choose topics that are important to them and that they want to learn more about. By using this needs assessment, trainers can plan future sessions and topics based on the interests and needs participants have identified.



30 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe what they already know about the resettlement process
- ▶ Identify their specific areas of interest within a topic
- ▶ Explain what they know and do not know regarding specific topics

Materials

- Music, music player, and speakers
- Needs Assessment Pictures (included)
- Flipchart paper, markers, and tape

Note to Trainer

This activity plan works best with groups, whether small or large.

When working with a single individual or a very small group, refer to the recommended changes in Working With Individuals or Very Small Groups.

Session Preparation

Get the music ready to play and practice starting and stopping the music player quickly.

Consider what orientation sessions your agency or organization provides. Use only the corresponding Needs Assessment Pictures.

Trainer's Introduction of Session to Participants

You are getting to know your new community in the United States, and over time you will become more familiar with it. This session will help you identify some of the things you would like to learn more about. This will help us plan future sessions and make sure you are able to learn what you feel is important.

Activity

Ask participants to dance or move around the training space when the music starts, and to find a partner or form a group of three when the music stops. Those who don't want to dance or move around can walk while the music plays.

Tell participants that you will hold up a picture having to do with orientation. Participants will first tell their partner(s) something they know about the topic, then something they would like to learn about the topic.

Start the music. After 30 seconds, stop the music. After participants have formed pairs or groups of three, hold up one Needs Assessment Picture and say the topic aloud. Remind participants to share one thing they know about the topic, and one thing they would like to learn more about. Then hold up a second Needs Assessment Picture and ask participants to share one thing they know about the topic, and one thing they would like to learn more about.

Start the music again. Participants continue to dance, move, or walk around the training space. Stop the music after 30 seconds and hold up a different Needs Assessment Picture for participants to discuss. Continue this way until you have raised all of the topic pictures for participants to discuss.

Ask participants to sit down. Hold up the Needs Assessment Pictures one by one and ask participants to share something they learned or would like to learn about the topic. Record notes on flipchart paper and discuss topics as needed.

Debrief the session with participants using the questions below.

Debriefing Questions

- ▶ What is a topic that you already know a lot about?
- ▶ What is the most important thing you would like to learn about?
- ▶ What are some other things you would like to learn about?

Working With Individuals or Very Small Groups

When working with one to three participants, the session can be conducted as described. If participants seem to lose interest in this exercise, consider showing three Needs Assessment Pictures between musical segments to move through the exercise more quickly.

Variations and Considerations

If needed, use translated versions of the Needs Assessment Pictures.

Needs Assessment Pictures



Role of the local resettlement agency



Community services and public assistance



Housing



Transportation



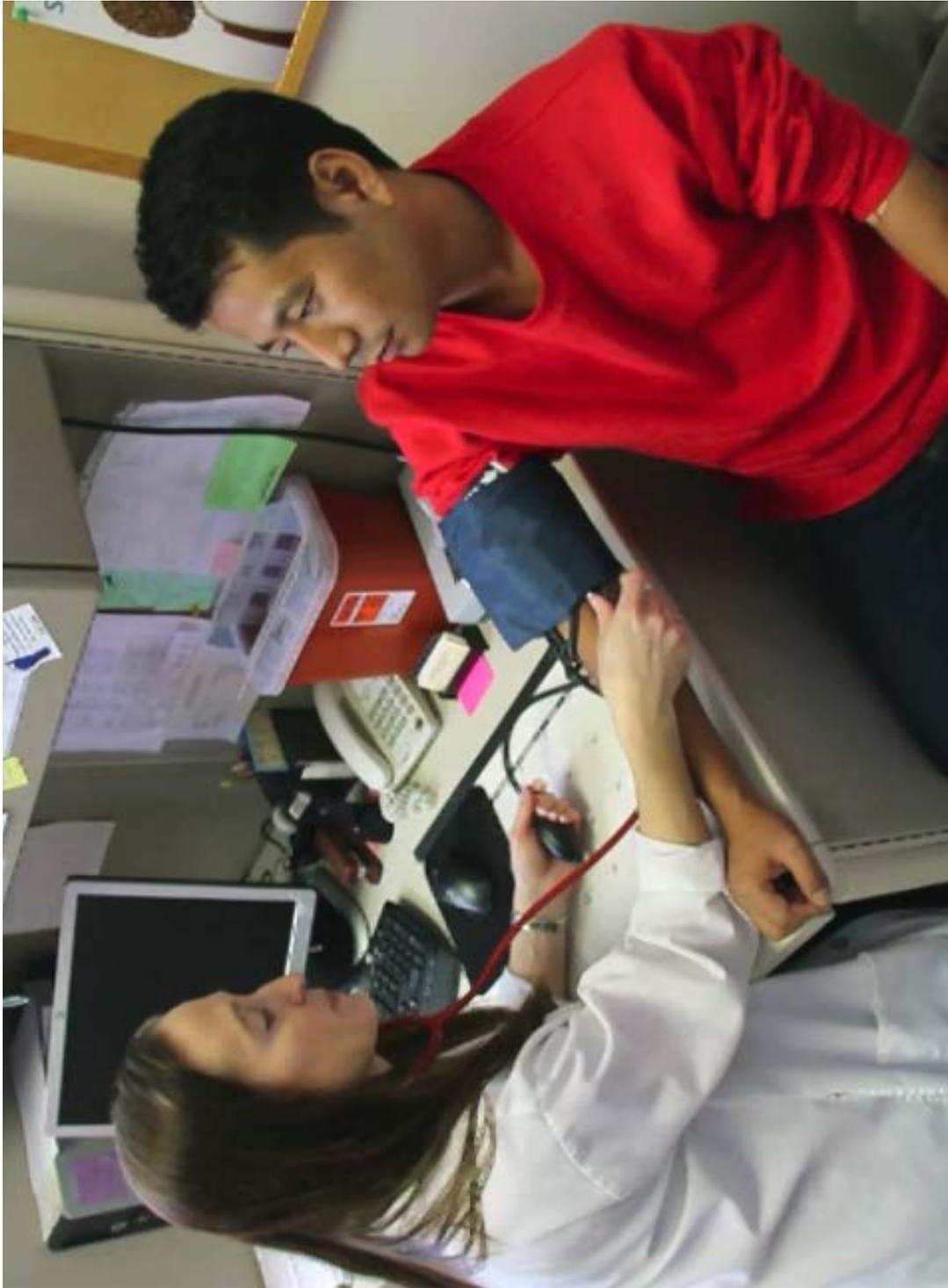
Employment



Learning English



Education



Health and hygiene



Budgeting and personal finance



Cultural adjustment



U.S. laws and refugee status

Needs Assessment

Topic Headers and Interests

Introduction for the Trainer

Key Content

During this session, participants will identify the orientation topics of interest to them. This information will then allow you, the trainer, to plan future sessions that meet their interests and needs.

Main Messages

Participants play a role in their own learning. Trainers should encourage participants to choose topics that are important to them and that they want to learn more about. By using this needs assessment, trainers can plan future sessions and topics based on the interests and needs that participants have identified.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe what they already know about the resettlement process
- ▶ Identify their specific areas of interest within a topic
- ▶ Explain what they know and do not know about specific topics

Materials

- Topic Headers (included), 1 per participant
- Scissors
- Tape

Note to Trainer

This session is ideal when working with groups of ten or more people.

Session Preparation

Cut the Topic Headers along the dotted lines.

Since the activity requires that the number of topic headers equals the number of participants, if there are fewer than 11 participants, choose topic headers that newly arrived refugees in the past have been most interested in.

When working with groups of 12 or more, you will need to duplicate one or more of the Topic Headers.

Trainer's Introduction of Session to Participants

You are getting to know your new community in the United States, and over time you will become more familiar with it. This session will help you identify some of the things you would like to learn more about. This will help us plan future sessions and make sure you are able to learn what you feel is important.

Introductory Exercise

Introduce the Topic Headers. Give examples of information that each topic could cover. For example, "getting involved in your child's education" could be covered in the education unit, while "finding a job to apply for" could be covered in the employment unit.

Ask participants to line up facing one direction, shoulder to shoulder. Tape a Topic Header to the back of each participant. Participants should not see the Topic Header that is taped to their backs.

Participants walk around the training space and look at the Topic Headers taped to the backs of other participants. Participants consider what they would like to know more about on this topic or a question they may have about it. They ask the question or say what they would like to learn on the topic to the participant *without saying the name of the Topic Header*. Encourage participants to talk to as many other participants as they can.

After 8 to 10 minutes, ask participants to guess which Topic Headers are on their backs. Participants should then remove the Topic Headers from their backs and check the accuracy of their guesses.

Activity

Group participants by similar Topic Headers, putting together, for example, *Role of the local resettlement agency* and *Community services and public assistance*, *Education and Learning English*, or *Community services and public assistance* and *Transportation*. Ask small groups to identify a spokesperson who will later share with the full group what has been discussed.

In their small groups, participants share and discuss what other participants said that they wanted to know more about during the introductory exercise.

Bring the full group together and ask the spokesperson from each small group to present highlights from their discussion to the full group. Record notes on flipchart paper.

Debrief the session as a full group, using the questions below (if they have not already been answered during the discussion).

Debriefing Questions

- ▶ What topics do you already know a lot about? How did you learn about them?
- ▶ What topics do you consider most important to learn about? Why?
- ▶ What topics are you least interested in learning about? Why?

Working With Individuals or Very Small Groups

When working with an individual or a small group, hang the Topic Headers around the training space and visit each one, discussing them as described in the “Needs Assessment: Topical Signs and Pictures” activity plan.

Variations and Considerations

When working with a group of more than 18 participants, group participants by the same rather than similar Topic Headers at the beginning of the activity.

If needed, use translated versions of the Topic Headers.

Topic Headers



Role of the local resettlement agency



Community services and public assistance



Housing



Transportation



Employment



Learning English



Education



Health and hygiene



Budgeting and personal finance



Cultural adjustment



U.S. laws and refugee status

Role of the Local Resettlement Agency

Unit Overview for the Trainer

This unit provides participants with an overview of the role of the local resettlement agency. It focuses on the following key points:

- ▶ The local resettlement agency ensures that refugees are provided with assistance and basic services after they first arrive in the United States. This assistance is limited and may vary from person to person, depending on many things, such as family size and situation, age, the agency, and the resettlement site.
- ▶ The resettlement agency is the new arrival's first point of contact for accessing services and getting information on topics that refugees need to know. Resettlement agencies and other service providers conduct orientation, which refugees are encouraged to attend in order to learn about their new U.S. community.
- ▶ For resettlement to succeed, refugees need to work together with resettlement agency staff. Good communication is central to the partnership between refugee and the resettlement agency. Refugees who take responsibility and learn to do things for themselves will adjust more quickly to their new communities.

Each refugee entering the United States is assigned a resettlement agency that is responsible for ensuring that s/he receives certain basic services. Resettlement agency workers are refugees' main guides to their new communities and are most effective when refugees work in partnership with them. The activities in this section will help participants learn more about what the resettlement agency does and what refugees should do to work with the agency.

This unit includes five activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The five plans are as follows:

- ▶ *The Basics: Role of the Local Resettlement Agency.* In this session, participants learn that they will need to work closely with their resettlement agency, and that the services they receive will be provided for a limited time.
- ▶ *Initial Resettlement Assistance and Services Provided.* In this session, participants will learn about the R&P process and the support they can expect to receive from their resettlement agency. Participants will then identify the areas of orientation and resettlement that interest them most.
- ▶ *Attending Orientation Classes.* This session looks at orientation offered by the resettlement agency and other service providers in the area. Participants will discuss the importance of attending orientation in order to learn about the aspects of resettlement that interest them and are important to their successful resettlement.

- ▶ *A New Partnership.* This session highlights the partnership between refugees and resettlement agency staff. The success of the partnership depends on respect and good communication between the partners. Participants learn about common ways to communicate in the United States and how to work with resettlement agency staff to ease their adjustment process.
- ▶ *Overcoming Challenges.* During this session, participants will learn about challenges that may occur when working with their resettlement agency and how to overcome them.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|--|--|--|--|
| Role of the Local Resettlement Agency | The local resettlement agency is not a government agency | Participants can articulate the difference between the local resettlement agency and the government | Initial Resettlement Assistance and Services Provided |
| | Assistance provided by the local resettlement agency and public assistance is limited and benefits vary across agencies, locations, and cases | Participants can articulate that the services they receive will be for a limited time | Initial Resettlement Assistance and Services Provided |
| | | Participants can state that the services they receive may not be the same as what other refugees will receive | Overcoming Challenges |
| | | Participants can verbalize that they will receive assistance but non-urgent issues may not be addressed immediately | Overcoming Challenges |
| | There are a number of organizations that will work alongside local resettlement agencies to assist with access to locally-available programs and provision of services | Participants can identify the local resettlement agency as the first point of contact for accessing services | Initial Resettlement Assistance and Services Provided Overcoming Challenges |
| | | Participants can articulate that the local resettlement agency may assist refugees with access to other agencies or organizations for services | Initial Resettlement Assistance and Services Provided Attending Orientation Classes |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------------------------|--|--|---|
| Role of the Local Resettlement Agency | The local resettlement agency provides assistance to refugees through the provision of items and/or money to meet initial needs, a limited scope of services, and advocacy on refugees' behalf to receive services for which they are eligible | Participants can identify four types of items that will be provided soon after arrival: initial housing, basic furnishings, seasonal clothing as necessary, food or food allowance | Initial Resettlement Assistance and Services Provided Overcoming Challenges |
| | | Participants can identify basic services provided by the local resettlement agency | The Basics: Role of the Local Resettlement Agency Attending Orientation Classes Overcoming Challenges |
| | | Participants can state that they may receive money and/or money may be spent on their behalf | Initial Resettlement Assistance and Services Provided |
| | The quality and quantity of items provided will vary | Participants can identify factors related to the quality and quantity of items they might receive, including the availability of resources, the need of the family, and budgets | Overcoming Challenges |
| | | Participants can state that the items they receive might not be new or what they would choose for themselves | Overcoming Challenges |
| | | Participants can state that the items or money they receive may not be the same as what other refugees will receive | Overcoming Challenges |
| | Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency | Participants can affirm that refugees and the local resettlement agency work in partnership and have rights and responsibilities with respect to each other | The Basics: Role of the Local Resettlement Agency Initial Resettlement Assistance and Services Provided Overcoming Challenges |
| | | Participants can name the local resettlement agency case manager as a source of reliable and accurate information | The Basics: Role of the Local Resettlement Agency Initial Resettlement Assistance and Services Provided A New Partnership |
| | | Participants know the caseworker/office contact info and how and when to contact them | The Basics: Role of the Local Resettlement Agency |

| | Content Objective | Learning Indicator | Activity Plan |
|--------------------------|---|---|--|
| Refugee Status | There are responsibilities related to refugee status | Participants recognize that refugee and public assistance are limited in scope | The Basics: Role of the Local Resettlement Agency |
| | Public assistance is available to help refugees pay for their needs, but is limited in amount and scope | Participants know that there are limitations on eligibility based on employment and marital status, income level, family size, etc. | Initial Resettlement Assistance and Services Provided |
| | | Participants can acknowledge that assistance varies from state to state | Overcoming Challenges |
| Public Assistance | There are a variety of types of government assistance | Participants know that there is assistance available for low-income families (Temporary Assistance for Needy Families [TANF], Electronic Benefit Transfer [EBT, formerly food stamps], Medicaid, public housing assistance, unemployment) | Initial Resettlement Assistance and Services Provided |
| | | Participants know that there is assistance available for people with disabilities and the elderly (Social Security, Medicare) | Initial Resettlement Assistance and Services Provided |
| | | Participants can identify types of assistance for families (e.g. WIC, Children's Health Insurance Program [CHIP], free/reduced school lunch program) | Initial Resettlement Assistance and Services Provided |
| | | Participants can identify types of assistance for refugees (R&P, Matching Grant, Wilson Fish) | Initial Resettlement Assistance and Services Provided |
| | There are responsibilities associated with some types of assistance | Participants can identify the responsibilities associated with the types of assistance they are receiving, such as community service or attending job readiness classes | Attending Orientation Classes |
| | | Participants understand the importance of maintaining communication with their public assistance caseworker (when applicable) | Initial Resettlement Assistance and Services Provided Overcoming Challenges |

| | Content Objective | Learning Indicator | Activity Plan |
|--|--|---|--|
| Your New Community | There are community and public services that are available to support residents | Participants can identify community services relevant to their specific needs, such as senior services or child care/day care | Initial Resettlement Assistance and Services Provided |
| | | Participants can identify community services that refugees may need to access, such as food banks, family support services, and the local government | Initial Resettlement Assistance and Services Provided |
| | Members of the refugee's ethnic or religious group who live in the area may be a good source of support | Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community | Initial Resettlement Assistance and Services Provided |
| Employment | Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women) | Participants can identify good interview skills such as firm handshake, eye contact, appropriate body language and also negative actions such as not answering questions well, stressing the need for a lot of money, or a disinterested expression | A New Partnership |
| | The refugee plays a central role in finding/obtaining employment in the U.S. | Participants can explain the role of the resettlement agency and various outside service providers in assisting them with employment services | Initial Resettlement Assistance and Services Provided |
| | A crucial way of finding better paying jobs is learning how to speak English | Participants can identify English language acquisition as a key to a better job | Initial Resettlement Assistance and Services Provided |
| | There are general characteristics of U.S. professional and work culture to which refugees must adapt in order to be successful in finding and maintaining employment | Participants can identify appropriate and desirable workplace behavior | A New Partnership Overcoming Challenges |
| | | Participants can list effective ways to communicate with their employer and fellow employees | A New Partnership Overcoming Challenges |
| | Health | Initial health screenings and immunizations will be scheduled within 30 days of arrival | Participants can acknowledge that a basic health screening and immunizations will be scheduled for after their arrival |
| There are norms associated with health care services in the U.S. | | Participants understand how to effectively communicate with health care professionals | A New Partnership |

| | Content Objective | Learning Indicator | Activity Plan |
|----------------------------|---|---|---|
| Cultural Adjustment | There are cultural norms and expectations that are fairly widespread throughout the U.S. | Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance | A New Partnership |
| | The philosophies of self-sufficiency and self-advocacy are central to American culture and to refugees' cultural adjustment | Participants understand the importance of politely communicating their needs and wants | A New Partnership |
| | There are some basic coping mechanisms to deal with the stressors of adjustment | Participants can state that learning English will facilitate their adjustment to life in the U.S. | Initial Resettlement Assistance and Services Provided |
| Education | There are legal and normative expectations regarding schooling in the U.S. | Participants can identify the rights and responsibilities of parents and children in the school system | Initial Resettlement Assistance and Services Provided |
| | | Participants understand the concept of parental involvement in schooling | Initial Resettlement Assistance and Services Provided |
| Transportation | Transportation options exist in most communities | Participants are aware of public transportation options in their locality | Initial Resettlement Assistance and Services Provided |

Role of the Local Resettlement Agency

The Basics: Role of the Local Resettlement Agency

Introduction for the Trainer

Key Content

During this session, participants will learn about the basic services provided by the resettlement agency and about the need to work with resettlement agency staff. Participants will also learn that the assistance from the resettlement agency is limited.

Main Messages

Resettlement staff will be refugees' main guides to their new communities and will ensure that they are given basic services when they first arrive. It is important that refugees work with agency staff by listening to them and sharing their questions and concerns. Resettlement staff will provide reliable and accurate information. Refugees should understand that to succeed in the United States, they will need to play an active role in their own resettlement, especially since assistance from others is limited.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify their resettlement agency as the first point of contact for accessing services
- ▶ Describe basic services provided by their resettlement agency
- ▶ Define the partnership between the resettlement agency and the refugee

Key English Vocabulary

- ▶ *case worker/manager*
- ▶ *resettlement agency*
- ▶ *Social Security number*
- ▶ *Who is your case worker/manager?*

Materials

- Role of the Local Resettlement Agency Statements (included)

Note to Trainer

This session is best conducted in an empty training space or with furniture pushed to the side, so that there is space in the middle of the room for participants to stand in a circle. If this is not possible, try to push furniture toward the middle of the training space, or have participants stand around outside the furniture, along the edge of the training space.

Session Preparation

Review the Role of the Local Resettlement Agency Statements. Add or edit statements to ensure that all information is accurate and reflects the role of the resettlement agency in your area.

Understand the way in which clients are supposed to contact their case worker/manager, according to the resettlement agency policies. Prepare to share this information with participants.

Trainer's Introduction of Session to Participants

You will need to work in partnership with your resettlement agency. The services you receive will be for a limited time. During this session, we will talk about the basic things you need to know about the role of the resettlement agency.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Ask participants to stand in a circle. The trainer should stand in the circle with the participants. Tell participants that you will read a statement. If participants agree with the statement or think it is correct, they take one step into the circle. If participants disagree with the statement or think it is incorrect, they continue standing where they are.

Read the Role of the Local Resettlement Agency Statements one by one. Give participants time to decide if each statement is correct or incorrect, or if participants agree or disagree with the statement. Once participants have made their decision, ask them to talk about why they responded the way they did. Let participants know whether the statement is correct or incorrect. Then, before reading the next statement, ask participants who stepped into the middle of the circle to step back so all participants are back in the circle.

When all of the statements have been read, ask participants to turn to a partner and tell that person how to contact her/his case worker/manager.

Tell participants that when they first arrive in the United States, their case worker/manager will be the one to get in touch with them. After a period of time, refugees will need to know when and how to make contact with the agency. Explain the basic process that refugees should follow when contacting agency staff, based on what you found out about the resettlement agency's policy during the session preparation.

Then debrief the session using the questions below.

Debriefing Questions

- ▶ What are some of the basic services that your resettlement agency should provide?
- ▶ For how long will these services be provided to you?
- ▶ What is a partnership?
- ▶ Why do you think establishing a partnership with your resettlement agency is important?
- ▶ When you need to access basic services, who should you contact for assistance?
- ▶ When is it appropriate to contact your case worker/manager? How should you make contact?

Working With Individuals or Very Small Groups

When working with one to three participants, sit together in a group. Read the Role of the Local Resettlement Agency Statements to participants one by one. Participants can be asked to raise their hands or move an object (such as a pen, pebble, or piece of paper) forward to demonstrate their agreement with the statement.

Variations and Considerations

Prepare a list with pictures of agency staff. When introducing the term *case worker/manager* during the introductory exercise, ask participants to identify and name their assigned case worker/manager.

If needed, use translated versions of the Role of the Local Resettlement Agency Statements.

Role of the Local Resettlement Agency Statements

Your resettlement agency will help you access important public services, such as medical assistance and English language classes.

Note to trainer: Stress that participants should discuss accessing public assistance with their resettlement agency.

Your resettlement agency is always available to help you, so you do not need to work with the agency.

Note to trainer: Discuss the importance of establishing a partnership with the resettlement agency.

You will receive basic services from your resettlement agency, such as scheduling your first medical appointment and registering your children at school.

Note to trainer: Discuss some of the other services the resettlement agency offers.

Your resettlement agency will be able to help you for as long as you need the help.

Note to trainer: Stress that services are for a limited period of time.

Whenever you need your case worker/manager, s/he is available, so you can call her/him anytime.

Note to trainer: Define appropriate hours to call case workers/managers. Remind participants that they can leave a message, either in English or a language they are more comfortable in.

Role of the Local Resettlement Agency

Initial Resettlement Assistance and Services Provided

Introduction for the Trainer

Key Content

During this session, participants will learn more about the basic assistance and services that they will receive with the help of their resettlement agency.

Main Messages

Refugees should understand that the local resettlement agency is not the U.S. government. The local resettlement agency will make sure that refugees are provided with basic services when they first arrive in the United States. There is also some public assistance available for low-income families who are eligible for it. Refugees need to know that services and assistance are limited, and that different refugees may receive different services because of factors such as family size, age, family situation, resettlement site, and income.



30 minutes

Objectives

Participants will be able to do the following:

- ▶ State that the resettlement agency provides refugees with basic services
- ▶ Describe initial assistance and services available
- ▶ Discuss what they have learned or will learn during the initial R&P period
- ▶ Identify and share what they would like to learn more about after initial resettlement

Materials

- Initial Assistance and Services Game Board (included), 1 per group of 3-5
- Playing pieces (such as pebbles or small pieces of paper), 1 per group of 3-5
- Optional: Scissors

Key English Vocabulary

- ▶ *appointment*
- ▶ *office*
- ▶ *orientation*
- ▶ *What time is my appointment?*

Session Preparation

Be sure that the steps described on the Initial Assistance and Services Game Board reflect what actually takes place (and in more or less the order shown) within your agency. Edit and/or reorder as necessary. Add examples of local social services in the space provided.

Trainer's Introduction of Session to Participants

During this session, we will learn about the support and help that you receive from your resettlement agency when you first arrive in the United States.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Conduct a “think-pair-share” exercise by asking participants to think about how they have worked and interacted with staff at the resettlement agency up to now. Ask participants to also consider what they have learned about their new community and about resettling in the United States.

Ask participants to share their thoughts about these topics with a partner. Participants may feel uncomfortable speaking about their own experiences, so tell them that they may also share experiences they have “heard about.”

Bring the full group together and ask for highlights from the partner discussions. Tell participants that some issues that may have come up during the exercise will be discussed later in this session. If issues came up that will not be discussed during the activity, assure participants that they have been heard and that their issues can be discussed later during a break, after the session, or with a case worker/manager.

Activity

Divide participants into groups of three to five people. Give each group an Initial Assistance and Services Game Board and playing piece.

Each group places its playing piece on the “Start” square of the Initial Assistance and Services Game Board. To begin, the group moves the playing piece to the first square. Participants look at the picture and read the question in the square. Within the group, participants discuss the picture and what it represents, and answer the questions on the square. Then the group moves the playing piece to the next square and continues as before. Groups continue until they have reached the “End” square.

When finished, bring the full group together to debrief the session using the questions below.

Debriefing Questions

- ▶ What tasks have you already taken care of with the help of your resettlement agency? What did you learn as you moved through the first steps of resettlement?
- ▶ What else can you take care of or learn about with the help of your case worker/manager or other resettlement agency staff?
- ▶ What other things would you like to do or learn about? How will you take care of them or learn about them?

Working With Individuals or Very Small Groups

When working with an individual or a small group, conduct the introductory exercise by asking participants to think about how they have worked and interacted with staff at the resettlement agency to date. Also ask them what they have learned about resettlement and their new community in the United States. Discuss this for a few minutes before moving to the activity.

The Initial Assistance and Services Game Board is very simple. The trainer places a playing piece on the “Start” square and then moves the piece to the first square. The trainer reads the question in the square aloud and asks participants to look at the picture. Participants respond to the question. Then the trainer moves the playing piece to the next square and does the same thing. This should continue until the “End” square has been reached. The trainer should use the questions provided to debrief the session.

Variations and Considerations

If possible, assign at least one literate participant to each group. If participants cannot read English, encourage groups to discuss what the pictures represent and what would happen at that stage of resettlement in terms of working with the resettlement agency and accessing other social services. The trainer should visit each group frequently to help start and keep conversations going. If you are working with an interpreter, s/he can help groups read the questions. You could also have all the groups move their pieces to the same spaces at the same time. The trainer then reads the questions from that space aloud, and each small group discusses the questions before the full group moves onto the next space and next questions.

If possible, group participants by language background for the activity so that they can communicate in a common language.

If needed, use translated versions of the Initial Assistance and Services Game Board.

Initial Assistance and Services Game Board

| | | | | | | | |
|--|---|--|--|--|--|---|---|
| <p style="text-align: center;">S T A R T</p> | <p>Preparation of home</p>  <p>What did resettlement agency staff do to prepare your home for your arrival?</p> | <p>Airport arrival</p>  <p>Who met you at the airport? What happened there?</p> | <p>Home orientation</p>  <p>What did you learn during your initial home orientation?</p> | <p>Assistance enrolling children in school</p>  <p>How can resettlement agency staff help you with this? What is your responsibility?</p> | <p>Connections with local services such as</p> <hr/>  <p>What local services are available to you?</p> | <p>Using transportation</p>  <p>What types of transportation are available to you? Why are they useful?</p> | <p style="text-align: center;">E N D</p> |
| <p>Ongoing assistance</p>  <p>What kind of assistance can your resettlement agency help you access in the future?</p> | <p>Employment assistance</p>  <p>How can employment assistance be helpful to you? Why is having a job important?</p> | <p>Enrollment in English language classes</p>  <p>Why are English language classes important?</p> | <p>Attending medical screening appointment</p>  <p>Why do you need a medical screening?</p> | <p>Attending community orientation classes</p>  <p>What can you learn in orientation classes? What would you like to learn more about in these classes?</p> | <p>Using shopping facilities</p>  <p>What type of shopping do you need to know how to do?</p> | | |

Role of the Local Resettlement Agency

Attending Orientation Classes

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of attending orientation sessions and of sharing their questions and concerns.

Main Messages

Local resettlement agency staff members are the most reliable source of information for a refugee resettling in their new community. Participants will need to clearly understand the relevance of orientation classes to them so that they will attend. This is also the time when trust between the agency and the refugees is built, so encourage participants to share their questions and concerns with you and/or resettlement agency staff. Identify for the refugees other service providers in the community who will be helping them with their resettlement.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Explain why it is important to attend orientation sessions
- ▶ Identify the orientation topics that interest them most
- ▶ Share their concerns and questions about orientation and resettlement

Materials

- Orientation Session Pictures (included)
- Orientation Cards (included), 1 set per group of 4-6
- Pencil (or pen), 1 per group of 4-6

Key English Vocabulary

- ▶ *community services*
- ▶ *English class*
- ▶ *public transportation*
- ▶ *I would like information about _____ [employment for me; English classes I can take; enrolling my child in school].*

Note to Trainer

When thinking about orientation sessions available to refugees in the area, consider not only the reception and placement (R&P) orientation sessions but also sessions offered by other service providers, either during the R&P period or after it has ended.

Session Preparation

Review the Orientation Pictures and Orientation Cards. Edit these to reflect what is available in your area. Substitute pictures of local options available if possible.

Print the Orientation Pictures and cut them in half along the dotted lines.

Print sets of Orientation Cards for each group. Then cut the cards along the dotted lines, keeping sets together.

Trainer's Introduction of Session to Participants

The resettlement agency and other service providers offer orientation sessions on different topics about life in your new community. Attending these sessions is very important because you will learn many things that will help you adjust to life in the United States. We will tell you what topics are offered during orientation and find out from you what else you might want to learn when you attend these sessions.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Hold up Orientation Session Pictures one by one and briefly describe what is provided at the session shown in the picture.

Divide participants into groups of four to six people. Groups sit in a circle with a flat surface (table, chair, or floor) between them. Distribute a set of Orientation Cards and a pencil to each group.

Participants place the pencil on the flat surface in the middle of the group. Orientation Cards are placed near the writing implement, like this:



One participant spins the pencil by holding it in the center and twisting it, letting it fall to the flat surface. When it stops spinning, it will be pointing at a participant. For example:



If the pencil is pointing between participants or at the participant who spun it, turn the point so it is pointing to the person seated to the left of the point of the writing implement. This is the person "chosen."

The person chosen turns over the Orientation Card on top of the pile. The participant says the type of orientation that is being shown on the card. Then the participant says one thing s/he thinks can be learned by attending this session. For example, an employment session might teach someone how to look for a job, while a person might learn about cleaning an apartment at a housing session. Encourage other group members to give ideas after the chosen participant has done so.

The chosen participant returns the card to the bottom of the pile and spins the pencil, and the game continues as before.

The trainer should try to listen in on conversations to make sure accurate information is being given.

After 15 to 20 minutes, bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ What orientation sessions sound most important for you to attend? Why?
- ▶ What else would you like to learn about?
- ▶ Do you have any other questions about the orientation sessions that are offered?
- ▶ What are some of the disadvantages of *not* attending orientation sessions?

Working With Individuals or Very Small Groups

When working with an individual or a small group, the trainer should review the Orientation Cards and choose fewer cards, selecting those that are most likely to meet the needs and interests of participants. The trainer should hold up the chosen Orientation Cards one by one during the activity and ask participants what type of orientation session is represented by the picture. The trainer then asks participants what they might learn about during that session. For example, a participant might learn about how to use public transportation in a session on transportation, or how to get involved at their child's school during a session on education. When the Orientation Cards have all been discussed, the trainer should debrief the session with participants using the questions provided.

Variations and Considerations

Before copying the Orientation Cards, type or write where each service pictured is offered in the blank space at the bottom of the card. Encourage participants to include this information in their discussion of the cards.

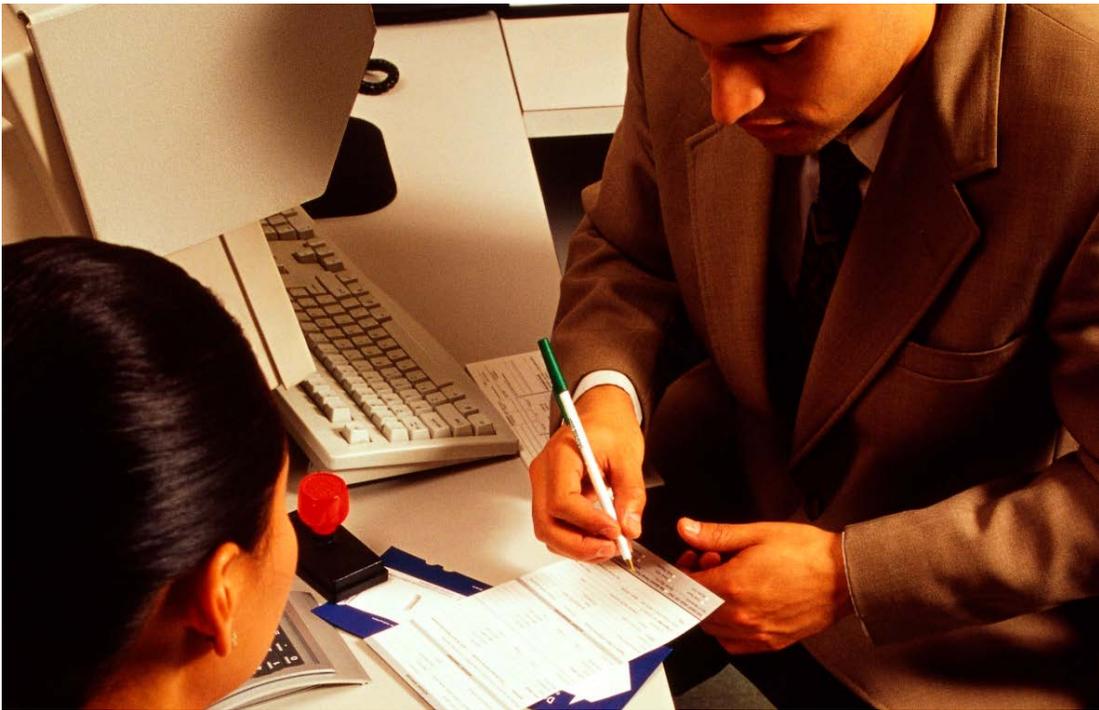
If possible, group participants by language background for the activity so that they can communicate in a common language.

If possible, consider dividing groups by educational level to better meet the interests and needs of participants.

If needed, use translated versions of the Orientation Session Pictures and/or the Orientation Cards.

If possible, provide participants with a schedule of upcoming orientation sessions at the end of the session.

Orientation Session Pictures



Adjusting your refugee status



Budgeting and personal finance



Children and youth



Community services and public assistance



Cultural adjustment



Employment



Family and parenting



Health and hygiene



Home safety



Housing



K-12 education



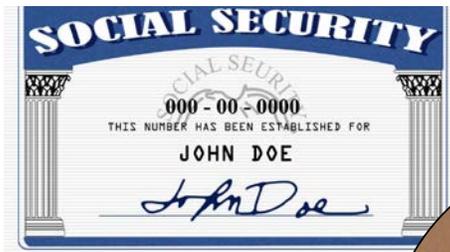
Learning English



Older refugees



Rights and responsibilities



Role of the resettlement agency



Safety



Transportation



U.S. laws

Orientation Cards



Adjusting your refugee status



Budgeting and personal finance



Children and youth



Community services and public assistance



Cultural adjustment



Employment



Family and parenting



Health and hygiene



Home safety



Housing



K-12 education



Learning English



Older refugees



Rights and responsibilities



Role of the resettlement agency



Safety



Transportation



U.S. laws

Role of the Local Resettlement Agency

A New Partnership

Introduction for the Trainer

Key Content

During this session, participants will learn how good communication leads to a positive working relationship with their resettlement agency and with others in their community.

Main Messages

Resettlement staff and refugees work together as partners to help refugees resettle successfully. Polite and effective communication and mutual respect are critical to this relationship. Participants will learn and practice ways to communicate effectively with resettlement staff—and with others in the community as well, such as service providers, employers, their children’s teachers, and their neighbors.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Practice communicating with others
- ▶ Identify communication practices considered respectful in the United States
- ▶ Identify ways to work with resettlement agency staff

Key English Vocabulary

- ▶ *entrance*
- ▶ *exit*
- ▶ *front desk*
- ▶ *Hello. How are you?*

Materials

- Resettlement Agency Partnership Puzzle (included)
- Scissors
- Flipchart paper, markers, and tape
- Optional: New Partnership Critical Incidents (included)

Note to Trainer

While this session is a good stand-alone activity, it is also a good introduction to the activity plan, "Role of the Local Resettlement Agency: Overcoming Challenges."

Session Preparation

Estimate the number of participants who will attend the session. Cut the Resettlement Agency Partnership Puzzle into enough pieces so that each participant has at least one piece. Each Resettlement Agency Partnership Puzzle Piece should be approximately the same size and shape.

Determine where participants will complete the Resettlement Agency Partnership Puzzle. It should be a flat space where all participants can stand or sit around and easily view the puzzle.

Label a piece of flipchart paper "Good Communication."

Trainer's Introduction of Session to Participants

You have entered a new partnership with the staff at your resettlement agency. Treating the staff with respect and communicating appropriately and effectively is important for this partnership. During this session, we will talk about common ways to communicate in the United States, and how you might work with your assigned resettlement agency to help ease your adjustment process.

Introductory Exercise

Hang the Good Communication flipchart page in front of the training space. Ask participants how they would say "good communication" in their first language. Ask participants who are literate to write these words at the top of the flipchart alongside the printed "Good Communication." Interpreters can write if participants cannot.

Conduct a "think-pair-share" exercise by asking participants to think about one aspect or example of good communication. Ask participants to share their thoughts about this with a partner.

Bring the full group together and ask participants to share something that came up in their discussions. Record highlights on the Good Communication flipchart paper.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Distribute one Resettlement Agency Partnership Puzzle Piece to each participant. Direct participants to the flat space. As a group, participants place their puzzle pieces together to complete the Resettlement Agency Partnership Puzzle. Tell participants to think about the aspects of good communication discussed earlier in the session and how they might practice these during this activity. Tell participants that everyone must place a piece into the puzzle. If some are not placing their pieces, ask them questions about the puzzle and their pieces, and remind the group of the rules.

When the Resettlement Agency Partnership Puzzle is complete, ask participants to look at the picture of a resettlement agency and identify the scene, describing some of the things in it (for example, the desk in the reception area, the computer for clients to use, and the toys for children to play with while they are waiting).

Then ask the full group if they have anything else to add to the Good Communication list based on what they learned during the activity.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What happened during this session?
- ▶ What was helpful about the session? What was challenging?
- ▶ What was one example of good communication that was helpful to the group in completing the puzzle?
- ▶ What else did you notice about the session?
- ▶ What did you see in the picture of the resettlement agency that might be helpful to you?
- ▶ Why is your partnership with the resettlement agency important to consider when looking at this picture?
- ▶ What have we learned in this session that will help us work well with the resettlement agency or others?

Working With Individuals or Very Small Groups

When working with an individual or a small group, conduct the introductory exercise by asking participants to share aspects of effective communication. Record these ideas on flipchart paper. For the activity, the Resettlement Agency Partnership Puzzle should be cut into at least ten pieces. Each participant receives an equal number of pieces to complete the puzzle. The trainer can help participants complete the puzzle if there are one or two participants.

Variations and Considerations

When working with a large group, divide participants into groups of five to eight participants. Each group completes a Resettlement Agency Partnership Puzzle.

Consider hanging the list of good communication strategies in the waiting room or another space where clients would often see it.

Use a different picture (or multiple pictures) for the Resettlement Agency Partnership Puzzle that shows different aspects of communicating. For example, a picture of two people sitting together discussing papers could demonstrate trust or working together, while a picture of two people talking animatedly could demonstrate rich and open conversation. When choosing a picture, be careful to choose one that will not culturally offend participants. You may choose a communication scene that is culturally familiar to participants, or one that shows something unfamiliar that participants need to know about.

Use a different picture for the Resettlement Agency Partnership Puzzle to address different topics, such as a community map to discuss transportation or community services, or a picture of a bathroom when discussing hygiene or cleaning.

Instead of the puzzle activity, choose from the New Partnership Critical Incidents based on common challenges in your area. *[The trainer might also consider using relevant Challenge Cards from the “Role of the Local Resettlement Agency: Overcoming Challenges” activity plan and adding questions regarding good communication with agency staff for small groups to consider.]* Divide participants into small groups of three to four participants. Read a New Partnership Critical Incident aloud. Present the questions provided for small groups to discuss. Then debrief the incident as a full group, asking for highlights from the small group discussions. Read the next chosen New Partnership Critical Incident and continue as before.

When working with a literate group of participants, give one New Partnership Critical Incident to each group to discuss, in English or the translated versions. Each small group selects a spokesperson to share highlights from their discussions with the full group. Debrief the session using the last two questions provided.

Resettlement Agency Partnership Puzzle

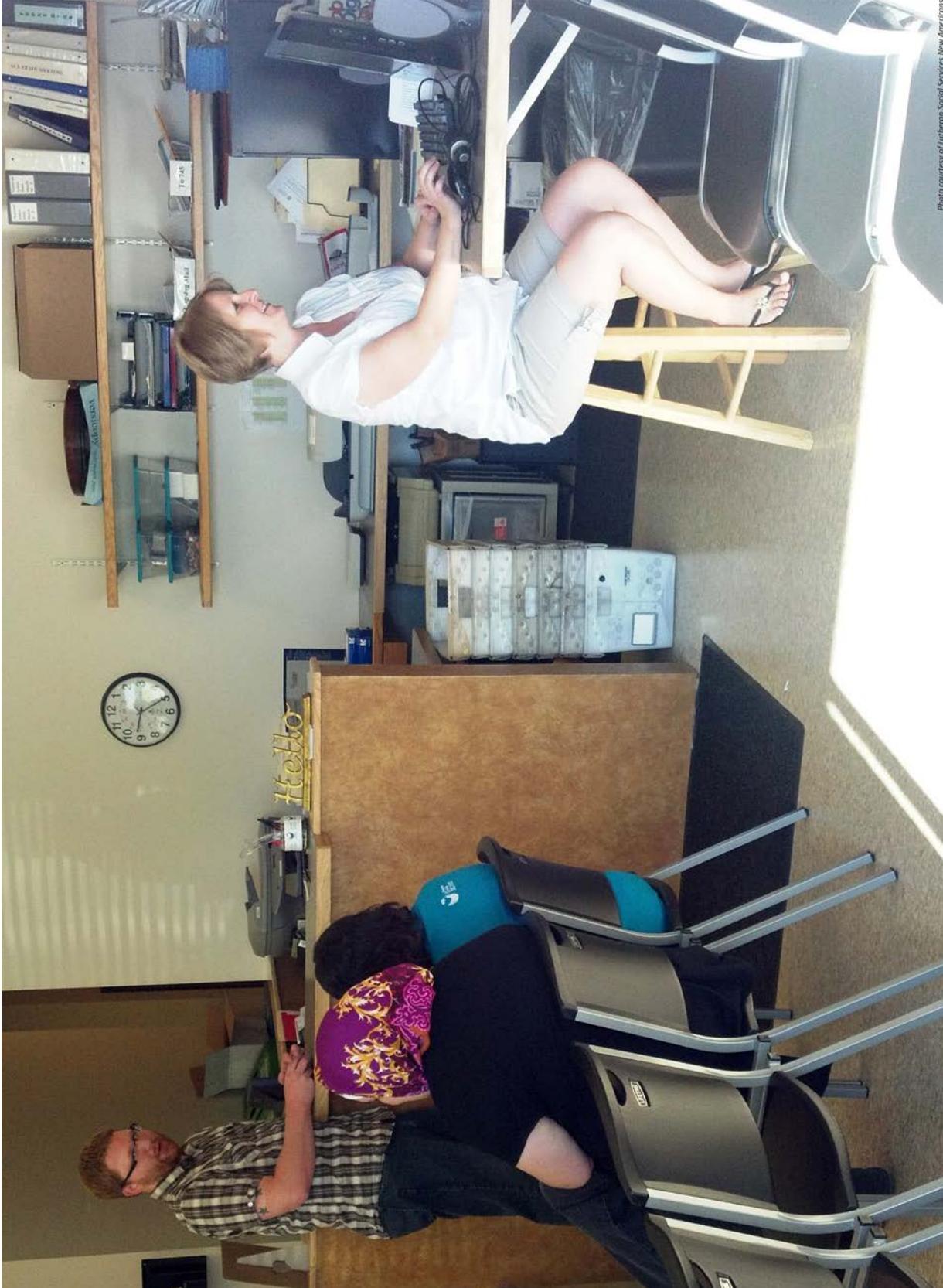


Photo courtesy of Lakshmi Social Services, New Americans

New Partnership Critical Incidents

New Partnership Critical Incident 1

Maryam and Bandeh's case worker/manager, Joan, told them to meet her at the resettlement agency at 10:00 the next morning. When they didn't show up, Joan called them at home, and was surprised when they answered the phone. Maryam and Bandeh had thought Joan would pick them up and were surprised to hear they had been expected at the resettlement agency.

Questions to consider:

- ▶ What was the confusion in this incident?
- ▶ To avoid a similar situation, what could you do?
- ▶ What are some things Maryam and Bandeh should remember about good communication?

New Partnership Critical Incident 2

Sandhya needs to make a follow-up appointment with her doctor. She has forgotten what the phone number is. Sandhya goes to the resettlement agency, but her case worker/manager is not at the office.

Questions to consider:

- ▶ What is the issue in this incident?
- ▶ What should Sandhya do?
- ▶ What could Sandhya have done to avoid this situation?
- ▶ What are some things Sandhya should remember about good communication?

New Partnership Critical Incident 3

Cirguje feels his case worker/manager is not helping him enough to look for a job. He calls his case worker/manager and leaves a message demanding more assistance.

Questions to consider:

- ▶ What is the issue in this incident?
- ▶ What could Cirguje have done differently?
- ▶ What are some things Cirguje should remember about good communication?

New Partnership Critical Incident 4

The employment specialist has offered to help Hau Lian Khup apply for a part-time job stocking shelves at a grocery store. Hau Lian Khup's neighbor, who is from his home country and has been very helpful to Hau Lian Khup, tells him not to trust the employment specialist and to wait for a full-time position that pays more.

Questions to consider:

- ▶ What is the issue in this incident?
- ▶ If Hau Lian Khup does not take the part-time job, what could happen?
- ▶ Why does Hau Lian Khup's neighbor tell him not to trust the employment specialist?
- ▶ What do you think Hau Lian Khup should do?
- ▶ What are some things Hau Lian Khup should remember about good communication?

New Partnership Critical Incident 5

There is a leaky sink in Camilo's apartment. He calls his case worker/manager Danna for advice. Danna tells Camilo that she will report the problem to Camilo's landlord. Three days later, Danna stops at Camilo's apartment to drop off some paperwork. Camilo asks Danna about the leaky sink, and Danna says she forgot but will call the landlord soon.

Questions to consider:

- ▶ What is the issue in this incident?
- ▶ What should Camilo do?
- ▶ What are some things Camilo should remember about good communication?

Role of the Local Resettlement Agency

Overcoming Challenges

Introduction for the Trainer

Key Content

During this session, participants will learn about the challenges they may face when working with their resettlement agency and how to deal with these challenges. They will also learn that the services refugees receive may vary from person to person.

Main Messages

Refugees will work closely with resettlement staff during their first few weeks in the United States as basic services are provided. They may face challenges with staff and/or case workers/managers. Resettlement staff members often help several refugees at the same time and may not be able to respond right away to non-urgent issues. Participants should also understand that the amount and type of services and assistance refugees receive varies from person to person depending on different factors.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Understand better the basic services that they will be provided
- ▶ Identify challenges that might arise in working with their resettlement agency
- ▶ Consider how to overcome these challenges
- ▶ Understand that they may not receive the same services as other refugees

Materials

- Challenge Cards (included)
- Flipchart paper, markers, and tape

Key English Vocabulary

- ▶ *assistance*
- ▶ *challenge*
- ▶ *services*
- ▶ *We can make it work.*

Note to Trainer

While this is a good stand-alone activity, it is also a good follow-up to the activity plan “Role of the Local Resettlement Agency: A New Partnership.”

Session Preparation

Review the Challenge Cards and choose cards that reflect common challenges between refugees and case workers/managers in your area. There should be enough Challenge Cards for two participants to share one. (With 10 participants, use 5 cards; with 32 participants, use 16 cards.) With a larger group, Challenge Cards can be duplicated.

Cut the chosen Challenge Cards along the dotted lines. Then cut each card down the middle so half of the picture and sentence is separated from the other half of the picture and sentence.

Find out the resettlement agency’s policy regarding client grievances—how they are submitted and handled. Be prepared to discuss this policy when debriefing the session.

Trainer’s Introduction of Session to Participants

As we have discussed, the partnership with your assigned resettlement agency and case worker/manager is very important. Sometimes there will be challenges in this partnership. During this session we will talk about how to handle these challenges.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Distribute half of a prepared Challenge Card to each participant. Each participant finds the person holding the other half of their picture. Partners sit together with their shared Challenge Card.

Activity

Ask partners to look at their Challenge Card and identify what challenge is being shown. Ask partners to talk about how they would feel if they were faced with this challenge, and what is the best way to handle the situation.

The trainer should visit partners and make sure they understand what is being shown in the picture by reading the text at the bottom of the pictures to participants.

After about 5 minutes, bring the full group together. Ask partners to share briefly the challenge being shown on their card and what they would do if they were in that situation. Record notes on flipchart paper. Help participants come up with different ways to handle challenges—for example, openly talking and sharing your thoughts, concerns, and possible solutions with your case worker/manager; asking your case worker/manager for advice; trying things you have never done before; and taking the lead in finding a solution.

When partners have finished, debrief the session using the questions below.

Debriefing Questions

- ▶ What are some of the services and forms of assistance that your resettlement agency can help you with? *[If participants bring up forms of assistance that are not usually provided by resettlement agency staff, tell them so. Then tell them where the services are provided, or, if you do not know, tell them you will find out and get back to them with that information.]*
- ▶ What are some things that you may have to do by yourself?
- ▶ What can you say about the services provided by resettlement agencies?
- ▶ Are the services the same for everyone? *[Responses should be, “No.” Emphasize that there are reasons for this, such as legal requirements, funding requirements, etc. Tell participants that refugees differ in many ways—for example, by age, marital status, physical condition, and gender—and that in many cases the law and government policy decide what services a refugee will receive based on her or his situation.]*
- ▶ What are some ways of handling challenges that may arise? What are some things you would like to remember when challenges come up? *[If appropriate, discuss the resettlement agency’s grievances policy that you looked into during the session preparation.]*

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, choose three to four Challenge Cards that have been common challenges in the past. Cut the cards in half as described in the session preparation and mix up the half-cards. Introduce the session and review the key English vocabulary. Then spread the half-cards on the table. Participants match up the two halves. Ask participants what is being shown in each picture and how they might handle that situation. Debrief the session using the questions provided.

Variations and Considerations

When working with a large group and duplicate Challenge Cards, consider putting participants with the same cards together in small groups of four to six to discuss the challenge and its solution.

If needed, use translated versions of the Challenge Cards.

If participants have already attended the session “Role of the Local Resettlement Agency: A New Partnership,” encourage them to apply what they have learned about good communication as they look for solutions to the challenges.

Challenge Cards



The couches in your new home are very old, and you do not like the color.



The resettlement agency's employment specialist tells your 55-year-old mother that she has to get a job.



The sink in your apartment is not working, so you go to the resettlement agency for help. Your case worker/manager is not available to talk with you.



There is no space in the ESL class that your case worker/manager helped you find. You will have to wait for a month before you can start taking classes.



You want to go to college, but your case worker/manager tells you that you will need to start working first.



*Your case worker/manager has found a part-time job for you.
Your neighbor tells you to wait for a full-time job that pays more.*



Your case worker/manager is a young female non-native English speaker who resettled in the United States as a refugee 5 years ago.



Your case worker/manager tells you that you need to actively look for employment.



Your case worker/manager tells you to call the receptionist at the resettlement agency to schedule an appointment.



Your cousin's family resettled in another state and their family was placed in a house. Your family has been placed in a small two-bedroom apartment.



Your daughter has been at school for 2 weeks, and her teacher asks you to come to the school to discuss her behavior.



Your neighbor's family was given a television by a resettlement agency volunteer, but your family was not given a television.



*Your son wakes you up in the middle of the night because he is sick.
You try to call your case worker/manager for advice,
but she does not answer the phone.*

Role of the Local Resettlement Agency

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the Unit Vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|------------------------------------|--|--|--|
| <i>appointment</i> | An agreement to meet or do something at a particular time. | Kumar made an <i>appointment</i> to see his case worker/manager on Tuesday morning. | Who do you make <i>appointments</i> with? Why? |
| <i>assistance</i> | Giving help or support; the help or support given. | Kavitha receives <i>assistance</i> from her case worker/manager in completing forms for renting an apartment. | What kind of <i>assistance</i> do you need right now? Why? |
| <i>case worker or case manager</i> | A person from the resettlement agency who works with individuals and families. | Every refugee family has a <i>case worker/manager</i> who helps them. | What is the name of your <i>case worker/manager</i> ? |
| <i>challenge</i> | An interesting or difficult problem. | Mariam doesn't have a car. She finds it a <i>challenge</i> to get her daughter to school before going to work. | What do you think are or will be some <i>challenges</i> you face in your own or your child's education? How will you deal with these <i>challenges</i> ? |
| <i>clock</i> | A thing for measuring and showing time that is not a watch. | Rosa sees by the <i>clock</i> that she is on time for her appointment. | If you need to find out what time it is and you don't see a <i>clock</i> anywhere, what do you do? |

| Vocabulary Word | Definition | Context | Partner Talk |
|---------------------------|--|---|--|
| <i>community services</i> | Public services that are available to support residents, often for free or at a low cost. | Julia uses the following <i>community services</i> for her family: food banks, day care for her son, and senior services for her parents. | What <i>community services</i> would you like to access? Why? |
| <i>English class</i> | A group of students who study English together with a teacher. Classes to learn English as a second language may also be called <i>ESL classes</i> . | Oo Meh goes to her daughter's elementary school at night for her <i>English class</i> . | Would you like to go to <i>English class</i> in the evening and work during the day? Why or why not? |
| <i>entrance</i> | A door or area that you go through when you enter a building. | The <i>entrance</i> to the resettlement agency faces the street. | Where is the <i>entrance</i> to your home? |
| <i>exact time</i> | The precise time to the minute. | Most Americans expect people to arrive at the <i>exact time</i> or earlier for appointments or events. | What do you think might happen if you don't arrive at the <i>exact time</i> or earlier for an appointment with your case worker/manager? |
| <i>exit</i> | A door or a way out of a building or a place. | Please leave the theater by the nearest <i>exit</i> . | Where have you seen the word <i>exit</i> before? |
| <i>front desk</i> | The area of an office, clinic, hotel, or apartment building for checking visitors and guests in and out and handling other requests. | You must check in at the <i>front desk</i> when you have an appointment at the resettlement agency. | What is the name of the person who sits at the <i>front desk</i> at the resettlement agency? |
| <i>home</i> | The place where a person lives. | Bashir's new <i>home</i> is in the apartments on 1 st and Elm Street. | Where is your <i>home</i> in the United States? How many people live in your <i>home</i> ? |
| <i>office</i> | A place where business or professional work is done. | Moe Aung is meeting with Rene in her <i>office</i> right now. | Do you meet with your case worker/manager in her <i>office</i> ? Where is her <i>office</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-------------------------------|--|--|---|
| <i>older refugee</i> | A refugee who is older than age 65. <i>Older refugees</i> (and people in general) might also be called <i>seniors</i> or <i>senior citizens</i> . | Many older people, including <i>older refugees</i> , in the United States work until they are at least 65 years old. | What strengths do you think <i>older refugees</i> bring to a job? Why? |
| <i>orientation</i> | The process of preparing oneself or others for a new situation. | Grace and her family attended <i>orientation</i> before coming to the United States. | Did you attend <i>orientation</i> overseas? What did you learn about? |
| <i>public transportation</i> | Moving people from one place to another, usually by a vehicle. <i>Public transportation</i> is a means of moving people from place to place by bus, train, ferry, and other means. | In big cities like New York and Chicago there is a lot of <i>public transportation</i> . In smaller towns there may be less <i>public transportation</i> . | What kind of <i>public transportation</i> did you use before you came to the United States? What have you used since you arrived? |
| <i>resettlement agency</i> | An organization that helps refugees resettle in a new country. | The <i>resettlement agency</i> serves many families. | What is the name of your <i>resettlement agency</i> ? |
| <i>services</i> | Work or help that an organization or person does for someone else. | Jeevan's resettlement agency provides <i>services</i> to help refugees find jobs. | What <i>services</i> do you need right now? What <i>services</i> do you think you might need after a few months? |
| <i>shopping</i> | Looking for and buying food, clothes, appliances, or anything else. | Amira does food <i>shopping</i> at the grocery store near her apartment. | Have you found a place to go <i>shopping</i> for food from your home country yet? |
| <i>Social Security number</i> | An identification number issued by the U.S. government to citizens, permanent residents, and temporary residents of the United States. | You need to know your <i>Social Security number</i> when filling out many documents. | Why do you need to know your <i>Social Security number</i> ? |
| <i>waiting room</i> | A room in the doctor's office or resettlement agency where people stay until someone can meet with them. | The receptionist tells Javad to hang his coat up in the closet in the <i>waiting room</i> . | What does the <i>waiting room</i> in the resettlement agency look like? |

Role of the Local Resettlement Agency Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Role of the Local Resettlement Agency Unit Vocabulary Worksheet 1

Directions: Look at each picture and find the word in the word bank that matches it. Write the word on the line under its picture. One is done for you.

| Word Bank | | |
|------------------|---------------|---------------------------|
| 1. appointment | 2. clock | 3. entrance |
| 4. exit | 5. front desk | 6. home |
| 7. older refugee | 8. shopping | 9. Social Security number |

| | | |
|---|---|---|
|  <hr/> <input type="text"/> |  <hr/> <input type="text"/> |  <hr/> <input type="text"/> |
|  <hr/> <input type="text"/> |  <hr/> <input type="text"/> |  <p style="text-align: center;">appointment</p> <hr/> <div style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">1</div> |
|  <hr/> <input type="text"/> |  <hr/> <input type="text"/> |  <hr/> <input type="text"/> |

Now you can check your work! In the word bank, each word has a number next to it. Write that number in the box under the picture of the word. Add up the rows, columns, and diagonals and make sure each line equals 15.

Role of the Local Resettlement Agency Unit Vocabulary Worksheet 2

Directions: Use the clues to fill in the words in the puzzle below. The words are included in a word bank. The first one is done for you.

| Word Bank | | |
|---------------|---------------------|--------------|
| case worker | exact time | orientation |
| older refugee | resettlement agency | waiting room |

Across ↔

(words that go from left to right):

5. The process of preparing oneself or others for a new situation

Down ↓

(words that go from top to bottom):

1. An organization that helps refugees resettle in a new country
2. The precise time to the minute
3. A room where people stay until someone can meet with them
4. A person from the resettlement agency who works with individuals and families
5. A refugee who is older than 65

Community Services and Public Assistance

Unit Overview for the Trainer

This unit provides participants with an overview of the services and assistance available to refugees in their new communities.

By *community services*, we mean the services, assistance, goods, and resources available to people in their communities. These services may be provided free of charge or at a very low cost by the government (also called the *public sector*), by religious organizations, or by community-based organizations (CBOs). Goods and services are also provided at a cost by businesses (also called the *private sector*).

Some community services, such as libraries and parks, are available to everyone in the community. Others, such as public assistance, are available only to certain residents. Some services are available only to refugees. Communities vary greatly in the type and amount of the services they provide to their residents.

The unit focuses on the following key points:

- ▶ Many different services (including assistance to eligible low-income families) are available to residents. Local resettlement agencies help refugees access some of these services. But refugees will also need to learn about community services and public assistance programs on their own.
- ▶ Getting involved in the local community, whether one's ethnic or religious community or the community at large, is a good way to meet other people, learn more about the community and what it has to offer, and ease the stress of adjusting to a new country and culture.

This unit includes three activity plans. The first plan provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The second and third activity plans may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Community Services and Public Assistance.* In this session, participants will learn about different community services, including government public assistance programs for eligible low-income families.
- ▶ *Types of Services.* In this session, participants will learn more about the services available in their community. They will learn that although the resettlement agency will help them access the services, they will need to explore their community on their own as well.

- ▶ *Social Involvement in Your Community*. This session concerns the importance of getting involved in the local community to make friends, learn more about the community, and ease the adjustment process. Participants will explore some of the ways they can get involved.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|--------------------|--|---|---|
| Public Assistance | There are a variety of types of government assistance | Participants know that there is assistance available for low-income families (Temporary Assistance for Needy Families [TANF], Electronic Benefit Transfer [EBT, formerly food stamps], Medicaid, public housing assistance, unemployment) | The Basics: Community Services and Public Assistance |
| | The local refugee agency will provide help in accessing public assistance services | Participants understand how to apply for or access assistance | The Basics: Community Services and Public Assistance |
| | | Participants understand how to fill out forms or to get help in filling out forms | The Basics: Community Services and Public Assistance |
| Your New Community | There are community and public services that are available to support residents | Participants can identify community services relevant to their specific needs, such as senior services or child care/day care | The Basics: Community Services and Public Assistance |
| | | Participants can identify community services that refugees may need to access, such as food banks, family support services, and the local government | The Basics: Community Services and Public Assistance Types of Services |
| | The local resettlement agency will assist refugees in becoming acquainted with their new community | Participants know where to find and how to use critical services such as stores and laundromats | The Basics: Community Services and Public Assistance Types of Services |
| | | Participants know where to find and how to access other community services such as the library, houses of worship, area attractions, community recreation, banks, and the post office | The Basics: Community Services and Public Assistance Types of Services |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------------------------|---|--|--|
| Your New Community | Members of the refugee's ethnic or religious group who live in the area may be a good source of support | Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community | Social Involvement in Your Community |
| | | Participants can identify where to find neighborhoods, associations, or business establishments where they would be likely to find members of their home community | Social Involvement in Your Community |
| Health | A variety of health care services are available in the U.S. | Participants can identify types of places where they might seek health services, including clinics, offices, and hospitals | The Basics: Community Services and Public Assistance |
| Budgeting and Personal Finance | In the U.S., financial transactions are mostly conducted through the banking system | Participants understand that banking in the U.S. is safe and should be used | Types of Services |
| Cultural Adjustment | There are some basic coping mechanisms to deal with the stressors of adjustment | Participants can identify the types of religious and/or cultural resources that may exist in the communities where they settle | Social Involvement in Your Community |

Community Services and Public Assistance

The Basics: Community Services and Public Assistance

Introduction for the Trainer

Key Content

In this session, participants will learn about the different services, resources, goods, and forms of assistance available to them in their new communities. They will also learn that some assistance is available for low-income families.

Main Messages

Different places in a community offer different services. Some places, such as laundromats and grocery stores, are businesses that sell their goods and services. Other places, such as libraries and recreation centers, are run by the local government and provide their services to anyone in the community free of charge or at a small cost. In addition, most communities have government agencies that provide food, financial, and medical assistance to eligible individuals with special needs, such as low-income families. Although this government support is limited, it is usually very important to newly arrived refugees. Participants should discuss their eligibility for government assistance with their case worker/manager or someone else who knows about these programs.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe a variety of community services
- ▶ State that assistance is available in the United States for eligible low-income families

Key English Vocabulary

- ▶ *hospital*
- ▶ *pharmacy (drugstore)*
- ▶ *store*
- ▶ *Where is the _____ [hospital; laundromat]?*

Materials

- Meeting Regular Needs Cards (included)
- Tape

Session Preparation

Review the Meeting Regular Needs Cards to ensure that they reflect the local community services available. Add, remove, or edit cards as necessary. The trainer should become familiar with the local community services. S/he will need to know what services are available, what they offer, whether there is a charge for a service, and how much such a charge will cost.

Print the necessary Meeting Regular Needs Cards. When working with a larger group, make duplicate cards.

Find out about the following:

- ▶ The person participants should talk to about their eligibility for government benefits (such as a case worker/ manager or Department of Social Services staff member). Be prepared to provide this information. Fill in this information in Trainer's Introduction of Session to Participants below.
- ▶ The name of the place participants should go to get a learner's permit or driver's license, or to register a car. In many communities, this is called the Department of Motor Vehicles (or DMV), but it may be known by another name, such as the Department of Transportation or the Motor Vehicle Administration. Fill in this information where it is needed in the Meeting Regular Needs Cards.

Trainer's Introduction of Session to Participants

Your new community has many different services available. Many will be helpful to you.

During this session, we will talk about the community services, resources, and assistance available to you in your new community.

In addition to the services and resources available to all residents of your new community, there is also government assistance (sometimes called *public assistance*) for low-income families who are eligible for the assistance. You should discuss your eligibility for public assistance with _____ . [Complete this information based on what you found during the session preparation.]

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of three to four. Ask the groups to each choose a spokesperson who will share the highlights of their discussion. Divide the Meeting Regular Needs Cards evenly among groups.

Small groups spend 5 to 10 minutes reviewing their Meeting Regular Needs Cards and determine what services are provided at the places shown on the cards.

Bring the full group together. Spokespeople from the small groups tape their Meeting Regular Needs Cards to the wall and describe what services are offered and how the services could meet their needs. The trainer should answer any questions and be sure that participants understand how their needs can be met by the different community services.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What does your family need on a regular basis? Which of the services discussed during this session would help meet these needs?
- ▶ If your family needs extra financial assistance to afford basic living expenses, who should you talk to about your family's eligibility?
- ▶ What are some of the community services you learned about during this session? How do you anticipate making use of these services?

Working With Individuals or Very Small Groups

When working with a group of one to three participants, choose fewer Meeting Regular Needs Cards, selecting those that show the community services that participants need the most or are most interested in. The participants and the trainer should discuss the cards one by one, taping them to the wall after participants show that they understand the services.

Variations and Considerations

If possible, group participants by language background during the activity so that they can communicate in a common language.

If needed, use translated versions of the Meeting Regular Needs Cards.

If time and resources allow, replace the pictures shown on the Meeting Regular Needs Cards with pictures of actual places in your local community.

Meeting Regular Needs Cards



Bank



Big box store



Community center



Convenience store



[Complete this information based on what you found out during the session preparation]



Emergency services and 9-1-1



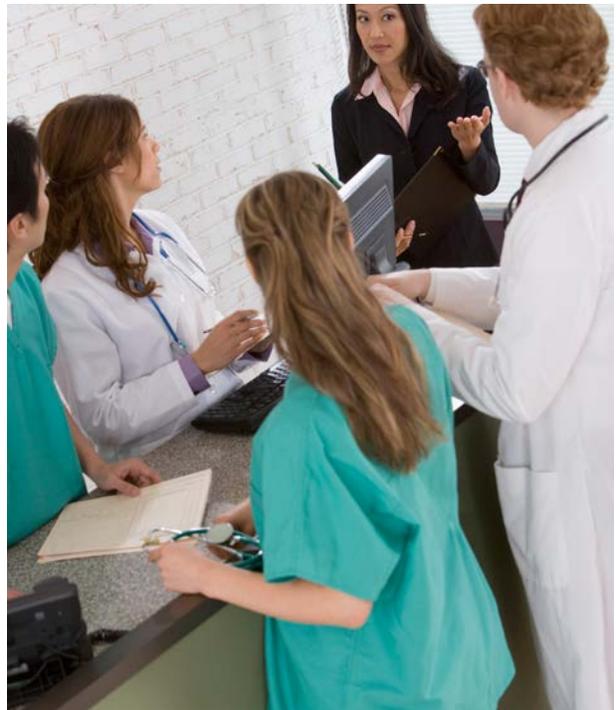
Government assistance office



Grocery store



Health clinic or doctor's office



Hospital



Laundromat



Library



Park



Pharmacy (drugstore)



Police



Post office



School

Community Services and Public Assistance

Types of Services

Introduction for the Trainer

Key Content

In this session, participants will learn and talk about what is offered by the services in their community and consider how they plan to use these services.

Main Messages

As refugees become familiar with their new community, they will learn what and where important services are offered. Resettlement staff will help refugees learn about their new community, but participants will need to explore their community on their own as well.



30 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify available community services
- ▶ Discuss what is offered by the services
- ▶ Determine what services will be most useful to them

Key English Vocabulary

- ▶ *bank*
- ▶ *grocery store*
- ▶ *post office*
- ▶ *I need to find a _____ [bank; library].*

Materials

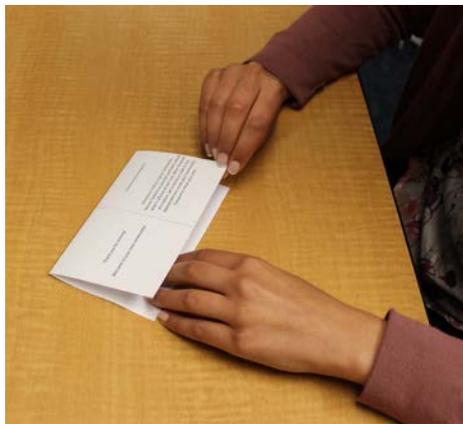
- Community Service Markers (stickers, stamps and pads, and/or colored markers), 1 per community service station
- Community Passports, 1 per participant
- Community Services Signs, 1 per community service station (samples included)
- Optional: Realia to place at various community service stations

Session Preparation

Review the sample Community Service Signs. Be sure that the signs are accurate for your community. Add or remove any to reflect services and the way they are provided in your area. You should become familiar with the local community services. You should know what services are available that may be of interest to participants, what those services offer, whether they cost money, and, if so, how much they cost.

Prepare community service stations. Placement should be around the training space. Hang the appropriate sign and place Community Service Markers at each station.

Prepare Community Passports. First, review the services to be sure those included are reflected in your community service stations. Then print one per participant and cut each out along the dotted lines. Fold the Community Passports widthwise so the text is facing out as shown here:



Then fold along the central line so the “Community Passport” title with directions is facing out. Community Passports will look like this when finished:



Trainer’s Introduction of Session to Participants

There are many different community services in our community. Each offers something different. Your resettlement agency will help you learn how to access these services, but you will need to explore your community on your own as well. In this session, you will learn more about the services in our community and what they offer.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. If food store or market is more commonly used in your area than grocery store, then substitute the word commonly used. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Conduct a “think-pair-share” exercise by asking participants to think about useful services in their home country or country of asylum. Ask participants to share their thoughts about this with a partner. Bring the full group together and ask for highlights from the partner discussions.

Activity

Divide participants into pairs or groups of three. Distribute Community Passports to each participant.

Each small group visits community service stations, one group at a time. At the stations, groups explore and discuss what each service offers. When finished, each participant in the group finds the square in the Community Passport that represents the station s/he has just learned about, and uses the Community Service Marker at that station to mark the visit in the Community Passport. Then the small group moves on to a different community service station.

When most groups have visited most stations, bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ What community services did you visit during this session?
- ▶ Were you surprised by any of the services? Which ones?
- ▶ Are there any services in your home country that don’t exist in your new American community?
- ▶ What services will you use in the future? Why?

Working With Individuals

When working with an individual, the trainer should print the Community Services Signs and prepare a Community Services Passport for the participant. The trainer and participant should sit together. The trainer shows a Community Service Sign to the participant and asks what is offered at that service. The trainer might also ask whether that service was available in the participant's home country or country of asylum. The trainer should then give more details about the service and answer any questions the participant has. The trainer then marks the participant's Community Services Passport, showing that the participant has visited that service. The trainer continues in the same way with the rest of the signs.

Variations and Considerations

If possible, group participants by language background in the activity so small groups can communicate in a common language.

If needed, use translated versions of the Community Passports and/or the Community Service Station Signs.

To conduct the session in less time, limit the stations visited: Assign partners or groups to visit specific stations so that groups do not overlap on the stations they visit. Small groups can present to the larger group on what they learned at each station.

Incorporate a pedestrian safety exercise in the activity by setting up the training space as a street, as demonstrated in the COR Center's "Community Services/Transportation: Exploring the Community/Pedestrian Safety" activity plan, available for automatic download here: <http://goo.gl/daH3nT>.

If there is time, use a map of the local community.

Instead of setting up the simulation, set up a community scavenger hunt, with participants visiting actual services in your community over a period of time, and staff at the services marking their Community Passports. Be realistic about how long it will take participants to travel to the various services.

Community Passport

Community Passport

Directions: Visit as many Community Service Stations as possible and learn about what is offered at each one. When finished at a station, get a stamp or mark in the appropriate box inside your Community Passport to show your visit.

Thank you for visiting!
Welcome to your new community!



Bank



Community center



Grocery store



Library



Park



Pharmacy
(drugstore)



Police



Post office

Community Service Station Signs



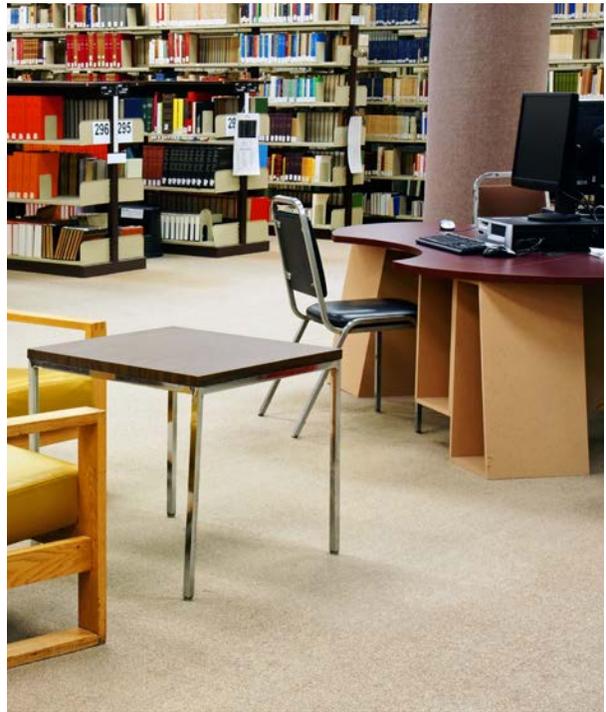
Bank



Community center



Grocery store



Library



Park



Pharmacy (drugstore)



Police



Post office

Community Services and Public Assistance

Social Involvement in Your Community

Introduction for the Trainer

Key Content

During this session, participants will learn about the benefits of community involvement and the different ways they can get involved.

Main Messages

Getting involved in the local community by attending cultural events or volunteering may help ease a refugee's adjustment to life in the United States. Community involvement is a way for newcomers to meet not only other members of their ethnic or religious group, but also to meet Americans and practice their English. Volunteering can also lead to a job. Meeting and being with other people can ease the stresses of adjustment.



45 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe ways to get involved in the community
- ▶ Identify ways they would like to get involved in the community
- ▶ Discuss the steps they would take to get involved

Key English Vocabulary

- ▶ *community*
- ▶ *library*
- ▶ *volunteer*
- ▶ *I would like to volunteer here.*

Materials

- Flipchart paper, markers, and tape
- Blank paper, 1 piece per participant
- Optional: Additional art supplies (glue, colored paper, etc.)

Session Preparation

Ask those you expect to participate to think about ways they were involved in their previous community and ways they would like to get involved in their new community.

Think about ways participants could get involved in the community, such as joining an ethnic or religious group, volunteering at a food bank, attending an upcoming community event, assisting with trash clean-up, helping at a local school's lunch or recess, or reading to children at a public library. Find out about places such as ethnic community-based organizations, neighborhood associations, or business establishments where participants might find members of their home country community.

Trainer's Introduction of Session to Participants

Getting involved in the community helps you in many ways. When you get involved in your community, you may meet other people like you, make friends, learn more about your community, and feel more comfortable in your new home. Meeting people can also help you find a job. Some of you may have been involved in your communities before your resettlement, and you may have already started thinking about how you can get involved in your new community. This session will help identify some ways to get involved, and help you think about how you would like to do so.

Introductory Exercise

Conduct a "think-pair-share" exercise by asking participants to think about a way they could get involved in the community.

Ask participants to share their thoughts about this with a partner. Bring the full group together and ask for highlights from the partner discussions. List these on a flipchart. Share ideas considered during the session preparation specifically those related to local places where participants may find members of their home country community. Help participants identify activities which might not be realistic.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of six to eight. Explain that each group will make a quilt that shows how the group members would like to get involved in their community.

Distribute a piece of flipchart paper, markers, tape, and scissors to each group, and a piece of printer paper to each member in the group. (Distribute additional art supplies if desired.) On the printer

paper, each participant writes or draws something that shows how he or she would like to get involved in the local community. This drawing or text becomes a quilt block.

While participants are creating their quilt boxes, hang a piece of blank flipchart paper on the wall near each group. This becomes the back of each group's quilt.

When participants have completed their quilt blocks, they tape them to the back of their group's quilt. Participants should try not to overlap individual pieces.

Each group now has a quilt showing how its members will get involved in their community. Participants discuss their quilt blocks with group members, and come up with a plan of action to achieve what is shown on the quilt blocks.

Ask each group to identify a spokesperson to discuss the quilt. Bring the full group together. The spokesperson from each small group tapes the group's quilt on the wall in the front of the training space and explains the quilt blocks and the action each participant is going to take to get involved in the community.

When all groups have presented, debrief the session using the questions below.

Debriefing Questions

- ▶ How can community involvement help you?
- ▶ What are some ways volunteering in the community can help you? *[If no one mentions that volunteering can lead to a job, be sure to point out this benefit.]*
- ▶ What is one way you would like to get involved in the community?
- ▶ How will you take action to get involved?
- ▶ What is another way you would like to get involved? How could you do that?

Working With Individuals or Very Small Groups

As part of the session preparation make a list of community involvement ideas to share with the participant(s), making sure the list reflects local reality. During the introductory exercise, brainstorm ideas for community involvement. During the activity, participants and the trainer should make at least four squares to create a quilt. The quilt squares can be made up of words, drawings, or magazine/newspaper pictures depicting the ideas that came up in the introductory exercise.

Variations and Considerations

If possible, group participants by language background for the activity so that they can communicate in a common language.

As an alternative activity, ask participants to identify one way they would like to get involved in their community. Participants brainstorm what they would need to do to accomplish this.

When finished with the activity but before debriefing the session, share the following case study as an example of how participants might take action to become involved in their community.

Ahande wanted to meet people in his community and get some experience for his résumé. He asked his English teacher for advice and told her that he hoped someday to work in social services. She told Ahande about her volunteer work at a local food bank. With help from his English teacher, Ahande spoke to the program coordinator and found out that volunteers often prepared bags of food for families. The work did not seem like fun, but Ahande felt he would meet people and get some experience that might lead to a job.

Community Services and Public Assistance

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the words, from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|------------------|--|---|--|
| <i>access</i> | To get or be able to use something. | Your case worker/ manager can help you <i>access</i> health care, employment, or other services you need. If you have a computer, you can usually <i>access</i> information about these services online. | What kinds of community services do you need to <i>access</i> as soon as possible? |
| <i>bank</i> | A business for holding, borrowing, or exchanging money. | Most people in the United States keep their money in the <i>bank</i> . | Why do you think it's a good idea to put your money in the <i>bank</i> ? |
| <i>community</i> | An area where a group of people live; also, a group of people living close together who have similar backgrounds, needs, or interests. | A new health clinic opened in Sita's <i>community</i> . | What are important services to have in your <i>community</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|---|---|---|---|
| <i>grocery store</i> | A store where you can buy food and other supplies for the household. A <i>grocery store</i> can be a small neighborhood shop or a large supermarket. | Samuel buys vegetables, rice, and dishwashing soap at the <i>grocery store</i> . | What do you buy at the <i>grocery store</i> ? |
| <i>help</i> | To do part of the work for someone; to give assistance or support. | Abbas <i>helped</i> his friends move to a new apartment. When Saba fell, her son ran to <i>help</i> her. | When do you need <i>help</i> ? What can you do to <i>help</i> someone in your family? |
| <i>hospital</i> | A place or building where sick or injured people go to get medical help. | Paw Mu went to the <i>hospital</i> to have her tonsils taken out. | When do people go to the <i>hospital</i> in other countries and places you know about? |
| <i>library</i> | A place in a town or school where you can borrow books, DVDs, and other materials. Some <i>libraries</i> also have computers that people can use. | In many <i>libraries</i> you can use computers to look up information on the Internet or to send an email to someone. | Is there a <i>library</i> in this town? Where is it? |
| <i>park</i> | An area of public land that anyone can use for rest and enjoyment. | The town <i>park</i> has a playground, a swimming pool, and a picnic area. | What do you like to do at the <i>park</i> ? |
| <i>pharmacy</i> (<i>drugstore</i>) | A store or section of a store (often a <i>drugstore</i>) where you can buy medicines. A <i>drugstore</i> has other everyday items (such as toothpaste, shampoo, and snack food) besides medicines. | Abdullah buys his medicines at the <i>pharmacy</i> in his grocery store. | Is there a <i>pharmacy</i> near you? Is it in a <i>drugstore</i> ? What can you buy there? |

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|--|---|---|
| <i>post office</i> | A building or office where mail is received, sorted, and sent out and where stamps are sold. | Most small cities or towns have at least one <i>post office</i> . | Where is there a <i>post office</i> near you? Have you been there? |
| <i>store</i> | A place or building where you can buy food, clothes, medicine, furniture, or other things. | I buy milk and bread at the <i>store</i> . | Are there <i>stores</i> near the resettlement agency? What do they sell? |
| <i>trash</i> | Anything that is thrown away because it is not wanted. | The garbage truck picks up the <i>trash</i> on Wednesdays in Rohan's neighborhood. | When does the garbage truck pick up <i>trash</i> in your neighborhood? If you don't know, how can you find out? |
| <i>volunteer</i> | To offer help, work, or services to someone or to an organization without receiving any payment in return. | Isabel <i>volunteers</i> at her daughter's school on Thursdays. She watches the children during recess. | Is there any place in your neighborhood where you would like to <i>volunteer</i> ? What would you do? |
| <i>where</i> | A question word, used when asking about location or place. | <i>Where</i> is the resettlement agency? | I am from _____. <i>Where</i> are you from? |

Community Services and Public Assistance Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Community Services and Public Assistance Unit Vocabulary Worksheet 1

Directions: Match the community places to something you might find at that place. One is done for you.

Community Places



park



hospital



library



bank



post office



*pharmacy
(drugstore)*

Things You Find at Each Community Place



mail



check



medicine



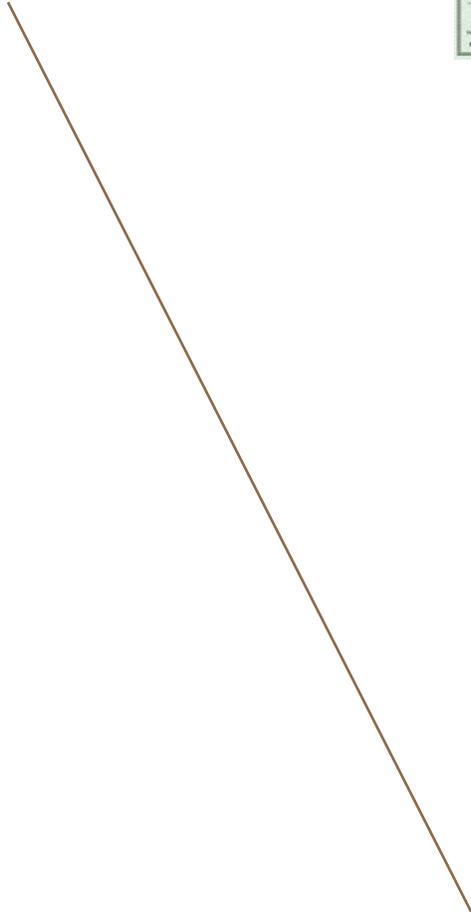
books



swings



doctor



Community Services and Public Assistance Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word bank to complete the sentences.

| Word Bank | | | |
|-----------|------|-------|------------|
| community | help | trash | volunteers |

Ofelia loves where she lives. It is a good _____ . If there is a problem, a lot of people try to _____ their neighbors. Ofelia also wants to help her community. On Saturdays she _____ with her family. They go to the park and pick up _____ to make the park clean.



Unit Overview for the Trainer

This unit provides participants with an overview of housing. It focuses on the following key points:

- ▶ In the United States, tenants (people who rent an apartment or a house) have both rights and responsibilities. The responsibilities include paying rent and utilities on time, keeping the place clean and in good condition, and being a good neighbor.
- ▶ It is important to understand how to use basic household products and appliances properly and safely.

Housing in the United States is often expensive for those earning a limited income. For refugees, finding a place to live that is affordable and in a safe neighborhood can be a challenge. In the beginning, refugees will have limited income, so their first home may not be their ideal choice. Though the resettlement agency will take care of refugees' housing needs during their first month in the United States, there are many things about renting a house or apartment that refugees will need to learn.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is a section titled *Introduction for the Trainer*, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Housing*. This session looks at housing in the United States and includes a discussion of the rights and responsibilities of tenants and the rights and responsibilities of landlords/landladies.
- ▶ *Housing Rights and Responsibilities*. During this session, participants will learn about the rights and responsibilities that come with renting a home in the United States.
- ▶ *Being a Good Neighbor*. In this session, participants will learn what it means to be a considerate neighbor in the United States.

The following chart demonstrates which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|---------|--|---|--|
| Housing | There are a variety of types of housing arrangements depending on affordability and the local context (including shared housing, apartment, house, etc.) | Participants can describe different types of housing | Housing Rights and Responsibilities |
| | | Participants can acknowledge that the affordability of housing differs across and within localities and may affect the choices that are available to them | Housing Rights and Responsibilities |
| | Housing comes with rights, responsibilities, restrictions and regulations | Participants understand the importance of and the process for paying rent and utilities | The Basics: Housing Housing Rights and Responsibilities |
| | | Participants understand how to end their lease and the process for moving to a new residence | Housing Rights and Responsibilities |
| | | Participants can list rights and responsibilities of landlords and tenants regarding housing and utilities | The Basics: Housing Housing Rights and Responsibilities |
| | | Participants are aware of norms and rules that apply to common areas | Housing Rights and Responsibilities |
| | | Participants are aware of factors that positively or negatively impact their rental history, including behaviors that may lead to eviction | Housing Rights and Responsibilities |
| | | The local resettlement agency provides assistance in home orientation, after which housekeeping and home maintenance are individual and family responsibilities | Participants are familiar with basic upkeep of a home, including preventative maintenance and prevention of pest infestations, and know who to contact for help with repairs |
| | Participants are familiar with basic household products, including their safe use and disposal | | The Basics: Housing |
| | Participants understand how to clean their home and remove trash | | The Basics: Housing Housing Rights and Responsibilities |
| | Participants know how to control utility costs through conservation | | Housing Rights and Responsibilities |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------|---|---|--|
| Housing | Understanding basic safety considerations and use of appliances/ facilities will promote safety in the home | Participants can describe safe and appropriate use of basic appliances and bathroom facilities | The Basics: Housing |
| | There are additional domestic life skills that facilitate independent living | Participants know how to identify and respond to mail | The Basics: Housing Housing Rights and Responsibilities |
| Safety | It is important to be prepared for emergencies | Participants can ensure that all residents of the household know their address and phone number | The Basics: Housing |
| | | Participants understand basic fire safety | The Basics: Housing |
| Cultural Adjustment | There are core characteristics that define the American experience | Participants understand that the U.S. is a culturally diverse society and that there can be widely-varying cultural norms in different parts of the country | Being a Good Neighbor |
| | | Participants are familiar with key philosophies that are the foundation of American culture and law, such as individualism, non-discrimination, and gender equality | Being a Good Neighbor |
| | There are cultural norms and expectations that are fairly widespread throughout the U.S. | Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance | Housing Rights and Responsibilities Being a Good Neighbor |
| | | Participants are familiar with patriotic and cultural customs and rituals | Being a Good Neighbor |

Housing

The Basics: Housing

Introduction for the Trainer

Key Content

During this session, participants will learn about the rights and responsibilities that come with renting an apartment or house, and about the proper use of household products and appliances.

Main Messages

In the United States, both tenants and landlords/landladies have rights and responsibilities. When refugees rent an apartment or a house, they must sign an agreement called a *lease*. In the lease, tenants agree to rent the property for a certain amount of time, pay rent and utilities on time, and maintain the property. Trainers should warn participants that breaking the lease could result in a fine. Refugees are also responsible for managing their own mail and recognizing important letters. If refugees cannot read the mail, they should find someone, such as their case worker/manager, a volunteer, a neighbor, or a friend, to read and explain it to them.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe the importance of paying rent and utilities on time
- ▶ State that tenants and landlords/landladies have rights and responsibilities
- ▶ Discuss the use of basic household products
- ▶ Describe the use of basic household appliances
- ▶ Identify important mail
- ▶ State their address and phone number
- ▶ Describe basic household safety measures and emergency services

Materials

- Housing Posters (included)
- Tape

Key English Vocabulary

- ▶ *housing*
- ▶ *landlord/landlady*
- ▶ *utilities*
- ▶ *Is this mail important?*

Session Preparation

The trainer should gather, from case workers/managers, the address and phone number of each participant attending the session. As such, if participants do not have this information on hand during the session, it can easily be given to them during the *Introductory Exercise*.

Hang Housing Posters around the training space.

Trainer's Introduction of Session to Participants

During this session, we will talk about housing in the United States.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the phrase. Throughout the session, emphasize the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Divide participants into pairs or groups of three. Tell participants that, under normal circumstances, this information should only be shared with people they trust. Ask them to say their addresses and phone numbers to their partner or other group members.

When finished with the activity, remind participants that personal information such as addresses and phone numbers should only be shared with people they trust.

Activity

Pairs or groups visit each Housing Poster and discuss the information being shared on each poster.

When all pairs or groups have visited each Housing Poster, have participants visit the posters as a full group. Ask participants to share what is being described in each picture and clarify any misinformation. Make sure that the key messages are provided. Encourage participants to ask questions as needed.

As a full group, debrief the session using the questions below.

Debriefing Questions

- ▶ What are two of your most important bills regarding housing that you have to pay? *[This could include utility bills or rent.]* Why is it important to pay them?
- ▶ In the United States, who has rights and responsibilities regarding housing and utilities? *[Response: Tenants and landlords/landladies.]*

- ▶ What are some basic household products? How should you use them? How would you throw them away when you are finished with them?
- ▶ What is something you should do to clean your home? What should you do about trash?
- ▶ What are some appliances in your home? How should you use them?
- ▶ How can you identify important mail? If you do not understand the mail, what should you do? [*Response: Ask your case worker/manager for help.*]

Working With Individuals or Very Small Groups

When working with one or two participants, conduct the introductory exercise by asking each participant to tell you her/his address and phone number. During the activity, the trainer should visit the posters with participants and ask them what they see in the posters, clarifying any false information. When finished, debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language background during the introductory exercise so they can communicate in a common language during the activity discussions.

If needed, use translated versions of the Housing Posters.

When working with a larger group, divide participants into five to seven groups for the activity. Distribute a Housing Poster to each group. (If working with five or six small groups, pair the “Cleaning Products and How to Use Them” poster with the “Cleaning the Bathroom and Kitchen” poster and/or the “Proper Food Storage and Care” poster with the “Common Household Appliances” poster.) Small groups review their assigned Housing Poster and determine the key messages for the poster. Bring the full group together. A spokesperson from each small group introduces their Housing Poster and describes the key messages on the poster.

Bathroom Facilities



Use bathroom facilities.

Cleaning Products and How to Use Them



*You should be familiar with basic household products.
It is important to use and throw them away safely.*



It is important to clean your home properly.

It is important to throw away trash properly.

Cleaning the Bathroom and Kitchen



The bathroom and kitchen have appliances that need to be cleaned with special products.



It is important to clean your bathroom properly.



It is important to clean your kitchen properly.

Common Household Appliances



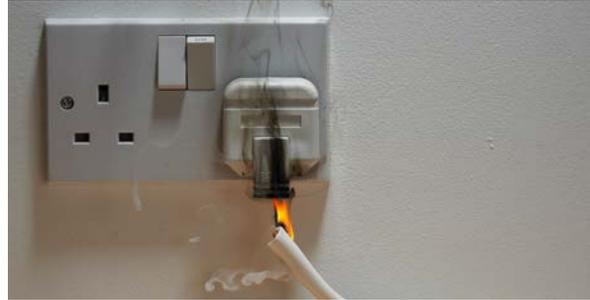
Use appliances safely.

Home Safety

Preventing fires is very important.



Make sure the stove and oven are turned off when you are not using them.



Keep water away from electrical outlets and plugs.



Know where the candles, matches, and lighters are, and be very careful when you use them.



If a smoke detector goes off, check for a fire.

If there is a fire:



Use your fire extinguisher to put out a very small fire.



Call 9-1-1 immediately if the fire is bigger than a small stove fire.

Mail, Rent, and Utilities



Paying your rent and utilities in full and on time is very important.

If you do not make these payments, you could be evicted from your home or have your utilities turned off.



You will receive important mail.

If you do not understand the mail, ask your case worker/manager for help.

Proper Food Storage and Care

Keep food in the right places:

Items that go bad quickly, such as these:



should be kept in the refrigerator.

Items that do not go bad quickly, such as these:



should be kept in cupboards or a pantry.

Avoid bugs by:

Keeping food in sealed containers like these:



Cleaning spilled food like this:



If you do not practice proper storage and care of food, you may have bugs. They can be very expensive to get rid of.



Tenants and Landlords/Landladies

Tenants and landlords/landladies have rights and responsibilities.



Housing responsibilities



Utility responsibilities

Housing Rights and Responsibilities

Introduction for the Trainer

Key Content

During this session, participants will learn about the rights and responsibilities that come with renting an apartment or house.

Main Messages

Tenants have rights and responsibilities in the United States. They have a right to live in a house or apartment that is safe and sanitary, that has no rodents or insects, and that has electrical, plumbing, and heating systems that work. Tenants' responsibilities include paying rent and utilities on time, and keeping their homes safe, clean, and in good condition. Trainers should stress to participants that they should not remove smoke detectors or smoke detector batteries since the detectors are there to warn them and other residents of fire.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe some of the rights and responsibilities that come with renting a home in the United States
- ▶ State some ways they can assert their rights and meet their responsibilities as tenants

Key English Vocabulary

- ▶ *appliance*
- ▶ *evict*
- ▶ *rent*
- ▶ *Take out the trash.*

Materials

- Housing Rights and Responsibilities Game Board (included), 1 per playing group (as described in the session preparation)
- White printer paper, 2–3 pieces
- Markers or highlighters, 4 different colors
- Housing Rights and Responsibilities Playing Cards (included), 1 per playing group
- Housing Rights and Responsibilities Spinner Mat (included), 1 per playing group
- Pencils, 1 per playing group
- Scissors
- Optional: Housing Rights and Responsibilities Color Game Board (included), 1 per playing group
- Optional: Housing Rights and Responsibilities Color Playing Cards (included), 1 per playing group
- Optional: Housing Rights and Responsibilities Color Spinner Mat (included), 1 per playing group

Note to Trainer

The set-up for this activity plan is a little complex, but the activity should help participants understand the topic better.

Session Preparation

Determine the number of teams that will play based on participant abilities and literacy levels. Participants can play the game as individuals or on teams of two to three people (or more, if there are many participants who cannot read), with up to four individual players (or teams) per game. There may be two or more games going on at the same time.

If possible, place at least one person in each small group who can read and group participants by language background during the activity so that they can communicate in a common language. If there are not enough literate participants, divide the full group into four teams, and play the game as a full group. The trainer then reads the descriptions on the chosen cards aloud to the full group while showing the pictures.

Prepare Rights and Responsibilities Game Boards for each group by printing them and marking the squares with the markers or highlighters so it is a pattern around the board. For example, mark the square on the top red corner red, mark the square to the left green, the next blue, then yellow, then red, and so on. Refer to the Housing Rights and Responsibilities Color Game Board as an example.

Prepare playing pieces by cutting or tearing paper into small squares and marking them with the corresponding colors used on the Housing Rights and Responsibilities Game Board. For example, if the colors red, green, blue, and yellow were used on the game board, and four players or teams will be using the board, there should be four playing pieces; one red, one green, one blue, and one yellow.

Prepare the Housing Rights and Responsibilities Playing Cards by printing a set for each playing group and cutting them out along the dotted lines. Mark the back of the cards showing rights with a dot or line of two colors that were used on the Housing Rights and Responsibilities Color Game Boards (such as red and blue), and responsibilities with a dot or line of the other two colors used on the Rights and Responsibilities Game Boards (such as green and yellow). Each card should have two marks on the back. Keep each set of Housing Rights and Responsibilities Playing Cards divided into the two separate categories (with rights in one pile and responsibilities in the other pile).

Prepare the Housing Rights and Responsibilities Spinner Mats by marking each square with a different color highlighter or marker, matching those used on Rights and Responsibilities Game Boards. For example, if red, green, blue, and yellow were used on the game board, then the four squares of the Housing Rights and Responsibilities Spinner Mats should be red, green, blue, and yellow. Refer to the Housing Rights and Responsibilities Color Spinner Mat as an example.

Trainer's Introduction of Session to Participants

When you rent an apartment or a house in the United States, you will have rights and responsibilities. Your landlord/landlady will also have rights and responsibilities.

During this session, you will play a game to help learn some of these rights and responsibilities. We will also think about ways to observe these rights and responsibilities.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the phrase. Throughout the session, emphasize the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into the teams and small groups you chose during the session preparation. Distribute Housing Rights and Responsibilities Game Boards, a set of playing pieces, a set of Housing Rights and Responsibilities Playing Cards, Housing Rights and Responsibilities Spinner Mats, and a pencil to each group.

Each group places the Housing Rights and Responsibilities Game Board on a flat surface in the center of the group. Each team in the group places its playing piece on a square of the Housing Rights and Responsibilities Game Board that is the same color as the playing piece. *As noted earlier, a game can have either individual players or teams made up of two or more players. For convenience, we will use only the word team in these instructions, but trainers should keep in mind that a team might have just one player.* The two stacks of Housing Rights and Responsibilities Playing Cards should be placed near the board.

Small groups put the Housing Rights and Responsibilities Spinner Mat flat on the table near the board and place the pencil in the middle of the spinner. To spin, a person holds the middle of the pencil and twists it while dropping it near the middle of the spinner mat. Whatever square the point of the pencil is pointing closest to is the color chosen.

The first team picks up a card from the top of the pile that matches the color of the square it is on. The team decides if what is shown is a housing right or responsibility, and discusses how to meet their responsibilities and ensure their rights are respected. If the team answers correctly, the team spins and moves in the direction the arrows are pointing to the next square shown on the color of the spinner mat. For example, if the team landed on green, it would move to the next green space, following the direction of the arrows. If the team answers incorrectly, it stays on the same space, and it is the next team's turn.

If groups are unsure of the correct answer, they should check with the trainer.

Remind participants that all information on the cards is accurate, and if they have any questions about information on the cards, they should ask.

The trainer should listen to small group discussions during the game to make sure participants understand the information.

When groups are finished, bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ What are some of the rights and responsibilities you learned about during this session?
- ▶ How will you practice these responsibilities? How will you make sure your rights are respected?
- ▶ How are these rights and responsibilities different from those you had in the places where you lived before?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, place two labels (*Rights* and *Responsibilities*) on a table or tape them on the wall. Print a set of the Housing Rights and Responsibilities Playing Cards. Spread these out on the table. Review the cards with participants. Participants decide if the card is about a right or a responsibility, and place (or tape) the card under the correct label. The trainer should ask questions to help participants come up with the correct answer. When finished, review the cards together and move them around if necessary. Debrief the session using the questions provided.

Variations and Considerations

Instead of preparing materials with markers or highlighters, print Housing Rights and Responsibilities Color Game Boards (and use matching color playing pieces), Housing Rights and Responsibilities Color Playing Cards, and Housing Rights and Responsibilities Color Spinner Mats.

If needed, use translated versions of the Housing Rights and Responsibilities Playing Cards.

With a group that has a higher level of education, do not mark or divide the Housing Rights and Responsibilities Playing Cards. Rather, keep full sets of playing cards together so participants do not have any hints as to whether they are picking up a right or a responsibility card (or use the black-and-white copies if printing the color materials).

When working with a less literate group of participants, there are two options, depending on the size of the group:

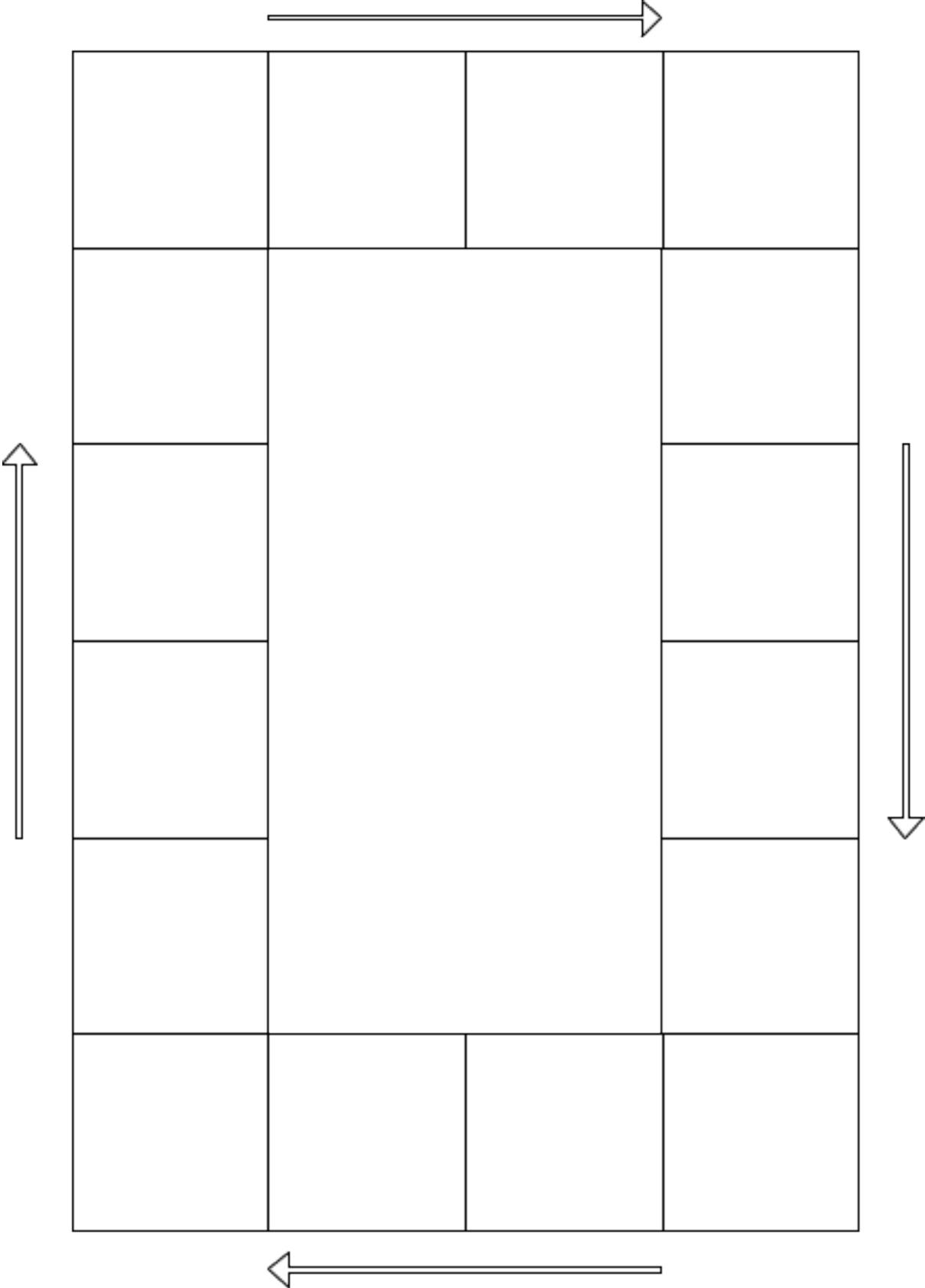
- ▶ With a group of ten or fewer, play the game as a full group with larger teams. The trainer reads the chosen cards aloud.
- ▶ With a larger group, use one set of Housing Rights and Responsibilities Playing Cards and one Housing Rights and Responsibilities Spinner Mat. Teams in each group take turns spinning the Housing Rights and Responsibilities Spinner Mat. All teams move according to that spin. The trainer then reads the chosen Housing Rights and Responsibilities Playing Cards aloud and participants take part in their small group's discussion before moving to the next spin and turn.

Print larger versions of the Housing Rights and Responsibilities Game Boards and/or laminate them for repeated use.

Instead of playing the game, conduct the session using a variation of the directions listed under Working With Individuals or Very Small Groups. Tape labels to a wall in the training space. Distribute one Housing Rights and Responsibilities Playing Card to each participant with a piece of tape. Participants tape the card under the appropriate label. Review the cards as a group, move cards if necessary, and discuss questions that come up. Debrief the session using the questions provided.

Create cards on different topics to be used with Housing Rights and Responsibilities Game Boards.

Housing Rights and Responsibilities Game Board



Housing Rights and Responsibilities Playing Cards

Rights



A landlord/landlady cannot refuse to rent to you because of your race, nationality, religion, sex, family situation, or physical or mental condition.



There should be a smoke detector in your home that works.



When you move out of your apartment or house, you should get your security deposit back if you have left the place in good condition.



You can live wherever you can afford to live.



You can move out of your apartment or house if you let your landlord/landlady know ahead of time, as agreed on in your lease.



You should have a lease with the landlord/landlady.



You should have hot and cold running water.



Your housing should be safe.

Responsibilities



There are certain changes to the apartment or house (such as painting the walls) that you can make only if the landlord/landlady gives you permission.



There are costs to moving to another apartment, and you should think about these before you decide to move.



You may have to pay more rent under certain conditions and after a certain period of time.



You should be a considerate neighbor.



You should identify and answer mail, such as bills.



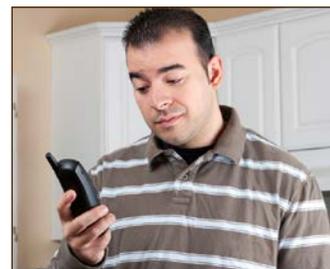
You should keep public areas (such as a laundry room) clean and obey rules for that area.



You should keep sound low so you do not disturb neighbors at night or in the morning.



You should keep your home clean.



You should know how to make and receive telephone calls.



You should know that your bills for electricity, gas, and water will depend on how much electricity, gas, and water you use each month. The more you use, the more you pay.



You should learn how appliances are used, and use them properly.



You should not take down the smoke detector in your home.



You should pay rent on time and in full.



You should pay utilities on time and in full.



You should put trash in the right place and recycle properly.



You should store food properly in the refrigerator and freezer.



You should tell the landlord/landlady about problems such as leaking pipes, rotting wood, or insects.



You should understand how to prevent fires in the home.

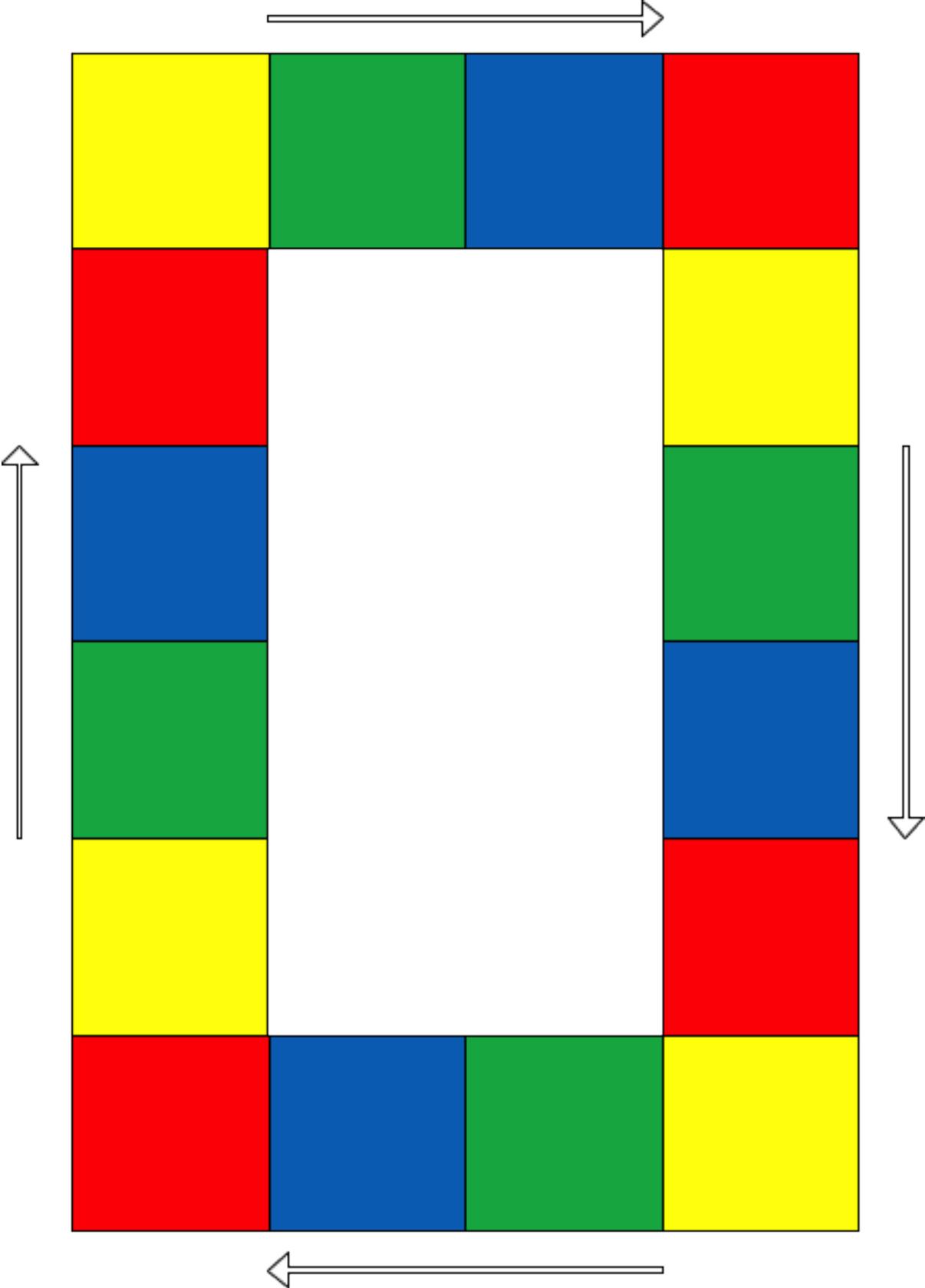


You should understand your lease and do what it says you are supposed to do.

Housing Rights and Responsibilities Spinner Mat

| | |
|--|--|
| | |
| | |

Housing Rights and Responsibilities Color Game Board



Housing Rights and Responsibilities Color Playing Cards

Rights



A landlord/landlady cannot refuse to rent to you because of your race, nationality, religion, sex, family situation, or physical or mental condition.



There should be a smoke detector in your home that works.



When you move out of your apartment or house, you should get your security deposit back if you have left the place in good condition.



You can live wherever you can afford to live.



You can move out of your apartment or house if you let your landlord/landlady know ahead of time, as agreed on in your lease.



You should have a lease with the landlord/landlady.



You should have hot and cold running water.



Your housing should be safe.

Responsibilities



There are certain changes to the apartment or house (such as painting the walls) that you can make only if the landlord/landlady gives you permission.



There are costs to moving to another apartment, and you should think about these before you decide to move.



You may have to pay more rent under certain conditions and after a certain period of time.



You should be a considerate neighbor.



You should identify and answer mail, such as bills.



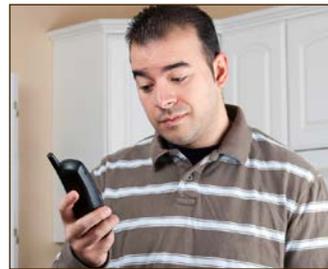
You should keep public areas (such as a laundry room) clean and obey rules for that area.



You should keep sound low so you do not disturb neighbors at night or in the morning.



You should keep your home clean.



You should know how to make and receive telephone calls.



You should know that your bills for electricity, gas, and water will depend on how much electricity, gas, and water you use each month. The more you use, the more you pay.



You should learn how appliances are used, and use them properly.



You should not take down the smoke detector in your home.



You should pay rent on time and in full.



You should pay utilities on time and in full.



You should put trash in the right place and recycle properly.



You should store food properly in the refrigerator and freezer.



You should tell the landlord/landlady about problems such as leaking pipes, rotting wood, or insects.

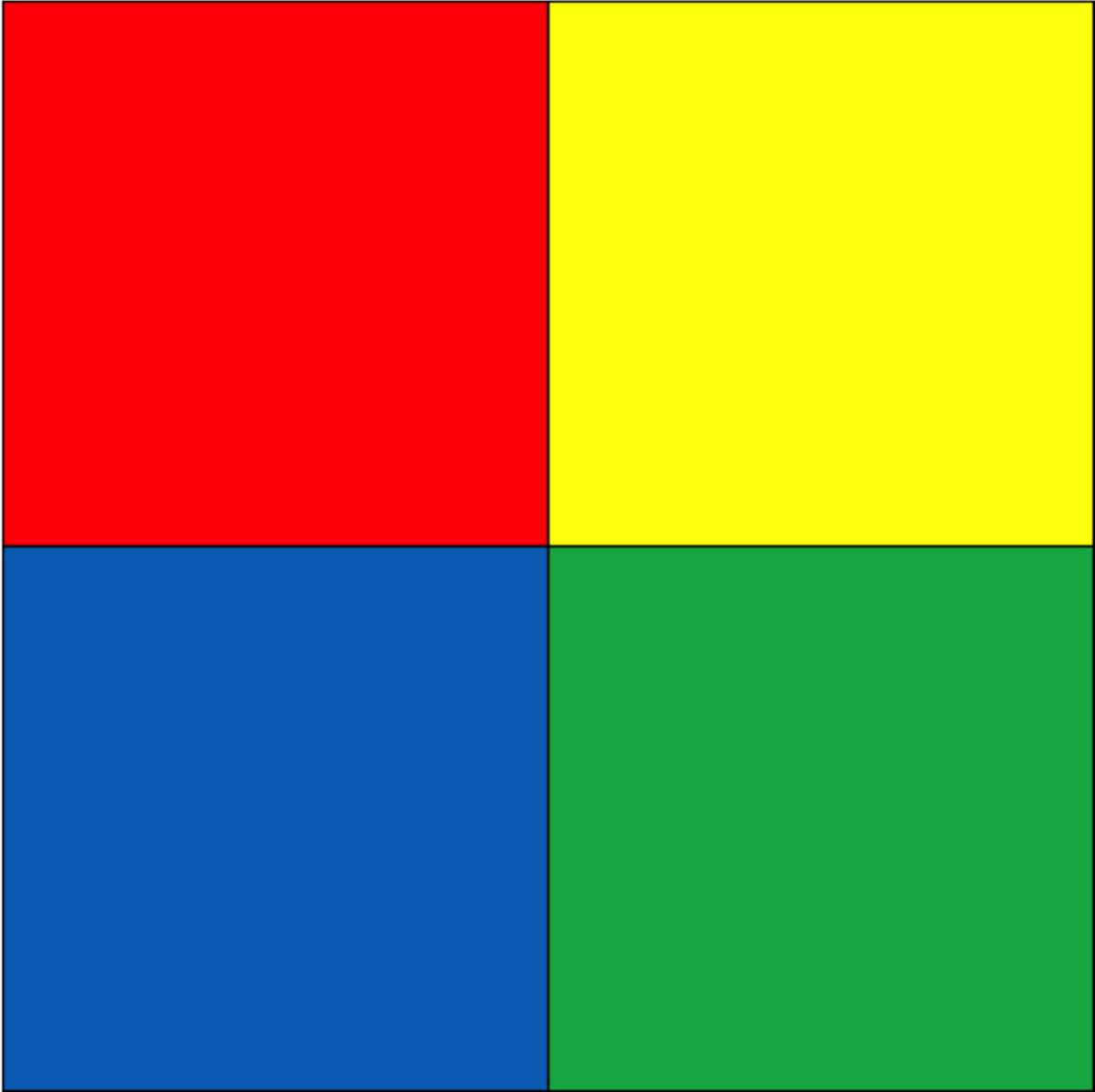


You should understand how to prevent fires in the home.



You should understand your lease and do what it says you are supposed to do.

Housing Rights and Responsibilities Color Spinner Mat



Housing

Being a Good Neighbor

Introduction for the Trainer

Key Content

During this session, participants will learn what it means to be a good neighbor in the United States.

Main Messages

A good neighbor in the United States is someone who is considerate of people who live near her/his apartment or house. A good neighbor keeps common areas in apartment buildings clean. In the case of a house, s/he keeps the lawn neat and only puts out trash on days it is going to be picked up. Participants will need to understand the importance of keeping their voices and music low during the night so that they do not disturb their neighbors. Refugees should also expect their neighbors to be considerate of them.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why being a considerate neighbor is important
- ▶ Identify ways to be a considerate neighbor in the United States
- ▶ Describe ways to avoid being an inconsiderate neighbor in the United States

Materials

- Flipchart paper, markers, and tape
- Good Neighbor Critical Incidents (included), 1 per group of 3-4

Key English Vocabulary

- ▶ *comfortable*
- ▶ *considerate*
- ▶ *friendly*
- ▶ *Be a good neighbor.*

Note to Trainer

This basic plan has been developed for a more literate group. When working with a less literate group, refer to Variations and Considerations.

Session Preparation

Estimate the number of participants who will attend the session. Based on this number, decide how many Good Neighbor Critical Incidents to use, with one critical incident for every three to four participants. Cut out the Good Neighbor Critical Incidents needed.

Trainer’s Introduction of Session to Participants

Neighbors are expected to be friendly and considerate of others in the United States. This session will help you identify some things to think about so that you can get along well with your neighbors.

Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about how they got along with their neighbors in places they lived before. Were they friendly with their neighbors? Were there certain things they were supposed to do, or not do?

Ask participants to share their experiences with a partner.

Bring the full group together and ask participants to share something they discussed with their partner. Record responses that relate to being a good and considerate neighbor in the participants’ countries and cultures on the flipchart.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the phrase. Throughout the session, emphasize the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of three to four people. Ask participants to elect a spokesperson. Distribute Good Neighbor Critical Incidents, one per group.

Small groups read critical incidents and discuss the questions that follow about being a good and considerate neighbor in the United States.

Bring the full group together. Ask small groups to share some of the things they learned about being a good and considerate neighbor in the United States.

Debrief the session with participants using the questions below.

Debriefing Questions

- ▶ Why is it important to be a friendly and considerate neighbor?
- ▶ What are some things you can do to be a friendly and considerate neighbor?
- ▶ How should you expect your neighbors to treat you? If they don't treat you that way, what could you do?
- ▶ To be a good neighbor, what are some things you should *not* do?

Working With Individuals or Very Small Groups

When working with an individual or a small group, the trainer conducts the introductory exercise by asking participants to think about how they got along with their neighbors in places they lived before. Record relevant notes on the flipchart. During the activity, the trainer should choose two to three relevant Good Neighbor Critical Incidents. The trainer should read one aloud to participants and ask the questions provided, guiding the discussion. The trainer should then do another Good Neighbor Critical Incident in the same way, and a third if there is time. Debrief the session using the questions provided.

Variations and Considerations

If possible, ensure that at least one participant in each group is literate in English. If working with interpreters, they can help groups read the questions. When working with a less literate group and there are not enough interpreters, read one critical incident aloud to the full group for small groups to discuss. Read additional critical incidents if there is time.

If possible, group participants by language background for the activity so that they can communicate in a common language.

If needed, use translated versions of the Good Neighbor Critical Incidents.

Good Neighbor Critical Incidents

Good Neighbor Critical Incident 1: Nahid and his children

Nahid and his family move into their new home. Their new neighbors have two large dogs, and Nahid's children are afraid of the dogs, although they seem friendly. Nahid's children refuse to play in the backyard alone because the neighbor's dogs are often playing in the fenced-in lot next door.

Consider the following questions:

- ▶ What could Nahid do so everyone feels more comfortable?
- ▶ How would you handle this situation while keeping a good relationship with your neighbors?
- ▶ What is important for Nahid to keep in mind so he can be a good neighbor while making sure that his family is safe?

Good Neighbor Critical Incident 2: Letia and her family

Letia and her husband move into their home and are happy to be living near cousins. Their cousins come to Letia's house often, and they all cook and listen to music from their country together. One day Letia's landlord calls and tells Letia that she cannot play music after 9:00 p.m. anymore, because it is disturbing the neighbors.

Consider the following questions:

- ▶ What is the issue in this situation?
- ▶ What could Letia and her family do to be more considerate of their neighbors?
- ▶ What is important for Letia and her husband to remember so they can be good neighbors, but also be comfortable and happy in their new home?

Good Neighbor Critical Incident 3: Palau and Alex

Palau and his family move into their new apartment. Palau's new neighbor, Alex, stops by to meet Palau one morning before leaving for work. Palau cannot tell if Alex is a man or a woman. After Palau says good-bye, he feels very uncomfortable. Later that day, Palau sees Alex again. What should he say?

Consider the following questions:

- ▶ What is the issue in this situation?
- ▶ How do you think Alex may feel in this situation?
- ▶ What should Palau do the next time he sees the neighbor?
- ▶ What is important for Palau to remember so he can be a good neighbor, but also be comfortable in his new neighborhood?

Good Neighbor Critical Incident 4: Saw Nee Kow and her neighbors

Saw Nee Kow and her family move into their new apartment complex. Everyone is very friendly. Saw Nee Kow's neighbors invite her family to a building potluck, a get-together where everyone brings food or drink to share. Saw Nee Kow has been feeling lonely and is very excited about the invitation. She buys two live chickens and leaves them in the apartment complex courtyard while she prepares to slaughter them. One of Saw Nee Kow's neighbors knocks on her door and asks about the chickens. Saw Nee Kow explains that they are for the potluck. Her neighbor seems surprised and uncomfortable.

- ▶ Why is Saw Nee Kow's neighbor surprised and uncomfortable?
- ▶ What would you do in this situation if you were Saw Nee Kow?
- ▶ What should you know that might help you take care of this situation?

Good Neighbor Critical Incident 5: Juan and Richard

Juan moves into his new apartment with his wife and baby. Their next door neighbor, Richard, is friendly and helpful. He tells Juan how to find places like parks and convenience stores near their new home. One night, Juan's baby cannot sleep because Richard has music playing loudly. Juan likes Richard and does not want to bother him because he has been helpful to their family. However, the next night, Richard again has loud music playing and the baby is again unable to sleep.

- ▶ What is the issue in this situation?
- ▶ How would you feel if you were Juan? How would you feel if you were Richard?
- ▶ What do you think Juan should do?

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|--|--|--|
| <i>appliance</i> | A piece of equipment that people use to help them do work at home. | Some houses and most apartments already have large kitchen <i>appliances</i> , such as ovens and refrigerators. | What <i>appliances</i> do you think are necessary? Which are nice to have but not necessary? |
| <i>clean</i> | To remove dirt from; not dirty. | Angel helps his mother Patricia <i>clean</i> their home every Saturday morning. | When do you <i>clean</i> your home? |
| <i>comfortable</i> | To have a feeling of ease, to feel good in your body and mind. | Khin Myint's boss does not feel <i>comfortable</i> when he talks to Khin Myint, because Khin Myint does not look at him. | What makes you feel <i>comfortable</i> at home? |
| <i>considerate</i> | Thoughtful of the feelings and needs of others | Narayan knows that his mother is tired so he is <i>considerate</i> and helps clean up after dinner. | Who do you want to be <i>considerate</i> of? |
| <i>damage</i> | To harm something so it becomes less useful or valuable. | When Khalia moved the sofa in her apartment, she <i>damaged</i> the wood floor. | What can you do if you <i>damage</i> the walls, ceilings, or floor in your apartment? How can you repair it? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-----------------------------|--|---|--|
| <i>evict</i> | To force someone to leave a rented property. | If you do not pay your rent or you damage your apartment, your landlord or landlady might <i>evict</i> you. | What can you do so you don't get <i>evicted</i> ? |
| <i>friendly</i> | To be warm and pleasant to others. | Arturo's neighbors are <i>friendly</i> . They invited him over for dinner when he moved into the apartment building. | Do you think it is important to be <i>friendly</i> to your neighbors? Why or why not? If yes, how can you and your family show others that you are <i>friendly</i> ? |
| <i>housing</i> | A place to live. | The resettlement agency can help you find <i>housing</i> when you first arrive in the United States. | What kind of <i>housing</i> would you like to have one day? |
| <i>important</i> | Having great meaning or value. | It is <i>important</i> to pay your rent on time. | What things are <i>important</i> to you? |
| <i>landlord or landlady</i> | The person who owns the house or apartment you are renting. The building manager works for the <i>landlord or landlady</i> . | Pleh Meh mails his rent to his <i>landlord</i> on the 25th of every month. He calls the building manager when something in his apartment is broken. | What is something you might need to talk with your <i>landlord or landlady</i> about? |
| <i>mail</i> | Letters, flyers, and packages that the post office delivers to you. | Iman gets <i>mail</i> in the mailbox in the lobby of her apartment building. | What kind of <i>mail</i> do you think is important? What kind of <i>mail</i> is not important? Why or why not? |
| <i>neighbor</i> | A person who lives near someone else. | Amina and Mansoor want to meet the <i>neighbors</i> in their new apartment building. | What are the names of some of your new <i>neighbors</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-------------------------|---|---|--|
| <i>recycle</i> | To put old or used things through a process so they can be reused; to reuse. | The city <i>recycles</i> old newspapers to make new paper. | Why do you think it is good to <i>recycle</i> ? What are some things you could <i>recycle</i> ? |
| <i>rent</i> | The regular payment that you give to the owner of an apartment, house, or office property that you live in or use. | Most people pay <i>rent</i> for their homes on the first day of the month. | Do you <i>rent</i> your home? When is your <i>rent</i> due? |
| <i>security deposit</i> | Money that you give to a landlord/landlady when you move into a house or apartment. The <i>security deposit</i> pays for any damage that you may do to the place. If you don't do any damage, you will get the money back when you leave. | I had to pay a <i>security deposit</i> equal to one month's rent for my new apartment. | Did you have to pay a <i>security deposit</i> for your apartment? How much was it? |
| <i>tenant</i> | A person who rents space to live or work in. | Every <i>tenant</i> must pay rent. | Do you know any other <i>tenants</i> who live near you? |
| <i>utilities</i> | Water, electricity, and gas for home use. | Sometimes you have to pay for your <i>utilities</i> in addition to rent. Sometimes <i>utilities</i> are included in the rent. | Are your <i>utilities</i> included in the rent? What <i>utilities</i> do you pay for in your home? |

Housing Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Housing Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

Words

friendly

housing

appliance

clean

damage

utilities

mail

Pictures



Housing Unit Vocabulary Worksheet 2

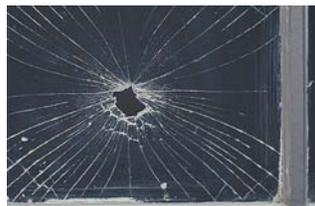
Directions: Read the sentences below. Indicate whether a landlord would be made happy or unhappy by the tenant actions described. The first one is done for you.

| Tenant | Landlord | |
|--|----------|----------------------------------|
| | Happy | Unhappy |
| The tenant forgets to pay <i>rent</i> . | J | <input checked="" type="radio"/> |
| The tenant pays his <i>rent</i> every month. | J | L |
| The tenant keeps the house <i>clean</i> . | J | L |
| The tenant is a good <i>neighbor</i> . | J | L |
| The tenant <i>damages</i> the wall. | J | L |
| The tenant does not <i>clean</i> the house. | J | L |

What are some reasons a landlord might *evict* a tenant? Circle the words that show reasons a landlord might *evict* a tenant.



clean



damage



friendly



pays rent



comfortable



does NOT pay rent

Transportation

Unit Overview for the Trainer

This unit provides participants with an overview of different types of transportation, and how to safely use them. The unit focuses on the following key points:

- ▶ Most communities have one or more forms of public transportation. Refugees will need to know how to use each type and how to do so safely.
- ▶ Owning and driving a car in the United States can be expensive. There are also laws regarding car insurance, driver's licenses, and safety that car owners need to understand and obey.

During their first months in the United States, most refugees will use public transportation to get around their new community. Some refugees may purchase a car after they have a job and can afford car expenses.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Transportation.* In this session, participants will learn about the types of transportation in their community and how to safely use them. They will also learn what they need to know to own and drive a car safely and legally.
- ▶ *Getting Around Your New Community.* In this session, participants learn about the many different services available in a refugee's community (e.g., banks, libraries, schools, health clinics) and how to get from one place to another.
- ▶ *Owning and Driving a Car.* During this session, participants will discuss some of the challenges and benefits to owning and driving a car, compared with the challenges and benefits of using public transportation.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|--------------------|---|---|-----------------------------------|
| Your New Community | There are community and public services that are available to support residents | Participants can identify community services relevant to their specific needs, such as senior services or child care/day care | Getting Around Your New Community |
| | | Participants can identify community services that refugees may need to access, such as food banks, family support services, and the local government | Getting Around Your New Community |
| | The local resettlement agency will assist refugees in becoming acquainted with their new community | Participants know where to find and how to use critical services such as stores and laundromats | Getting Around Your New Community |
| | | Participants know where to find and how to access other community services such as the library, houses of worship, area attractions, community recreation, banks, and the post office | Getting Around Your New Community |
| | Members of the refugee's ethnic or religious group who live in the area may be a good source of support | Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community | Getting Around Your New Community |
| Health | A variety of health care services are available in the U.S. | Participants can identify types of places where they might seek health services, including clinics, offices, and hospitals | Getting Around Your New Community |
| | Preventative health care plays a large role in maintaining good health | Participants understand the importance of immunizations and vaccines for themselves and their children | Getting Around Your New Community |
| Safety | It is important to be familiar with safety procedures | Participants are familiar with general safety procedures related to traffic (as a driver, bike rider, public transit user, or pedestrian) | The Basics: Transportation |

| | Content Objective | Learning Indicator | Activity Plan |
|----------------|--|---|--|
| Transportation | Transportation options exist in most communities | Participants are aware of public transportation options in their locality | The Basics: Transportation Getting Around Your New Community |
| | | Participants understand how to navigate the public transportation system, including the use of maps and schedules and payment methods (tickets, passes, etc.) | Getting Around Your New Community |
| | | Participants understand how to safely board, ride, and exit the types of public transportation they are likely to use | The Basics: Transportation |
| | Owning or having access to a personal vehicle comes with benefits and responsibilities | Participants are aware of legal requirements such as a driver's license and insurance | The Basics: Transportation Owning and Driving a Car |
| | | Participants understand the importance and legal requirements for drivers' education | The Basics: Transportation Owning and Driving a Car |
| | | Participants are aware of safety issues and legal requirements, including the use of child seats | The Basics: Transportation |
| | | Participants understand that buying and maintaining a car can be very expensive | The Basics: Transportation Owning and Driving a Car |

Transportation

The Basics: Transportation

Introduction for the Trainer

Key Content

During this session, participants will learn about the types of transportation available to them in their new community.

Main Messages

There are different types of transportation available to refugees to help them get around their new community. Refugees will need to know how to safely board, ride, and exit the types of transportation they use. They should also know how to safely walk around their neighborhood. The trainer should stress that there are laws in the United States that regulate walking, biking, and driving a car. Participants should be reminded that using safety belts is the law. Participants should be encouraged to use public transportation, where it is available, since car expenses are high.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ State types of public transportation available in their community
- ▶ Describe how to use the public transportation
- ▶ Describe the safety issues and legal requirements of driving a car

Key English Vocabulary

- ▶ *bus*
- ▶ *train*
- ▶ *walk*
- ▶ *How much is the _____ [bus/train]?*

Materials

- Basics of Transportation Signs (included)
- Tape
- Basics of Transportation Cards (included)
- Basics of Transportation Answer Key (included)

Session Preparation

Review the Basics of Transportation Signs and the Basics of Transportation Cards. Remove the forms of transportation that are not available in your area or not relevant to your participants at this time (such as driving a car) and any cards that your participants would find simplistic (such as opening the car door or sitting down on the seat). Find out age requirements for child safety seats in your area and fill in that information.

At the front of the training space, hang the Basics of Transportation Signs that name the types of transportation that are available in your area and relevant to your participants.

Print the needed Basics of Transportation Cards for use and cut along the dotted lines.

Trainer's Introduction of Session to Participants

During this session, we will talk about the types of transportation available in the area and how to safely use them. We will also talk about safety issues and legal requirements related to owning and driving a car.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Use the word that is most likely to be written on signs in your area. Use subway or metro instead of train if that is the word used in your area. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Distribute the Basics of Transportation Cards and pieces of tape to participants. Tell participants that their cards show the process of safely using one of the forms of transportation pictured in the signs at the front of the training space. Introduce the signs.

Tell participants to decide which type of transportation (e.g., bus or car) their cards belong to. Participants then work with others who have cards that picture the same type of transportation and create a sequence showing the order of steps involved in using that form of transportation.

When participants have completed the sequence, review their work with the use of the Basics of Transportation Answer Key. Move cards around if needed. Note where there might be overlap, or when one part of the process could happen before or after another part of the process (as described in the Basics of Transportation Answer Key).

Debrief the session using the questions below.

Debriefing Questions

- ▶ What forms of public transportation have you used before? Which were new?
- ▶ What is one form of transportation that is available in your community? What are the steps you should take to use it safely?
- ▶ What is another form of transportation available in your community? What steps should you take to use it safely?
- ▶ When you want to ride in a car with a young child, what does the child need to sit on?

Working With Individuals or Very Small Groups

When working with one to three participants, hang the Basics of Transportation Signs on the wall or spread them out on a table or the floor. Spread the Basics of Transportation Cards out on a table or the floor. Together, participants complete the sequences by placing them near the Basics of Transportation Signs (with tape, if they are on the wall).

Variations and Considerations

If needed, use translated versions of the Basics of Transportation Signs and/or the Basics of Transportation Cards.

For more information on public transportation and ideas for activities, refer to the *Public Transportation Week: Lectures, Field Trip, and Quiz* plan, available here for automatic download: <http://goo.gl/ZetVq0>.

Basics of Transportation Signs



Bike



Bus



Drive a car



Ferry



Ride in a car



Subway/metro



Taxi/cab



Train



Walk

Basics of Transportation Cards



Wear a helmet.



When possible, use bike lanes and ride in the same direction as the traffic on your side of the road.



When there are no bike lanes, ride on the side of the road in the same direction as the traffic.



Use the correct hand signals when turning or stopping.



Lock your bike when you are not using it.



Buy a ticket or pass in advance.



Arrive early.



Wait at a bus stop and flag the bus if needed.



Step onto the bus.



Show your ticket or pass or purchase a ticket.



Sit or hold the rail while standing.



Press the button or pull the string before your stop.



Check to make sure you have all of your belongings.



Exit at your stop.



Study for a learner's permit to drive.



Take and pass the learner's permit test.



Take driver's education classes.



Practice driving with a licensed driver.



Take and pass the driving test.



Get a driver's license.



Buy insurance.



Register your car.



Buy a car.



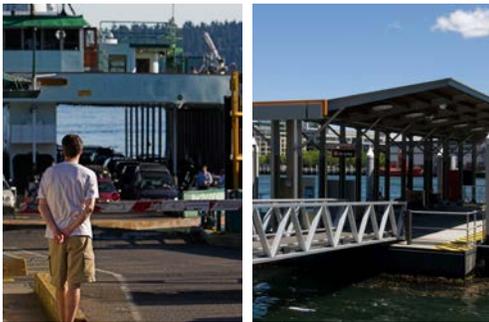
Buy gas.



Maintain your car.



Buy a ticket or pass.



Arrive early.



Board the ferry when it is ready.



Sit or hold the railing while standing.



Check to make sure you have all of your belongings.



Exit when the ferry arrives at your destination.



Open the door.



Buckle children under the age of _____ into child safety seats.



Sit down on the seat.



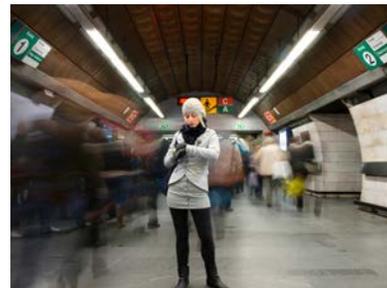
Close the door.



Buckle your safety belt.



Buy a ticket, token, or pass.



Arrive early.



Step into the subway car when it arrives.



Sit or hold the rail while standing.



Check to make sure you have all of your belongings.



Exit at your stop.



Flag a taxi by waving from the side of the road.



Call a taxi company on the telephone.



Go to a taxi stand and tell the attendant that you would like a taxi.



Open the back passenger side door.



Buckle the safety belts of children.



Sit down on the seat.



Close the door.



Buckle your safety belt.



Tell the driver where you are going.



Pay the driver when you arrive at your stop.



Check to make sure you have all of your belongings.



Open the door and get out of the taxi.



Thank the driver and close the door.



Walk to the curb.



Buy a ticket or pass.



Arrive early.



Step onto the train when it is ready.



Sit or hold the rail while standing.



Check to make sure you have all of your belongings.



Exit at your stop.



Walk on the sidewalk when possible.



If there is no sidewalk, walk facing traffic, either off the road or on the shoulder of the road.



Find a crosswalk to cross the road safely.



Press the button.



Wait for a walk signal.



Look left, right, and left again before crossing the road to make sure no cars are coming.



Walk quickly across the road.

Basics of Transportation Answer Key

| | | Steps to the Process of Using the Form of Transportation | Notes and Overlap Among the Steps |
|------------------------|-------------|---|---|
| Type of Transportation | Bike | Wear a helmet. | |
| | | When possible, use bike lanes and ride in the same direction as the traffic on your side of the road. | Only one of these two steps would take place. |
| | | When there are no bike lanes, ride on the side of the road, in the same direction as the traffic. | |
| | | Use the correct hand signals when turning or stopping. | |
| | | Lock your bike when you are not using it. | |
| | Bus | Buy a ticket or pass in advance. | Paying for or purchasing a ticket or pass may take place after stepping onto the bus. |
| | | Arrive early. | |
| | | Wait at a bus stop and flag the bus if needed. | |
| | | Step onto the bus. | |
| | | Show your ticket or pass or purchase a ticket. | |
| | | Sit or hold the rail while standing. | |
| | | Press the button or pull the string before your stop. | |
| | | Check to make sure you have all of your belongings. | |
| | Drive a Car | Exit at your stop. | |
| | | Study for a learner's permit to drive. | These two steps may be reversed or may not be required, depending on the state and age of the driver. |
| | | Take and pass the learner's permit test. | |
| | | Take driver's education classes. | |
| | | Practice driving with a licensed driver. | |
| | | Take and pass the driving test. | |
| | | Get a driver's license. | |
| Buy insurance. | | | |
| Buy a car. | | | |
| Register your car. | | | |
| Buy gas. | | | |
| Maintain your car. | | | |

| | | Steps to the Process of Using the Form of Transportation | Notes and Overlap Among the Steps |
|---|---------------|---|--|
| Type of Transportation | Ferry | Buy a ticket or pass. | Paying for or purchasing a ticket or pass may take place after arriving. |
| | | Arrive early. | |
| | | Board the ferry when it is ready. | |
| | | Sit or hold the railing while standing. | |
| | | Check to make sure you have all of your belongings. | |
| | | Exit when the ferry arrives at your destination. | |
| | Ride in a Car | Open the door. | |
| | | Buckle children under the age of _____ into child safety seats. | |
| | | Sit down on the seat. | |
| | | Close the door. | |
| | | Buckle your safety belt. | |
| | Subway/Metro | Buy a ticket, token, or pass. | Purchasing a ticket, token, or pass may take place after arriving. |
| | | Arrive early. | |
| | | Step into the subway car when it arrives. | |
| | | Sit or hold the rail while standing. | |
| | | Check to make sure you have all of your belongings. | |
| | | Exit at your stop. | |
| | Taxi/Cab | Flag a taxi by waving from the side of the road. | Only one of these three steps would take place. |
| | | Go to a taxi stand and tell the attendant that you would like a taxi. | |
| | | Call a taxi company on the telephone. | |
| Open the back passenger side door. | | | |
| Buckle the safety belts of children. | | | |
| Sit down on the seat. | | | |
| Close the door. | | | |
| Buckle your safety belt. | | | |
| Tell the driver where you are going. | | | |
| Pay the driver when you arrive at your stop. | | | |
| Check to make sure you have all of your belongings. | | | |
| Open the door and get out of the taxi. | | | |
| Thank the driver and close the door. | | | |
| Walk to the curb. | | | |

| | | Steps to the Process of Using the Form of Transportation | Notes and Overlap Among the Steps |
|------------------------|-------|---|--|
| Type of Transportation | Train | Buy a ticket or pass. | |
| | | Arrive early. | |
| | | Step onto the train when it is ready. | |
| | | Sit or hold the rail while standing. | |
| | | Check to make sure you have all of your belongings. | |
| | | Exit at your stop. | |
| | Walk | Walk on the sidewalk when possible. | Only one of these two steps would take place. |
| | | If there is no sidewalk, walk facing traffic, either off the road or on the shoulder of the road. | |
| | | Find a crosswalk to cross the road safely. | These steps would take place only if there is a crosswalk. |
| | | Press the button. | |
| | | Wait for a walk signal. | |
| | | Look left, right, and left again before crossing the road to make sure no cars are coming. | |
| | | Walk quickly across the road. | |

Transportation

Getting Around Your New Community

Introduction for the Trainer

Key Content

During this session, participants will learn how to get around their new community in order to access the services they need.

Main Messages

There are many services available to refugees in their new community. They will most likely reach these places by public transportation. Depending on the area and where refugees live, participants may need to take more than one form of transportation to reach their destination.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify common services available in the community
- ▶ Discuss what different services offer
- ▶ Describe how to use different forms of transportation to reach the services

Key English Vocabulary

- ▶ *police station*
- ▶ *school*
- ▶ *shopping center*
- ▶ *How do you get from _____ to _____?*

Materials

- Transportation Cards (included), 1 set per group of 2-8
- Highlighters or markers, 6 different, distinct colors
- White printer paper, 1 piece
- Scissors
- Getting Around Game Board 1 (included), 1 per group of 2-8
- Tape
- Flipchart paper, markers, and tape
- Task Lists (included), 1 per group of 2-8
- Optional: Getting Around Game Board: Left Side and Getting Around Game Board: Right Side (included)

Note to Trainer

Although the set-up for this activity plan is somewhat complex, the activity should be very useful to participants.

Session Preparation

Estimate how many participants will be attending the session. Participants can play the game by themselves or with a partner. It is recommended that two to four individuals or teams play together at one time. If possible, group participants by language background for the activity so that they can communicate in a common language.

Review the Transportation Cards. Consider removing those that are not available in your area. Print a set of Transportation Cards for each group. Then cut the cards along the dotted lines, keeping sets together.

If printing in black-and-white, highlight each bus route on the Getting Around Game Board 1 with a different color marker as shown in the color version with this activity plan.

Cut or tear the printer paper into enough small pieces that each participant or team can receive a playing piece. There will be two to four playing pieces per game board. Using the highlighters or markers, color each playing piece different from the bus routes. There should be two to four different colored playing pieces per game board (such as yellow, green, purple, and brown). Label the Task Lists with the same colors, so each playing piece shares a color with a Task List.

Trainer's Introduction of Session to Participants

It will take time for you to learn how to get around your new community. During this session, you will learn more about what is available in your community, and where you need to go to take care of different tasks. You will learn how to get from one place to another in your community.

Introductory Exercise

Conduct a large group brainstorming session by asking participants how they got around in their home country or country of asylum. Record notes on flipchart paper.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into the number of groups you chose during the session preparation. Participants in each group can play as individuals or as members of a team.

Distribute a large Getting Around Game Board 1, a set of Transportation Cards, a set of Task Lists, and a set of playing pieces to each group. Show participants the Getting Around Game Board 1, pointing out various community services, houses and apartment buildings, bus lines (red and blue) and stops (triangles), and streets and parks.

All players decide which house or apartment building they will live in, and put their playing piece on their home. Groups decide which player will go first. Each player begins by deciding where s/he will do the first task on the assigned list. Then the player decides how s/he will get there from home by lining up the Transportation Cards to be used. Lastly, the player moves the playing piece along the route shown in the Transportation Cards.

Then it is the next player's turn. When participants take their second turn, they start their second task from where they have completed their first task.

Tell participants that some tasks can be done at more than one place in the community. Encourage participants to help each other decide how to do their tasks.

Allow groups about 30 minutes to play the game. Most players will not be able to finish their Task List, but all players should understand the point of the game and learn something useful about how to get around in their new community.

Bring the full group together to debrief the session using the questions below.

Debriefing Questions

- ▶ Which services have you heard about in the past?
- ▶ What are some of the services that are new to you?
- ▶ What are some tasks you did during this session? Where did you have to go to do them?
- ▶ What forms of transportation did you use during this session? Which do you think would be most difficult to use?

Working With Individuals or Very Small Groups

Here are three different options for working with an individual or a small group:

- ▶ When working with an individual, the trainer can be the second player in the game during the activity. The participant and the trainer each have a Task List to complete.
- ▶ A trainer who does not want to participate in the game can give the participant a Task List and talk through getting around the community with the participant as s/he completes the assigned Task List.
- ▶ Instead of having the participant play the game, the trainer can discuss with the participant the local transportation options available, with the use of pictures such as the Transportation Cards. The trainer and participant can then discuss how to get from one place to another within the area using five or six suggestions from the Task Lists. For example, the trainer can describe how to get from the resettlement agency to the doctor's office, or from the library to the elementary school.

In each case, debrief the session using the questions provided.

Variations and Considerations

Instead of conducting this session as a classroom activity, take groups around the community, going from place to place using public transportation.

The group can spend a longer or shorter amount of time on the game as needed.

If needed, use translated versions of the Transportation Cards and/or the Task Lists.

Use local maps in place of the Getting Around Game Board.

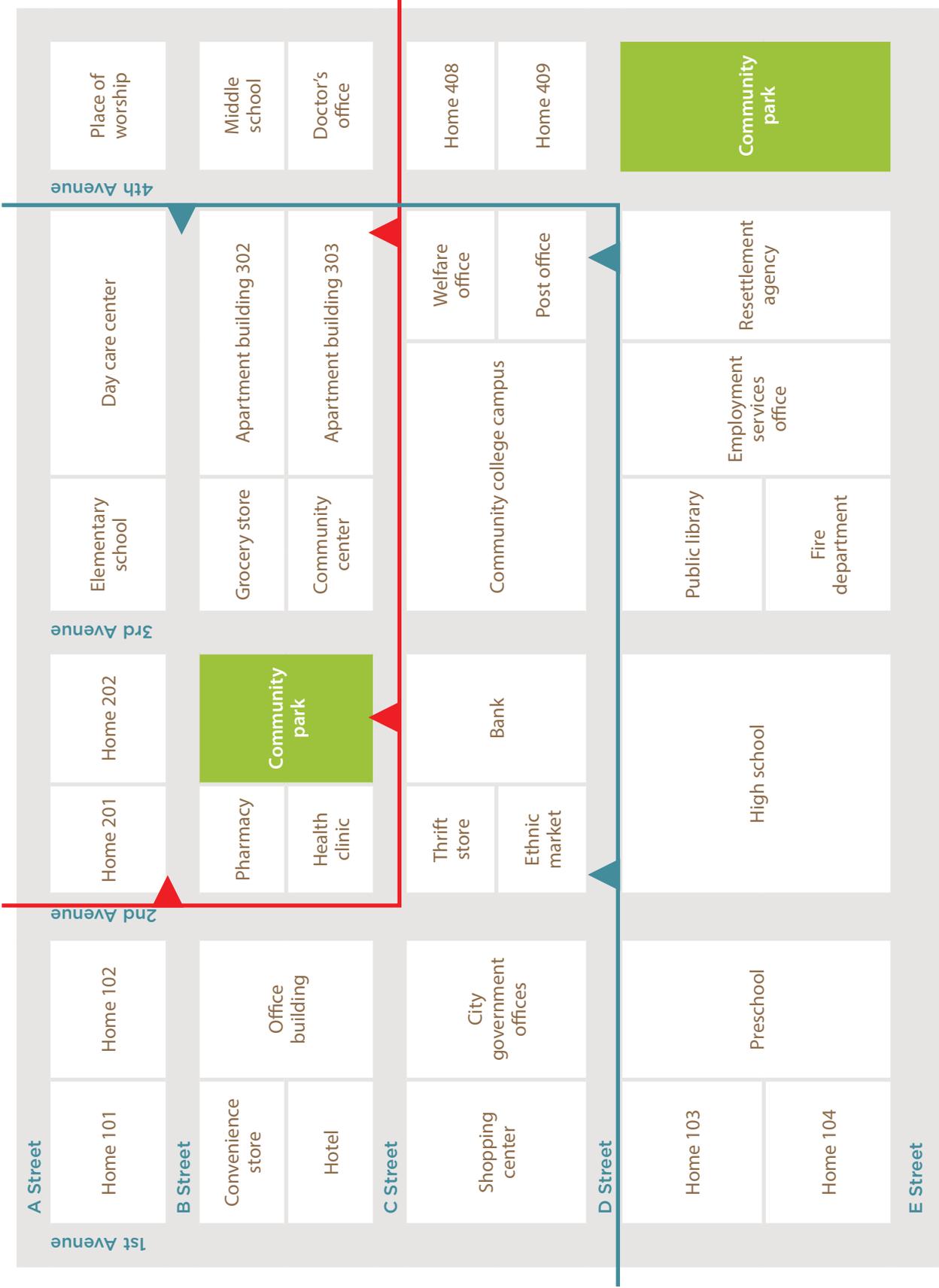
If a group of participants works better in pairs, give partners the Getting Around Game Board and a playing piece (such as a piece of paper or a pebble). The first participant asks the second participant how to get from one place to another (such as from home to the park). The second participant gives directions to the first participant. The first participant moves the playing piece on the Getting Around Game Board according to the directions given by the second participant. Then partners switch roles. This provides practice in asking for, giving, and following directions, as well as in looking at a map to give the directions. Participants should be paired with a partner who speaks a language they are comfortable in. For those who speak some English, this would be good practice for asking and giving directions in that language.

When working with participants who understand maps and directions well, use the Getting Around Game Board 2 to make the game more challenging. Tape the Getting Around Game Board 2: Left Side and Getting Around Game Board 2: Right Side together to make one large Getting Around Game Board 2. Again, if printed in black and white, highlight the bus routes with two different color markers as shown in the color version included with this activity plan.

Use a simulation on getting around and learning about the community from the COR Center's *Transportation: Exploring Your Community* activity plan, available for automatic download here: <http://goo.gl/hydtPD>.

As a follow-up assignment to this session, participants can go out into the community and practice asking for directions.

Getting Around Game Board 1



Transportation Cards



Car



City bus



Bike



Carpool



Taxi/cab



Walk



Intercity bus



Train

Task Lists

Task List 1

| | |
|---|---|
| 1 |  <p><i>Get assistance looking for a job.</i></p> |
| 2 |  <p><i>Buy groceries for the week.</i></p> |
| 3 |  <p><i>Go to the post office to buy stamps to mail a letter.</i></p> |
| 4 |  <p><i>Visit a doctor.</i></p> |
| 5 |  <p><i>Take your child to a playground.</i></p> |
| 6 |  <p><i>Attend an English class.</i></p> |

Task List 2

| | |
|---|---|
| 1 |  <p><i>Apply for the Supplementary Nutrition Assistance Program.</i></p> |
| 2 |  <p><i>Get immunizations.</i></p> |
| 3 |  <p><i>Talk with your child's teacher.</i></p> |
| 4 |  <p><i>Go to a place of worship.</i></p> |
| 5 |  <p><i>Buy a calling card to call your family overseas.</i></p> |
| 6 |  <p><i>Attend a community event.</i></p> |

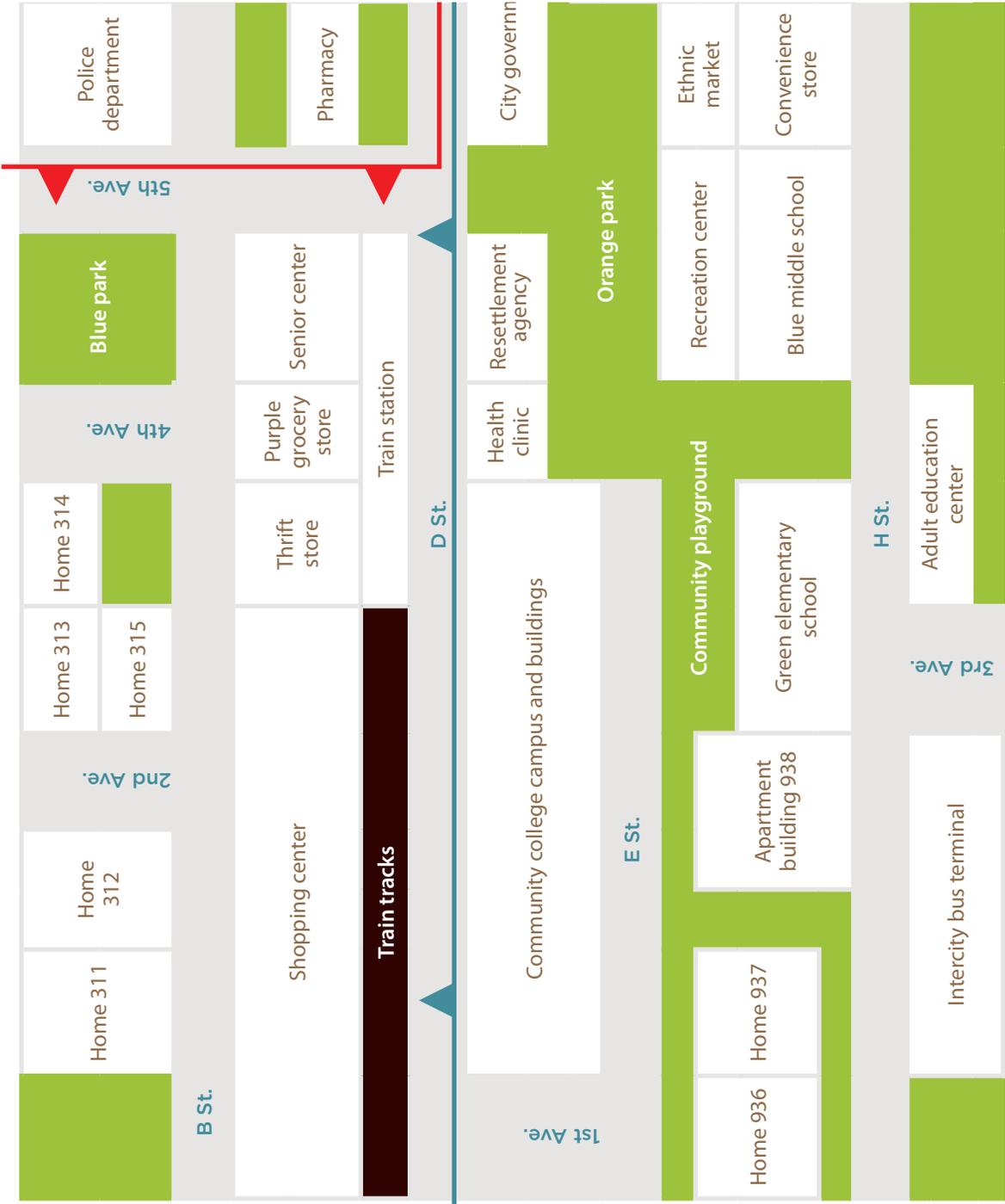
Task List 3

| | |
|---|---|
| 1 |  <p><i>Take your child to preschool.</i></p> |
| 2 |  <p><i>Meet with your case worker/manager.</i></p> |
| 3 |  <p><i>Go to work at an office.</i></p> |
| 4 |  <p><i>Find where the emergency room is.</i></p> |
| 5 |  <p><i>Borrow a book to read.</i></p> |
| 6 |  <p><i>Get cough medicine.</i></p> |

Task List 4

| | |
|---|---|
| 1 |  <p><i>Take your child to day care.</i></p> |
| 2 |  <p><i>Go to work at a hotel.</i></p> |
| 3 |  <p><i>Open a bank account.</i></p> |
| 4 |  <p><i>Buy dishes for your kitchen.</i></p> |
| 5 |  <p><i>Attend an English language class.</i></p> |
| 6 |  <p><i>Visit a friend.</i></p> |

Getting Around Game Board 2: Left Side



Getting Around Game Board 2: Right Side



Transportation

Owning and Driving a Car

Introduction for the Trainer

Key Content

During this session, participants will learn about the challenges and benefits of owning and driving a car.

Main Messages

Owning and driving a car in the United States is often expensive. There are also things you need to know and do to drive a car safely and legally. For example, if you have young children, you must use a child seat. All drivers must have a valid driver's license and car insurance. The trainer should encourage participants to use public transportation at least until they have a job and might be able to afford car expenses. Trainers should also warn participants that driving while under the influence of alcohol or drugs is a serious offense, and they can lose their driver's license, pay a large fine, or spend time in jail if they are caught.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe some challenges and benefits of owning a car
- ▶ Identify the costs of owning a car
- ▶ Discuss some of the benefits of public transportation over owning a car

Key English Vocabulary

- ▶ *driver's license*
- ▶ *gas*
- ▶ *insurance*
- ▶ *Can I park here?*

Materials

- My New Car Role Play (included), 6 double-sided copies
- Optional: My New Car Pictures (included)

Trainer's Introduction of Session to Participants

During this session we will consider some of the benefits and challenges of owning and driving a car.

Introductory Exercise

Read the following statements to participants one by one. Ask participants to stand if the statement applies to them.

I would like to learn how to drive.

I have driven a car before.

I have owned a car before.

I would like to own a car.

I would rather take public transportation than drive.

I can tell you all of the costs of owning a car in the United States.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Ask for volunteers to perform a role play. If participants are not literate, the trainer or an interpreter should quietly read the lines to the volunteers to say aloud when it is their turn.

Assign roles of an owner, a dealer, a police officer, a neighbor, and a mechanic. Distribute copies of My New Car Role Play to volunteers and assign roles. The trainer should read the role labeled "Trainer."

Ask participants to watch the role play. Tell participants that you as the trainer will be asking questions along the way, so it is important to pay attention and respond to the questions asked.

The participants and the trainer perform the role play. At the end of each part, stop the role play as directed and ask the observers the questions that are listed. Correct answers are provided. Make sure that participants know the correct answer before continuing with the next part of the role play.

When the role play is finished, ask all participants to sit down.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What did you notice during the role play?
- ▶ How much time did it take for the owner to be able to drive her/his new car legally?
- ▶ What are the costs of owning and driving a car? *[Answers: learner's permit fee, driver's license fee, car insurance cost, inspection fee, registration fee, cost of gas, cost of repairs and maintenance, parking fees.]*
- ▶ What are the benefits of having a car?
- ▶ What are the benefits of walking, carpooling, and using public transportation?

Working With Individuals or Very Small Groups

When working with an individual or a small group, the trainer should read the statements in the introductory exercise. Participants can agree or disagree by standing and sitting as previously described, or by choosing to raise a piece of green (agree) or red/pink (disagree) paper. Recruit volunteers or colleagues to perform the role play during the activity.

Variations and Considerations

When working with a less literate group, consider asking volunteers or colleagues to read through the My New Car Role Play for the participants.

If needed, use translated versions of My New Car Role Play and/or My New Car Pictures.

Use the My New Car Pictures by holding up a picture and asking participants what need is shown in the picture. Discuss what could go wrong and how to avoid the situation. Then show another My New Car Picture and discuss it in the same way. Consider using the My New Car Role Play to tell a story about the My New Car Pictures.

My New Car Role Play: Part 1

Roles: Trainer, Owner, Dealer, Officer

Trainer: The new car Owner is at the used car dealership. The Owner has decided which car to buy, and the new Owner and Dealer have agreed on a price.

Owner: Thank you for your help today.

The Owner and Dealer shake hands.

Dealer: Enjoy your new car.

The Owner gets into the car, puts on her/his safety belt, and drives away.

Trainer: Soon the Owner is stopped by a police Officer.

The Owner pulls over to the side of the road and the Officer walks to the car window.

Officer: License and registration, please.

Owner: I just bought this car.

Officer: Usually the registration is kept in the glove compartment, in front of the passenger seat.

The Owner hands the Officer the registration paper.

Officer: Thank you. You have one month to get this car registered under your name. Where is your license?

Owner: I have not gotten my driver's license yet.

Stop the role play.

Ask participants watching the role play:

What is the problem here?

Response: It is illegal to drive without a license.

My New Car Role Play: Part 2

Roles: Trainer, Owner, Neighbor, Officer

Trainer: Six months later, the Owner has taken the required driver's education classes and has gotten her/his driver's license. After another month, the Owner gets her/his car inspected and registered.

The Owner is driving again, following a Neighbor who is also driving. The Neighbor stops quickly, and the Owner's car bumps into the Neighbor's car from behind.

The Owner and the Neighbor get out of their cars.

Owner: I am sorry. Why did you stop so suddenly?

Neighbor: I saw a small animal in the road and did not want to hit it. Since we were in an accident, I have to call the police.

The Neighbor calls the police. The Officer arrives and inspects the cars.

Officer: This looks like minor damage.

[To the Owner] Your insurance company will have to cover this.

Owner: I do not have car insurance, but I have health insurance. Will that work?

Stop the role play.

Ask participants watching the role play:

What is the problem here?

Response: It is illegal to drive without car insurance.

My New Car Role Play: Part 3

Roles: Trainer, Owner

Trainer: After a few months, the Owner has saved enough money and gets car insurance. S/he makes payments each month. S/he is driving again.

Owner: *[Driving.]* I need to get gas. But now that I have car insurance, I don't have enough money to pay for gas.

Stop the role play.

Ask participants watching the role play:

What happens if you do not get gas for your car?

Response: The car will stop running.

My New Car Role Play: Part 4

Roles: Trainer, Owner, Mechanic

- Trainer: It takes the Owner a few weeks to save money for gas.
- Owner: My car's brakes are squeaking. I should probably get them checked out.
- Trainer: The Owner takes the car to an auto repair shop to have the brakes checked. The Mechanic looks at the brakes.
- Mechanic: You need new front brake pads. It is not safe to drive with these pads.
- Owner: Oh, no!
- Mechanic: Do you want me to do the work? It will cost \$90.

Stop the role play.

Ask participants watching the role play:

What should the Owner do?

Response: If the owner wants to keep the car, s/he will need to get new brake pads.

My New Car Role Play: Part 5

Roles: Trainer, Owner, Officer

- Trainer: One month later, the Owner has saved enough money and has the Mechanic fix the brake pads. The Owner is driving again.
- Owner: *[Driving]* Today I am going shopping in town.
- The Owner parks and goes into a store. The Officer approaches the car and starts writing a ticket. The Owner comes out of the store as the officer is writing.*
- Owner: Good afternoon, Officer.
- Officer: *[Handing a small piece of paper to the Owner.]* Here is your ticket.
- Owner: Why did I get a ticket?
- Officer: You left your car and did not pay for parking.

Stop the role play.

Ask participants watching the role play:

What is the problem here?

Response: In many places you have to pay to park, and if you don't pay, you will be fined.

My New Car Pictures



Do not follow other cars too closely.



If you are in an accident, you need to call the police.



Most new drivers need to take driver's education classes.



You can buy a car.



You need to insure your car.



You need to maintain your car and fix things that are broken.



You need to park legally and pay for parking when necessary.



You need to register your car in your name.

Transportation

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|---|--|--|---|
| <i>bicycle</i> (often called <i>bike</i>) | A light vehicle with two wheels, one behind the other. You make the wheels turn by pushing on the pedals with your feet. | Khadija rides her <i>bicycle</i> to school every day. | What are some reasons to use a <i>bike</i> as transportation? What are some reasons not to? |
| <i>bus</i> | A long motor vehicle with rows of seats that carries many people. | Patric pays \$1.50 to ride the <i>bus</i> in his city. | How much is the <i>bus</i> in your community? |
| <i>car</i> | A vehicle with four wheels and a motor, used to carry people on roads. | Buying a <i>car</i> can be very expensive. If there is no public transportation in your community, you may need a <i>car</i> . | Is there public transportation in your community or do most people need to drive a <i>car</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|---|---|---|---|
| <i>carpool</i> | An agreement among a group of car drivers to share driving duties and related costs. In some <i>carpools</i> , each driver takes turns driving their own car. In other <i>carpools</i> , only one person's car is used. In this case, the riders may share the cost of gas with the driver. | Jose, Win Tun, and Lidia work at the same chicken factory so they <i>carpool</i> to work. | What do you think are some of the benefits of being part of a <i>carpool</i> ? What are some possible problems? |
| <i>drivers' license</i> | A card that you get from the motor vehicle office of your state that gives you the legal right to drive a motor vehicle on public roads. | You have to pass a driving test to get your <i>driver's license</i> in most states in the United States. | Did you have a <i>driver's license</i> before coming to the United States? How did you get your license? |
| <i>gasoline</i> (often shortened to <i>gas</i>) | A liquid that is used as fuel for engines. | At most <i>gas</i> stations in the United States, you can pump your own <i>gas</i> . | Do you think <i>gas</i> is expensive in the United States? Why or why not? |
| <i>insurance</i> | The promise of a company to cover the cost of an accident. For this protection, you pay the company an amount of money every month, or every few months, or once a year. | If you don't have car <i>insurance</i> in the United States and you cause an accident while driving, you could be arrested. | What kind of <i>insurance</i> do you need if you own a car? |
| <i>learner's permit</i> | A card that you get from the motor vehicle office of your state that gives you permission to learn to drive. You must pass a written test about the rules of driving to get your learner's permit. | You must have a <i>learner's permit</i> before you get a driver's license. | At what age do you think people should get their <i>learner's permit</i> and learn to drive? Why? |

| Vocabulary Word | Definition | Context | Partner Talk |
|------------------------|---|---|---|
| <i>police station</i> | The office for the police within a certain area. | Nar Maya went to the <i>police station</i> when her son was lost. The police found the boy. | Where is the <i>police station</i> nearest to your home? What are some reasons to go to the police station? |
| <i>school</i> | A place for learning and teaching. | Pu Meh walks her son Boe Reh to <i>school</i> every morning. | What do <i>schools</i> look like in places you have lived? What do they look like in your new community? |
| <i>shopping center</i> | A group of stores, restaurants, and businesses that share a parking area. | Some <i>shopping centers</i> are called <i>malls</i> . Malls have many different stores connected by indoor walking areas. | Is there a mall or <i>shopping center</i> near you? What kind of stores are at the shopping center? |
| <i>train</i> | A group of railroad cars that carry people or things from one place to another. Sometimes the train goes above ground, and sometimes it goes underground. | The public <i>train</i> in Washington, D.C., is called the <i>metro</i> . In New York City it is called the <i>subway</i> . These <i>trains</i> are mostly underground. | Is there a <i>train</i> in your city? What is it called? |
| <i>walk</i> | To move your body by taking steps. | Abdul Rahman <i>walks</i> to work because he lives three blocks away. | Where can you <i>walk</i> to from your home? Where do you need to take a bus, train, or drive? |

Transportation Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Transportation Unit Vocabulary Worksheet 1

Directions: Look at the pictures. Decide whether each picture shows something you need to drive a car or depicts a place to go. Then draw a line to the right category. You may also write the word and add your own words.

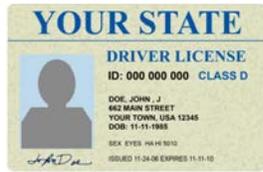
police station



insurance



driver's license



shopping center



learner's permit



gasoline



school



Things you need to drive a car

- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____



Places to go with transportation

- ▶ **police station**
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____

Transportation Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word bank, the definitions, and your glossary to complete the sentences.

| Word Bank | | | |
|-----------|------------------|-----------|------------------|
| carpool | driver's license | insurance | learner's permit |

Abdul's daughter Fatimah is turning 16. Abdul wants Fatimah to learn how to drive. First she

needs a _____ . Then she can
(a card you get from the motor vehicle office that gives you permission to learn to drive)

only drive with Abdul and her mom. After a few months she can take a test to get her

_____. Abdul will need to add her to
(a card you get from the motor vehicle office of your state to legally drive)

his _____ in case she is in an accident. After she drives
(the promise of a company to cover the cost of an accident)

for a year, then she can drive her friends. They can _____ to
(an agreement among drivers to share driving and costs)

soccer practice.



Unit Overview for the Trainer

This unit provides participants with an overview of employment. The unit focuses on the following key points:

- ▶ Getting and keeping a job is important for all adult refugees who are able to work. Employment is the fastest way to self-sufficiency and is necessary for success in the United States.
- ▶ Refugees play a central role in finding and keeping a job. An employment specialist will assist them in their search.
- ▶ Workers (or *employees*) in the United States have rights, such as the right to be paid for their work and to work in a safe environment. They also have responsibilities.

Finding and keeping a job is critical to a refugee's success in the United States. Government assistance is limited in time and amount, so it is important for refugees to find a job as soon as possible after they arrive in the United States. An employment specialist at the resettlement agency or at another agency will help refugees in the job search, but refugees must work closely with the employment specialist to find a job. And it will be up to the refugee to keep the job.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is a section titled *Introduction for the Trainer*, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Employment.* During this session, participants will discuss the importance of getting and keeping a job in the United States, even if the job pays only minimum wage and is not in the refugee's field of work. Participants will also learn that while they will receive help from an employment specialist, they play a central role in finding and keeping a job. Finally, the session will discuss employment rights in the United States and how workers have the right to be paid and to work in an environment that is safe and free from discrimination and harassment.
- ▶ *Working in the United States.* In this session, participants will discuss why having a job is important to them and their family. The reasons for working may be different for different families, depending on their situation, needs, and goals.
- ▶ *Finding a Job.* This session focuses on the three things to consider when looking for a job: ways to find a job, types of jobs, and ways to prepare for a job interview.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|---|--|--|--|
| Role of the Local Resettlement Agency | There are a number of organizations that will work alongside local resettlement agencies to assist with access to locally-available programs and provision of services | Participants can articulate that the local resettlement agency may assist refugees with access to other agencies or organizations for services | The Basics: Employment Working in the United States |
| | The local resettlement agency provides assistance to refugees through the provision of items and/or money to meet initial needs, a limited scope of services, and advocacy on refugees' behalf to receive services for which they are eligible | Participants can identify basic services provided by the local resettlement agency | The Basics: Employment |
| | Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency | Participants can affirm that refugees and the local resettlement agency work in partnership and have rights and responsibilities with respect to each other | The Basics: Employment Finding a Job |
| | | Participants can articulate that they are ultimately responsible for their success | The Basics: Employment Finding a Job |
| | Refugee Status | There are <i>rights</i> related to refugee status | Participants understand that as refugees they are authorized to work in the U.S. |
| There are <i>responsibilities</i> related to refugee status | | Participants recognize that refugee and public assistance are limited in scope | The Basics: Employment Working in the United States |
| English | Learning English will take time and the process may vary from person to person | Participants can acknowledge that they should not delay employment, enrolling in school, applying for assistance, or participating in community life until they have learned English | Working in the United States |
| U.S. Laws | The U.S. has many laws governing behavior in public | Participants understand laws and norms related to sexual harassment | The Basics: Employment |

| | Content Objective | Learning Indicator | Activity Plan |
|------------|---|---|--|
| Employment | Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women) | Participants can list positive consequences of early employment and negative consequences of delayed employment or lack of employment | The Basics: Employment Working in the United States |
| | | Participants can identify good interview skills such as firm handshake, eye contact, appropriate body language and also negative actions such as not answering questions well, stressing the need for a lot of money, or a disinterested expression | Finding a Job |
| | | Participants can articulate that turning down any job could be used as a reason to lose benefits | The Basics: Employment |
| | | Participants understand the importance of retaining their job | The Basics: Employment Working in the United States |
| | A person's initial job might not be in their chosen profession | Participants can articulate that employment is not static and that employment opportunities may expand based on skills acquired and good job performance | Working in the United States |
| | | Participants can list positive consequences of accepting employment outside their chosen profession | The Basics: Employment |
| | | Participants can identify types of jobs they may hold in the U.S. during the initial resettlement period | Finding a Job |
| | The refugee plays a central role in finding/obtaining employment in the U.S. | Participants can explain the role of the resettlement agency and various outside service providers in assisting them with employment services | The Basics: Employment Finding a Job |
| | | Participants (if employable adults) can identify themselves as responsible for obtaining employment in the U.S. | The Basics: Employment Finding a Job |
| | A crucial way of finding better paying jobs is learning how to speak English | Participants can identify English language acquisition as a key to a better job | Working in the United States |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------------------------|--|---|------------------------------|
| Employment | There are general characteristics of U.S. professional and work culture to which refugees must adapt in order to be successful in finding and maintaining employment | Participants can identify appropriate and desirable workplace behavior | Finding a Job |
| | | Participants can list effective ways to communicate with their employer and fellow employees | Finding a Job |
| | | Participants can list aspects of U.S. professional and work culture that may differ from their homeland | Working in the United States |
| | Employees have rights as well as responsibilities in the workplace | Participants can acknowledge that they have the right to be paid for their work and to work in a safe environment free from discrimination and harassment | The Basics: Employment |
| | | Participants can acknowledge that they have the right to understand how they will be paid and what benefits they might receive | Finding a Job |
| | | Participants can list rights and responsibilities in the workplace | The Basics: Employment |
| Health | The U.S. has no universal health care system and refugee medical assistance (RMA) differs state by state. In many cases RMA is available for eight months | Participants can acknowledge that health insurance is generally tied to employment | Working in the United States |
| Budgeting and Personal Finance | Refugees are responsible for managing their personal finances | Participants can acknowledge that employable members of the family may all have to work in order to meet their financial needs | Working in the United States |
| | | Participants can acknowledge that their financial obligations in the U.S. (e.g., rent, travel loan) will affect their ability to remit money to relatives back home | Working in the United States |
| Hygiene | There are norms and rules regarding public hygiene in the U.S. | Participants can identify expectations in the workplace and other public spaces regarding public hygiene | Finding a Job |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------|---|---|---|
| Cultural Adjustment | There are cultural norms and expectations that are fairly widespread throughout the U.S. | Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance | Finding a Job |
| | The philosophies of self-sufficiency and self-advocacy are central to American culture and to refugees' cultural adjustment | Participants can acknowledge the importance of self-sufficiency | The Basics: Employment Finding a Job |

Employment

The Basics: Employment

Introduction for the Trainer

Key Content

During this session, participants will learn why having a job is important, what they need to do to find a job, and what their rights as workers are.

Main Messages

Finding, getting, and keeping a job is critical to a refugee's successful adjustment and self-sufficiency in the United States. Although an employment specialist will help a refugee look for a job, the refugee must work closely with the specialist in the job search and perform well to keep the job. Trainers should stress that participants should accept the first job that is offered to them, even if it is not in their field, so that they can build a work history and begin to support their family. To build a good work history, refugees should stay in their job for at least 6 months.

Participants need to know that, for most refugees, public assistance is limited in the amount and the length of time it is given. They also need to know that if they do not take a job that is offered to them, they may lose public assistance.

Employees in the United States have the right to be paid for their work and to work in a safe and healthy environment.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why getting a job is important
- ▶ State their responsibility to find a job
- ▶ State and explain the importance of staying at a job
- ▶ Describe the right to be paid for working and to work in a safe environment

Materials

- Basics of Employment Questions (included)
- Flipchart paper, markers, and tape

Key English Vocabulary

- ▶ *employer/employee*
- ▶ *employment*
- ▶ *job*
- ▶ *I need a job.*

Trainer's Introduction of Session to Participants

Supporting your family is important to your family's future and well-being in the United States. During this session, we will talk about why getting and keeping a job is important. You will receive help in your job search from a resettlement agency staff member or an employment specialist, but you must work closely with them to find a job. Workers in the United States have the right to be paid and to work in an environment that is safe and free from discrimination and harassment.

Introductory Exercise

Conduct a "think-pair-share" exercise by asking participants to think about why having a job is important.

Ask participants to share their thoughts about this with a partner. Bring the full group together and ask for highlights from the partner discussions. Record ideas on flipchart.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of four to five. Ask the groups to each choose a spokesperson who will share the highlights of their discussion.

Read the first Basics of Employment Question aloud. Small groups discuss the question for a few minutes.

Bring the full group together. Ask spokespeople to share highlights from their small group discussions with the full group. Record highlights on flipchart paper and discuss the responses to the question. Provide accurate information as necessary.

Continue with the rest of the Basics of Employment Questions in the same way.

When finished, debrief the activity with the full group using the questions below.

Debriefing Questions

- ▶ Why is it important to have a job in the United States?
- ▶ Who is responsible for finding jobs for you and members of your family?
- ▶ Why is keeping a job important in the United States?
- ▶ What is a right as a worker that you have in the United States?

Working With Individuals

When working with an individual, conduct the introductory exercise by asking the participant to think about why having a job is important. Discuss this with the participant. Then discuss the Basics of Employment Questions in the same way.

Variations and Considerations

If possible, group participants by language background for the activity so that they can communicate in a common language.

If needed, use translated versions of the Basics of Employment Questions.

Consider having small groups change the spokesperson for each Basics of Employment Questions during the activity.

Basics of Employment Questions

1. Who in your family has worked before?
2. Who in your family is able to work in the United States?
3. Who is responsible for you and your family members finding a job?
4. Once you have a job in the United States, why is it important for you to keep that job?
5. What rights do workers in the United States have?

Employment

Working in the United States

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of employment in the United States for them and their families.

Main Messages

Finding a job as soon as possible should be the goal of all refugee adults, both men and women, who are able to work. In many families in the United States, both spouses work. Employment will allow refugees to support themselves and their families, rather than have to depend on the government or others for support. This is critical since government assistance is limited and will end within months after the refugees arrive. Families may also want to save money for personal goals, such as education or support for relatives overseas. Here the trainer should convey to participants the importance of first meeting basic needs before spending money on other things.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify general reasons that employment in the United States is important
- ▶ Discuss specific reasons that it may be important for a family to have adults working

Materials

- Flipchart paper, markers, and tape
- Employment Reasons Signs (included)
- Employment Reasons Cards (included)
- Scissors
- Extra cards or printer paper cut to the size of the Employment Reasons Cards

Key English Vocabulary

- ▶ *bill*
- ▶ *health insurance*
- ▶ *pay*
- ▶ *I want to support my family.*

Session Preparation

Tape the Employment Reasons Signs at the front of the training space, with Most Important placed away from the Least Important sign.

Print the Employment Reasons Cards. Cut up the cards along the dotted lines. Make sure there are enough for each participant to have one. When working with a small group, plan for participants to have more than one card, or choose a smaller number of cards, selecting those that are relevant to the group. Make duplicate cards if working with a larger group.

Trainer's Introduction of Session to Participants

Employment in the United States is very important for a number of reasons. The reasons may be different for different families, depending on their situation, needs, and goals. Many families need more than one income, and both spouses work. During this session we will discuss some of the important reasons for adults in a family to be employed.

Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about why it may have been important to be employed in their home country or country of asylum, and why it is important to be employed now in the United States.

Ask participants to share their thoughts about this with a partner. Bring the full group together and ask for highlights from the partner discussions. Record ideas on flipchart.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the Unit Vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Create additional Employment Reasons Cards for any reasons given by participants that are not included in the cards that come with this curriculum.

Distribute one Employment Reasons Card to each participant. Ask participants to come to the front of the room, one at a time. The trainer should read the card aloud. The participant then decides where the card should be placed in the area between the Most Important and Least Important signs. Once it has been placed, ask the full group if they agree with the placement of the card. Depending on the decision of the group, move the card or keep it in the same place. Stress that different families may consider one reason more or less important than another family.

As a full group, debrief the session using the questions below.

Debriefing Questions

- ▶ What is the most important reason for you to be employed? Why?
- ▶ What did you notice about others in the group? What were their most important and least important reasons for working?
- ▶ Why do you think different participants rated the reasons differently?
- ▶ Why do you think that many families in the United States need more than one adult to work?
- ▶ How does the importance of being employed in the United States compare to your home country or country of asylum?

Working With Individuals or Very Small Groups

When working with an individual or a small group, conduct the introductory exercise by asking participants why it is important to be employed in the United States. The trainer should brainstorm with participants. Record ideas that differ from those already listed on the Employment Reasons Cards on the extra cards. For the activity, remove some Employment Reasons Cards based on the needs and interests of the group. Place the Employment Reasons Signs apart from each other on a table or the floor. Spread out the Employment Reasons Cards on the table or floor in front of the group. Make sure everyone understands the cards. Together, the trainer and participants order the cards from the most important to least important reasons to be employed. The trainer should ask questions to guide the process of decision making. Debrief the session using the questions provided.

Variations and Considerations

If needed, use translated versions of the Employment Reasons Signs and/or the Employment Reasons Cards.

When working with enough literate participants, create a set of Employment Reasons Cards per each group of four to five people. Divide participants into groups of four to five with at least one literate participant in each group. Ask each group to elect a spokesperson. Distribute sets of Employment Reasons Cards. Small groups review their cards and order them from the most important to the least important reasons to be employed. Bring the full group together and ask spokespeople to bring the top five Employment Reasons Cards to the front of the training space and tape them to the wall in order of most important to least important.

The wall may look like this:

| | Group A cards | Group B cards | Group C cards | Group D cards |
|-----------------|---------------|---------------|---------------|---------------|
| Most Important | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 |
| | 4 | 4 | 4 | 4 |
| Least Important | 5 | 5 | 5 | 5 |

Discuss the placement of the cards. Stress that one family may consider something more or less important than another. As a full group, debrief the session using the questions provided.

If there is enough time, have participants brainstorm things to consider about a job when accepting an offer. They might include child care, transportation, health insurance and other benefits, certification requirements for certain jobs, and so on. In small groups, participants discuss how these considerations might affect their work and family lives.

Most Important

Least Important

Employment Reasons Cards



To buy or save up for something my family really wants.



To earn money to go to school in the future.



To find a job in my field.



To gain respect in the community.



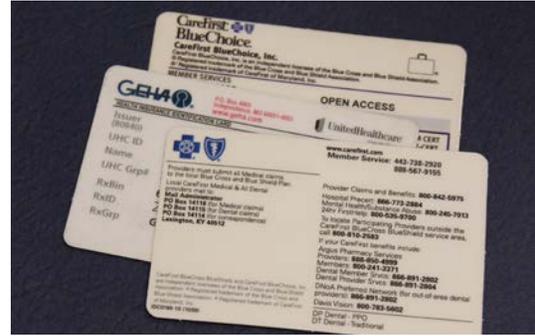
To gain valuable experience.



To gain work experience in the United States.



To get to know my community and the people in it better.



To have health insurance.



To interact with Americans.



To learn and practice English.



To learn more about U.S. culture.



To set a good example for my children.



To stay busy.



To start on the path to a higher paying job.



To start on the path to a non-manual labor job.



To support my family.



To use my skills.

Employment

Finding a Job

Introduction for the Trainer

Key Content

This session looks at three things to consider when looking for a job: ways to find a job, types of jobs, and ways to prepare for a job interview.

Main Messages

Finding a job is important to refugees' success in the United States because it allows them to support themselves and their families. There are some common ways to look for jobs, such as working with an employment specialist and searching online. Trainers should stress that refugees, resettlement agency staff, and employment specialists must work together. They should also mention that finding a job may take weeks or months, and that refugees often start in entry-level jobs—jobs that don't pay much or require a skill. Refugees may have several job interviews and can prepare for them by learning common interview tips and continuing to learn English.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify employment as very important for their family's success
- ▶ State that they are responsible for working with employment staff to find a job
- ▶ Describe some ways to find a job in the United States
- ▶ Describe common jobs that refugees first get
- ▶ Describe appropriate dress and behavior for interviews

Materials

- Flipchart paper, markers, and tape
- Ways to Find Jobs Pictures (included)
- Common Jobs Pictures (included)
- Interview Preparation Headers (included)
- Interview Preparation Pictures (included)
- Optional: Preparing for an Interview Handout (included), 1 per participant
- Optional: Suggested Interview Questions (included), 1 per participant

Key English Vocabulary

- ▶ *interview*
- ▶ *make eye contact*
- ▶ *shake hands*
- ▶ *Thank you for meeting with me.*

Session Preparation

Tape the Interview Preparation Headers around the training space.

Find out what documents participants need to be able to work in your area.

Review the Ways to Find Jobs Pictures, the Common Jobs Pictures, and the Interview Preparation Pictures. Edit the material so that it reflects local reality. Cut out the Interview Preparation Pictures along the dotted lines.

Trainer's Introduction of Session to Participants

Finding a job is critical to your success in the United States. While you will have assistance from your resettlement agency or other services, you will play a big role in the job search.

During this session, we will talk about three important things to consider when looking for a job: ways to find a job, types of jobs you may hold, and ways to prepare for a job interview.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Based on what you found out during the session preparation, tell participants what documents they will need in order to work in your area.

Conduct a "think-pair-share" exercise by asking participants to think about different ways to find a job. Participants turn to a partner and share their thoughts. Bring the full group together and ask participants to share their thoughts and ideas. Record a list of ways to find a job on flipchart paper.

As ideas come up, show participants the matching Ways to Find Jobs Pictures. Add any to the list that are not already included.

Activity

Tell participants:

It is your responsibility to work with your case worker/manager or an employment specialist to find jobs to apply for. The agency or employment specialist will also help you with the application process. Remember that any English you have will help you find and get a job, so continue to study and practice using English.

When you look for a job, an employer will ask you, “Have you worked before?” It is important to take the first job you are offered, both to gain work experience and to earn money to support your family. Your first job will probably not be in the field you want to work in. However, after you have more experience in the United States and employers or colleagues who can recommend you, you will be able to apply for other jobs.

Divide participants into small groups of three to four people. Ask groups to choose a spokesperson. Hand out the Common Jobs Pictures among groups, giving each group the same number. Groups look at the pictures and say what the person is doing. Groups then guess what the person’s job is. Give groups a few minutes to discuss. Bring the full group together. Ask spokespeople to share the information their groups came up with.

Collect the Common Jobs Pictures and hand out the Interview Preparation Pictures to the small groups. Show participants the Interview Preparation Headers and describe the difference between the two. Give each group pieces of tape. Small groups look at the Interview Preparation Pictures and decide if the picture is showing behavior and dress that are *right* or *not right* for a job interview. Participants then tape the picture under the Interview Preparation Header they feel it belongs to.

Bring the full group together. Review the pictures with participants by asking if the pictures are in the right place and if any should be moved. The trainer should review the pictures and point out any that need to be moved. Move pictures under the correct headers as needed. Make sure that participants understand what they need to remember to do (and not do) as they prepare for a job interview.

Remind participants that having a job is very important for a family’s self-sufficiency.

Debrief the session using the questions below.

Debriefing Questions

- ▶ Why is having a job important?
- ▶ What is one way you will try to find a job?
- ▶ What are some jobs that you may be able to get soon?
- ▶ How will you try to find your first job?
- ▶ What are some things you will think about when you are preparing for an interview?

Working With Individuals or Very Small Groups

When working with an individual, the trainer should conduct the introductory exercise by asking participants about different ways to find jobs. As the participant mentions them, the trainer should place the Ways to Find Jobs Pictures on a table. The trainer should use the remaining Ways to Find Jobs Pictures as prompts for additional ways to find jobs.

Talk to participants about their responsibility in the job search, the importance of improving their English skills, and the importance of taking a job that has been offered.

Conduct the activity by showing the participant some Common Job Pictures and asking what job is being shown. Discuss as necessary. Then spread the Interview Preparation Pictures out on a table or the floor. Ask participants to decide whether the pictures show behavior or dress that is *right* or *not right* for a job interview. Then have the participants tape the pictures under the headers they belong to. Make sure they are correctly placed and that participants understand the interview preparations.

Debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language background for the activity so that they can communicate in a common language.

If needed, use translated versions of the Ways to Find Jobs Pictures, Common Jobs Pictures, Interview Preparation Headers, and/or Interview Preparation Pictures.

Consider making Preparing for an Interview Handouts for participants to take home with them, so that they have a reminder of what to do and not do as they prepare for an interview. If needed, provide participants with translated versions.

When working with a larger group of participants, multiple copies of the Common Jobs Pictures and Interview Preparation Pictures may be needed.

If there is enough time, have participants practice completing a job application. CWS Lancaster has developed a *Job Application Worksheet* that shows refugees the different ways information may be requested on a job application form (available for automatic download here: <http://goo.gl/AdfDuS>). A sample job application form is on page 11 of the Interfaith Refugee Ministries' *Job Readiness Curriculum*, available for automatic download here: <http://goo.gl/erZT70>.

Review the Suggested Interview Questions and make changes according to commonly asked questions in your area. If there is time, have participants practice interviewing each other. Use the Suggested Interview Questions, in English or translated. Talk about what participants should do to prepare for an interview. Participants may also find it helpful to take the Suggested Interview Questions home for practice.

Consider addressing some of the issues and information discussed in this unit through critical incidents. Relevant critical incidents hosted on the COR Center website include the following (all available for automatic download at the URLs provided below):

- ▶ *Additional Responsibilities on the Job*: <http://goo.gl/vpozLn>
- ▶ *Advantages and Disadvantages in the Job Search*: <http://goo.gl/yM0sS1>

- ▶ *Employment and Professional Status*: <http://goo.gl/6Se2cb>
- ▶ *Finding Employment for All*: <http://goo.gl/lrJpVw>
- ▶ *Hard Work*: <http://goo.gl/6gQRcV>
- ▶ *Job Types and Searches*: <http://goo.gl/Xle83a>
- ▶ *Socializing at Work*: <http://goo.gl/E6caAK>
- ▶ *Studying Versus Working*: <http://goo.gl/Hbnq7b>
- ▶ *Transportation, Decisions, and Timelines*: <http://goo.gl/AsQtiD>

To highlight the importance of networking when looking for a job, consider using the *Where and How to Look for Work* activity plan from Resettlement Support Center Middle East and North Africa, available for automatic download here: <http://goo.gl/b6lzU5>. The *Finding Employment for All* critical incident noted above also focuses on networking, as does *An Employment Search Case Study*, available for automatic download here: <http://goo.gl/Kxg2Dr>.

Ways to Find Jobs Pictures



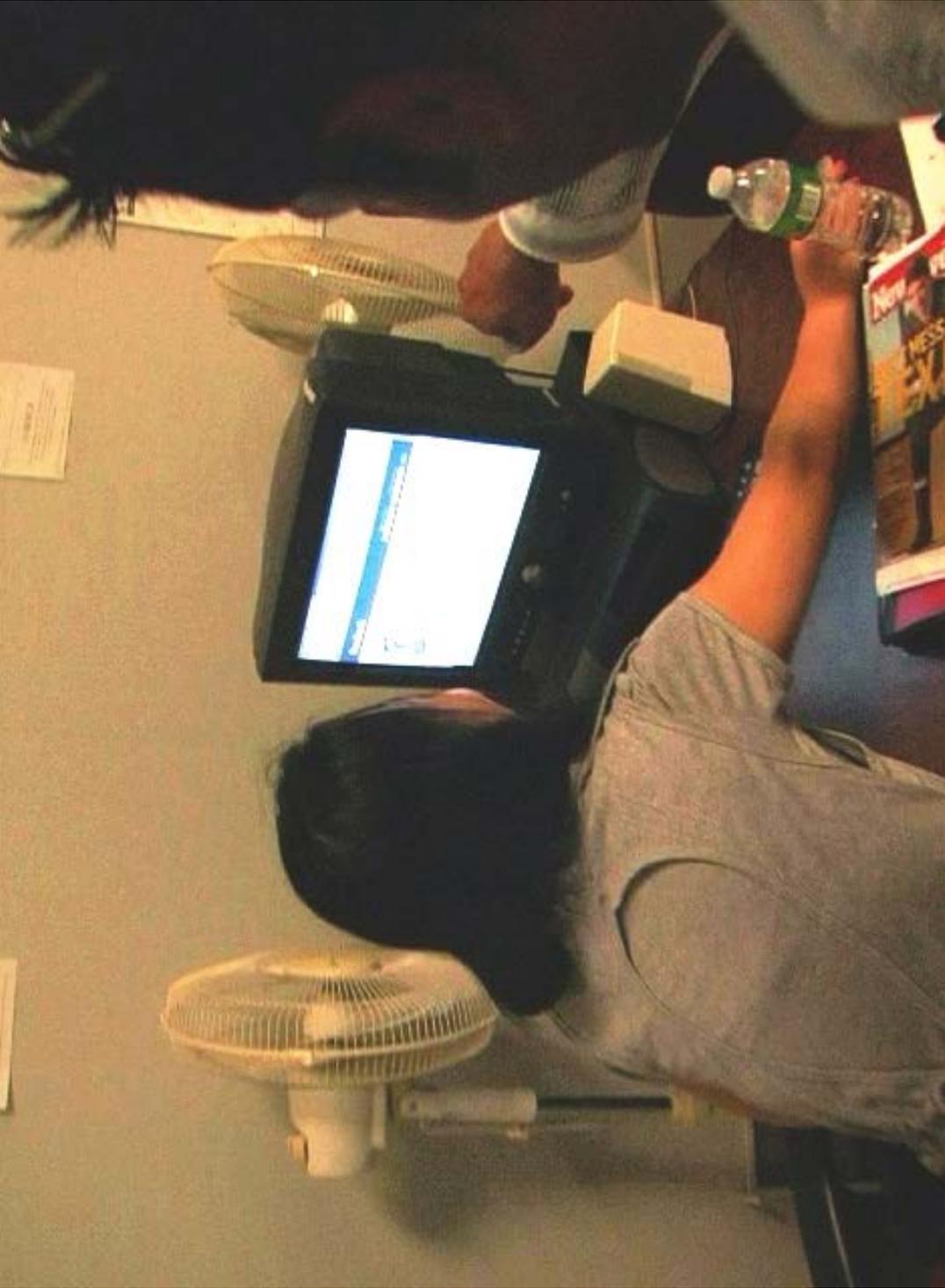
Employment specialist



Newspaper



"Now Hiring" signs



Online



People you know



Resettlement agency staff

Common Jobs Pictures



Assembling parts



Building things



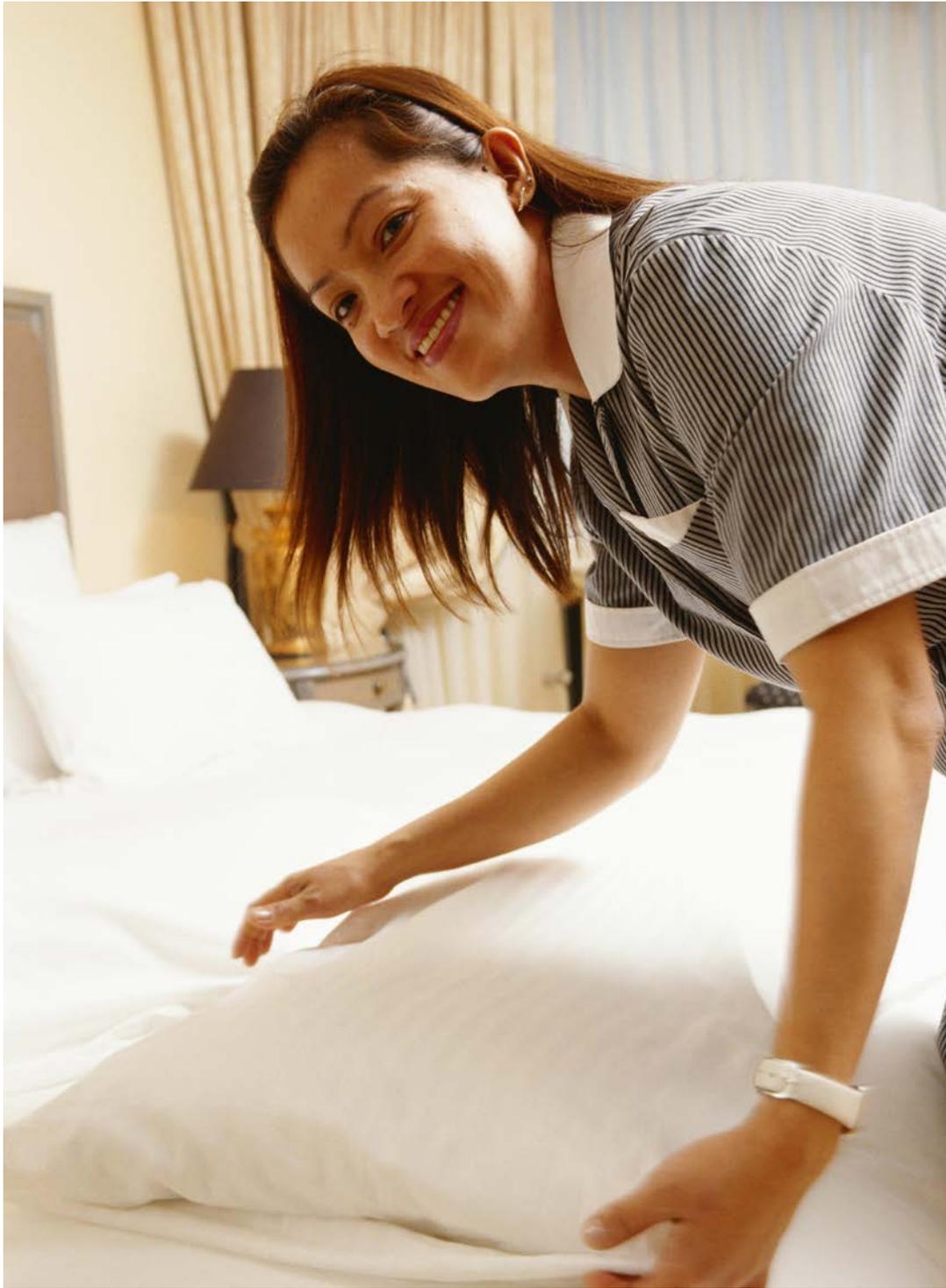
Caring for plants or yards



Cleaning floors



Making Your Way: A Reception and Placement Orientation Curriculum



Making beds



Preparing food



Providing in-home care



Sorting meat parts



Stocking shelves



Taking or giving money



Washing dishes



Washing laundry



Right



Not Right

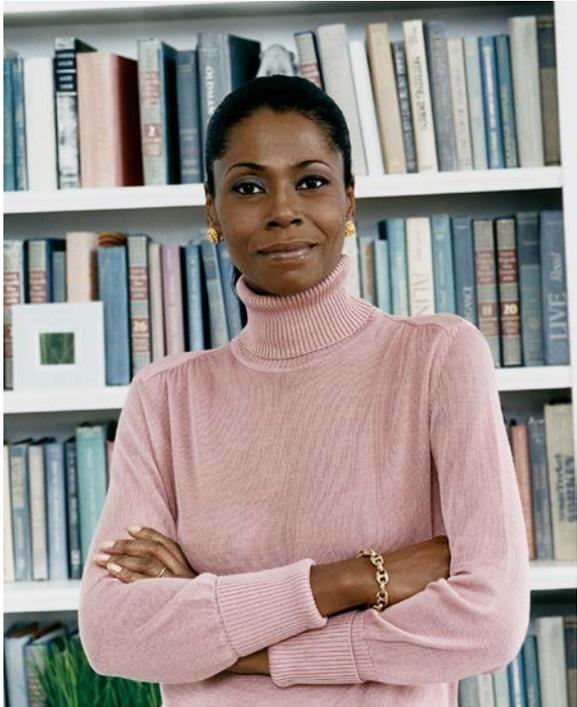
 Cultural Orientation
Resource Center

Making Your Way: A Reception and Placement Orientation Curriculum

Interview Preparation Pictures



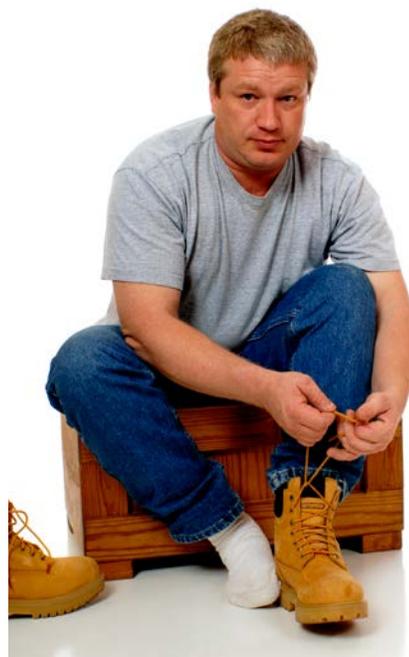
Comb your hair and groom your beard.



Cross your arms.



Dress neatly.



Dress very casually.



Pick your nose.



Place your hands behind your head.



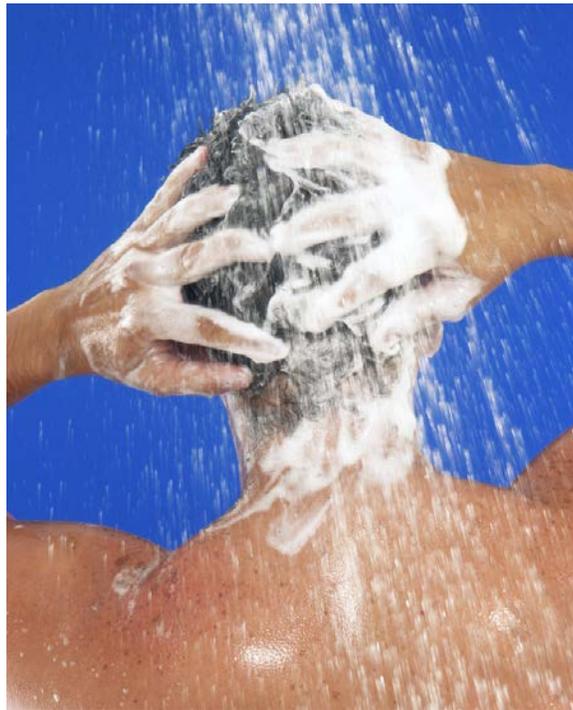
Place your hands in your lap.



Show interest in the position.



Show you don't care about the position.



Shower and be well groomed.



Smile, shake hands, and make eye contact.



Wear closed-toed shoes.



Wear shoes that are very casual.

Preparing for an Interview Handout

The following are things you should remember when you are preparing for an interview.



Dress neatly.



Place your hands in your lap.



Show interest in the position.



Shower and be well groomed.



Smile, shake hands, and make eye contact.



Wear close-toed shoes.



Comb your hair and groom your beard.

Suggested Interview Questions

Tell me about yourself.

Why do you want to work here?

What are your goals?

Where have you worked before?

What did you do well in your last job? What are your strengths?

What don't you do well? What are your weaknesses?

Do you prefer to work on a team or by yourself?

What do you do when you have problems with your co-workers?

Do you have a way to get to work on time every day?

Do you have any questions for me?

Employment

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a brief two-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|--|---|---|
| <i>application</i> | A form that you fill out with information about yourself when you want to work in a place. | Taw Meh filled out an <i>application</i> yesterday for a job in a grocery store near her apartment. | What <i>applications</i> have you filled out since you arrived in the United States? What kind of information did you give? |
| <i>bill</i> | A piece of paper listing items or services and their cost. | Having a job gives Faustin the money to pay his <i>bills</i> . | What <i>bills</i> do you have every month? |
| <i>dress code</i> | Rules that tell people what they can and cannot wear in a place or at an event. | The <i>dress code</i> for a workplace is often not written down. People just know what they should and should not wear. | How can you find out how you should dress on a job if there is no <i>dress code</i> written down? |
| <i>employee</i> | A person who works for a business or person for pay. | At some stores, <i>employees</i> wear uniforms. | Do you prefer to work alone or with other <i>employees</i> ? Why? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-------------------------|---|---|---|
| <i>employer</i> | A person or business that pays others to work. | The Purdue Chicken Company is a big <i>employer</i> in many cities and towns. | How does a good <i>employer</i> treat her/his employees? What does s/he do? What does s/he not do? |
| <i>employment</i> | The condition of working somewhere, or being employed. | Erdan's <i>employment</i> history includes working as a teacher in Afghanistan and as an interpreter at the refugee center in Istanbul. | What is your <i>employment</i> history? |
| <i>entry-level job</i> | A job for beginners who learn skills and get experience while they work; a low-level job. It usually pays minimum wage, or slightly above. | Shirin's first job in the United States is an <i>entry-level job</i> ; she hopes that if she works hard, she can get a better job that requires more skill. | What might an employee learn at an <i>entry-level job</i> ? How could an <i>entry-level job</i> help employees in the future? |
| <i>harass</i> | To trouble or make threats against someone. | It is illegal for someone to <i>harass</i> others in the workplace. | If you are being <i>harassed</i> , what should you do? |
| <i>health insurance</i> | A system that pays a portion of people's health care costs. People pay into the system when they are well, and the system pays all or most of their health care costs when they are sick. Some employers pay all or most of their employees' <i>health insurance</i> costs. | Hani is happy because he found a job that pays for <i>health insurance</i> . | Why do you think <i>health insurance</i> is so important in the United States? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-------------------------|--|---|---|
| <i>interview</i> | A meeting between a person who has applied for a job and the person who is offering the job. The person who wants the job must answer questions about her or his work experience and qualifications. | Boris has an <i>interview</i> today with the manager of the fast food restaurant near his apartment. | What should you wear to an <i>interview</i> ? Why? |
| <i>job</i> | Work that a person does on a regular basis and receives money for doing. | Both men and women usually have <i>jobs</i> in the United States. | What kind of <i>job</i> would you like? |
| <i>make eye contact</i> | The act of looking directly into someone else's eyes. | Americans usually <i>make eye contact</i> when they talk together. | When you talk to someone, do you feel comfortable <i>making eye contact</i> ? Why or why not? |
| <i>minimum wage</i> | The lowest amount per hour that an employer can pay an employee according to law. <i>Minimum wage</i> differs by state. In some jobs, like for waiters and housekeepers, workers get tips from customers. In these jobs employers do not have to pay the <i>minimum wage</i> . | Alice works at a factory and makes <i>minimum wage</i> . After she is there for one year, she will get a higher wage. Her brother Bakary waits tables and makes a lot of money in tips so he does not receive <i>minimum wage</i> . | What is <i>minimum wage</i> in your state? |
| <i>network</i> | To meet other people who may help you in your work or job search. | A good way to find a job is to <i>network</i> with people you know, such as people in your community. | Who can you <i>network</i> with to help you find a job? |

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|--|--|---|
| <i>newspaper</i> | A set of large sheets of paper with articles about recent events, advertisements, and other information. Some <i>newspapers</i> are posted online. | Arjun found a job by looking in the "Help Wanted" section of a <i>newspaper</i> . | Have you ever looked for a job in a <i>newspaper</i> ? Why or why not? |
| <i>now hiring</i> | This means, "We are looking for workers." The words are often seen on a sign in the window or the door of a business. | Alaso saw a sign in the window of McDonald's that said, " <i>Now hiring</i> ." | What would you do if you saw a sign " <i>Now hiring</i> " in the window of a business? |
| <i>online</i> | Connected to the Internet on a computer or telephone. | Sometimes you can find information about jobs <i>online</i> . | Do you like to go <i>online</i> to get information? |
| <i>pay</i> | To give money to someone or some organization for goods or services. | Many companies <i>pay</i> their employees twice a month. | When you get <i>paid</i> , what are some things you should do? |
| <i>shake hands</i> | To use your right hand to take the right hand of another person and move it up and down. In the United States, people shake hands when they first meet each other. | At the beginning of a job interview it is common for the interviewer to <i>shake hands</i> with the person s/he is interviewing. | How do people greet one another in places you have lived? Do they <i>shake hands</i> ? If not, what do they do? |
| <i>worker</i> | Someone who has a job. | Some <i>workers</i> have more than one job. | Why do you think a <i>worker</i> may need more than one job? |

Employment Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. **Worksheet 1** is for beginning-level English language learners, and **Worksheet 2** is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Employment Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

Words

application

bills

pay

newspaper

online

interview

shake hands

make eye contact

Pictures



Employment Unit Vocabulary Worksheet 2

Directions: Yamina is looking for a job. Read the steps she went through to find a job. Then put them in order by writing the number in the blank. One is the first thing she does. Nine is the last thing she does. The first one is done for you.

| | | |
|---|---|---|
|  <input data-bbox="337 577 474 648" type="text"/> She asks about the job's health insurance . |  <input data-bbox="743 577 880 648" type="text"/> Yamina starts her first day as an employee . |  <input data-bbox="1149 577 1286 648" type="text"/> The job looks good so she completes an application and brings it to the employer. |
|  <input data-bbox="337 1056 474 1127" type="text" value="1"/> Yamina is networking by calling a friend who saw a job for Yamina in the newspaper. |  <input data-bbox="743 1056 880 1127" type="text"/> She goes to an interview and gets a job offer. |  <input data-bbox="1149 1056 1286 1127" type="text"/> Yamina accepts the job . |
|  <input data-bbox="337 1556 474 1627" type="text"/> They call her to set up an interview . After the call, she learns more about the employer and the job online. |  <input data-bbox="743 1556 880 1627" type="text"/> Yamina asks about the dress code . |  <input data-bbox="1149 1556 1286 1627" type="text"/> Yamina looks in the newspaper and finds the ad that says "Now Hiring." |

Learning English

Unit Overview for the Trainer

This unit provides participants with an overview of learning English. It focuses on the following key points:

- ▶ Learning English is important for a refugee's successful adjustment in the United States. Refugees who know English are more able to take care of their own needs and find employment.
- ▶ Refugees who are able to work must find a job as soon as possible after they arrive in the United States. They will not be able to study English for a period of time before finding a job. They will need to do both—study and work—at the same time.
- ▶ Studying English in a classroom with an experienced teacher is a good way to learn English, but there are many other ways that refugees can learn English.
- ▶ Interpreter services are available at places like hospitals and courts for those who need them.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Learning English.* This session discusses the importance of learning English to a refugee's adjustment in the United States. Participants will learn that they should look for a job and do all of the things they need to do (such as apply for public assistance) while learning English. Participants will also learn that they have the right to interpreter services at places like hospitals and courts, and that their resettlement agency can help them access these services.
- ▶ *Ways to Learn English.* This session highlights some of the many ways to learn English. Participants will learn that they should try different methods, as available, to find what works best for them.
- ▶ *Benefits of Learning English.* During this session, participants will learn about the benefits of learning English and of attending English language classes.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|---------|---|--|--|
| English | For both adults and children, learning English is critical to successful adjustment in the U.S. | Participants can list reasons why learning English is important for successful adjustment in the U.S. | The Basics: Learning English Benefits of Learning English |
| | | Participants can acknowledge that learning English is their responsibility | Ways to Learn English |
| | Learning English will take time and the process may vary from person to person | Participants can acknowledge that they should not delay employment, enrolling in school, applying for assistance, or participating in community life until they have learned English | The Basics: Learning English |
| | | Participants know their rights to interpretation services (e.g., in hospitals, schools, and courts) | The Basics: Learning English |
| | There are a variety of ways to learn English | Participants understand that they will be referred to free classes by the local resettlement agency, but these classes may have a waiting list and/or the schedule or location of the classes may not be ideal | Ways to Learn English |
| | | Participants are aware of other types of ESL classes for which there may be a fee to participate | Ways to Learn English |
| | | Participants understand the importance of attending ESL consistently | Ways to Learn English Benefits of Learning English |
| | | Participants can name additional ways that they can learn English outside of formal classes | Ways to Learn English |

| | Content Objective | Learning Indicator | Activity Plan |
|----------------------------|---|---|------------------------------|
| Employment | Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women) | Participants can list positive consequences of early employment and negative consequences of delayed employment or lack of employment | Benefits of Learning English |
| | A crucial way of finding better paying jobs is learning how to speak English | Participants can identify English language acquisition as a key to a better job | Benefits of Learning English |
| Cultural Adjustment | There are some basic coping mechanisms to deal with the stressors of adjustment | Participants can state that learning English will facilitate their adjustment to life in the U.S. | Benefits of Learning English |

Learning English

The Basics: Learning English

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of learning English as they are looking for work, applying for assistance, and participating in community life during their first few months in the United States. They will also learn about their rights to interpreter services in places such as hospitals and courts of law.

Main Messages

Learning English will help refugees adjust more quickly to life in the United States. Learning a new language takes time, and it is important to continue looking for a job, applying for assistance, and participating in community life while learning English. Trainers should convey to participants the importance of not putting off important tasks, such as looking for a job, until after they have learned English. Refugees should also know that they have a right to interpreter services in places such as hospitals, courts, and schools.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify learning English as important to their adjustment in the United States
- ▶ State the need to work and take care of other resettlement tasks while they are studying English
- ▶ Describe their right to interpreter services

Key English Vocabulary

- ▶ *enroll*
- ▶ *interpreter*
- ▶ *teacher*
- ▶ *I want to learn English.*

Materials

- Basics of Learning English Signs (included)
- Flipchart paper, markers, and tape
- Basics of Learning English Cards (included)

Session Preparation

Hang the Basics of Learning English Signs on the wall in front of the training space, evenly spaced, with 2 to 4 feet between each sign (depending on how much room there is).

Prepare the Basics of Learning English Cards by cutting along the dotted lines. Prepare enough cards (choosing the most important issues) so that there is one per participant.

Trainer’s Introduction of Session to Participants

During this session we will talk about the importance of learning English to your adjustment in the United States. Learning a new language takes time, however, so you should still look for a job, enroll in public services, and make use of community and educational services while you are learning English.

While you are learning English, you have the right to interpreter services when you go to places like schools, hospitals, and courts. When talking to law enforcement officials, you also have the right to an interpreter. Your resettlement agency can help you access interpreter services.

Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about some of the ways learning English can help their resettlement and adjustment process in the United States. Ask participants to share their thoughts about this with a partner.

Bring the full group together and ask for highlights from the partner discussions. Record responses on flipchart paper.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Introduce the Basics of Learning English Signs to participants.

Give each participant one of the Basics of Learning English Cards. Participants look at the picture on their card and decide if this is something that can be done *before* learning English, *while* learning English, or *after* having learned English. Participants tape their Basics of Learning English Card under the appropriate Basics of Learning English Sign in front of the training space.

Then ask participants to sit down facing the front of the training space. Review the cards and where they should be placed, moving cards if necessary. The trainer should note that most tasks can be done *while participants are learning English* and should be placed under the sign, “While I am learning

English.” Discuss the cards about interpreter services with participants and talk about when and how participants can access that assistance. Remind participants that their case worker/manager can help them access an interpreter.

Debrief the session using the questions below.

Debriefing Questions

- ▶ How can learning English help you in the United States?
- ▶ When do you have a right to interpreter services? How can you request interpretation assistance?
- ▶ What other things can you do while you are learning English?
- ▶ Why do you think it is important to take care of other tasks while also learning English?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, start the session by asking for some ways that learning English can help the resettlement and adjustment process in the United States. Record these on flipchart paper. Select fewer of the Basics of Learning English Cards, choosing those that are relevant to the participant. Show one Basics of Learning English Card to the participant. Ask which of the Basics of Learning English Signs it should be placed under. Discuss the participant’s response and place it under the right sign. Continue with the next card in the same way.

Variations and Considerations

If needed, use translated versions of the Basics of Learning English Signs and/or the Basics of Learning English Cards.

When working with a larger group of participants, make duplicates of the Basics of Learning English Cards so that there is one per participant.

Basics of Learning English Signs



Before I learn English



While I am learning English



After I learn English

Basics of Learning English Cards



Accept a job



Access community services



Access public benefits



Attend doctor's appointments



Attend orientation sessions



Do volunteer work



Enroll in school



Enroll my children in school



Help my children with their homework



Look for a job



Meet my children's teachers



Meet my neighbors



Participate in community life



Request an interpreter



Use an interpreter



Use public transportation

Learning English

Ways to Learn English

Introduction for the Trainer

Key Content

During this session, participants will learn about different ways to learn English.

Main Messages

There are many ways to learn English outside of a classroom, such as by talking with neighbors, listening to the radio, or watching television in English. Different people learn a new language in different ways, so it is important for participants to try different ways to learn a language to see what works best for them. Trainers should encourage participants to practice speaking or listening to English for a certain amount of time each day.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Discuss some ways to learn English
- ▶ Identify some ways they will try to learn English

Key English Vocabulary

- ▶ *attend*
- ▶ *practice*
- ▶ *television*
- ▶ *Speak English, please.*

Materials

- Learning English Pictures (included)
- Flipchart paper, markers, and tape
- Learning English Worksheets (included), 1 per participant
- Writing implements, 1 per participant

Session Preparation

Hang the Learning English Pictures around the training space.

Trainer's Introduction of Session to Participants

As you know, learning English will help ease your adjustment process in the United States. This will take time. There are many different ways to learn English. Often a combination of ways is most effective. During this session, we will identify some ways to learn English. You should try different things to find what works best for you.

Introductory Exercise

Conduct a "think-pair-share" exercise by asking participants to think about some different ways to learn a new language. Ask participants to share their thoughts about this with a partner.

Bring the full group together and ask for highlights from the partner discussions. Record responses on flipchart paper.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of three to four people.

Groups walk around the training space together, looking at the Learning English Pictures, and thinking about whether they have ever used the methods shown in the picture when learning a language. Have them talk about whether the picture shown is something they could do in their own lives.

Distribute Learning English Worksheets and pens or pencils to each participant. Participants continue their discussion of ways to learn English. On their worksheet, participants circle three ways they will try to learn English.

When finished, debrief the session with participants using the questions below.

Debriefing Questions

- ▶ Whose responsibility is it that you learn English?
- ▶ What are some ways to learn English?
- ▶ Why is it helpful to use different ways to learn English?
- ▶ What are some ways you will learn English?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, lead the introductory exercise by asking participants, “What are some ways to learn a new language?” As the method in each picture is mentioned, place that picture on the table or the floor in front of the group (or participant). During the activity, distribute the Learning English Worksheets, pens, and pencils to participants. Review some ways of learning English that have not yet been discussed. Then ask participants to complete the worksheet. Debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language background during the activity so that they can communicate in a common language.

If needed, use translated versions of the Learning English Pictures and/or the Learning English Worksheet.

Learning English Pictures



Attending English language classes



Doing activities you enjoy with English speakers



Get involved at your child's school



Making Your Way: A Reception and Placement Orientation Curriculum



Having “English only” time at home each day



Joining (or creating) a group to practice English



Listening to the radio



Listening to your case worker/manager/teacher



Practicing English with friends or neighbors



Reading local newspapers



Reading signs



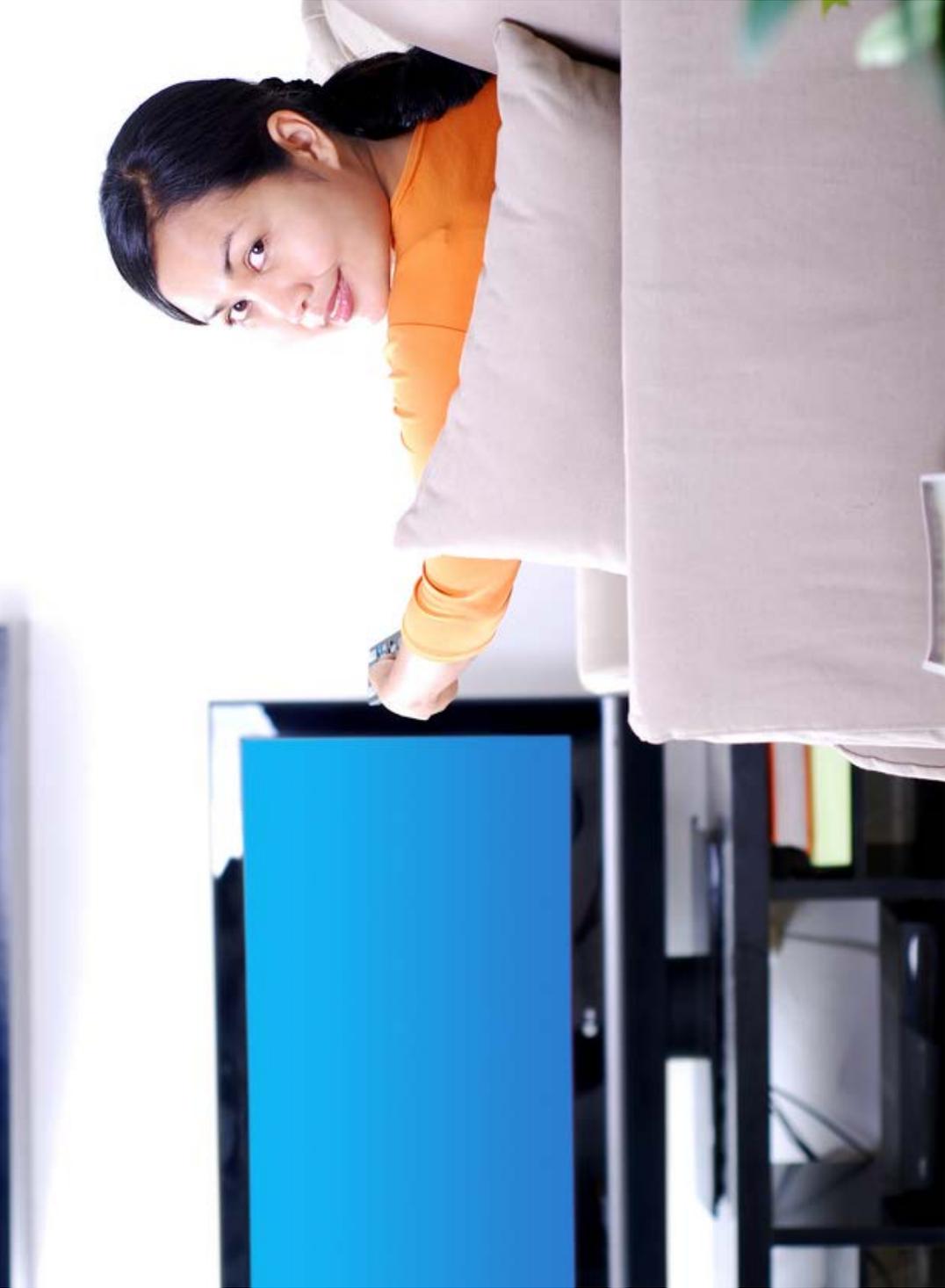
Speaking English at work



Studying English books at home



Talking with people in stores



Watching movies or television in English

Learning English Worksheet

Directions: Circle three ways you will try to learn English.



Attending English language classes



Doing activities you enjoy with English speakers



Getting involved at your child's school



Having "English only" time at home each day



Joining (or creating) a group to practice English



Listening to the radio



Listening to your case worker/manager or teacher



Practicing English with friends or neighbors



Reading local newspapers



Reading signs



Speaking English at work



Speaking English at home



Talking with people in stores



Watching movies or television

Learning English

Benefits of Learning English

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of attending English classes.

Main Messages

Learning English is important for a refugee's successful adjustment in the United States. The local resettlement agency will refer refugees to English classes. People from all over the world take English class together in the United States. Although students may have very different backgrounds, they all want the same thing: to learn the language. Trainers should encourage participants to attend English classes regularly.



40 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why learning English in the United States is important
- ▶ Describe how attending English classes will be helpful to them

Key English Vocabulary

- ▶ *class*
- ▶ *speak*
- ▶ *understand*
- ▶ *I only know a little English.*

Materials

- Benefits of Learning English Questions (included)
- Benefits of Learning English Pictures (included), 1 set per group of 2-5
- Envelopes, 1 per group of 2-5
- Extra printer paper cut into quarters
- Writing implements, 1 per group of 2-5
- Tape

Session Preparation

Determine the number of groups you will have for the activity. The number of groups should be divisible by three (e.g., with three, six, or nine members), with two to five people per group. You will need one envelope for each group. Depending on the number of groups, you will have three, six, nine, or more envelopes. Write (or cut out and glue or tape) one of the three Benefits of Learning English Questions on the back of each envelope. If you are using three envelopes, each question will appear once. If you are using six envelopes, each question will be written twice.

Prepare sets of Benefits of Learning English Pictures by cutting along the dotted lines and keeping sets together.

Trainer's Introduction of Session to Participants

Learning English in the United States is very important. During this session, we will talk about why it is important and how learning English can help you in your life in the United States. We will also talk about why attending English language classes may help you learn English.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into the number of groups (each with two to five people) that you chose during the session preparation.

Distribute a set of Benefits of Learning English Pictures, a labeled envelope, some extra quarter sheets of paper, and a pen or pencil to each group. Ask each group to elect a spokesperson.

Give groups 3 to 5 minutes to do the following: Groups read the question (or have it read to them by the trainer) and discuss possible answers. Groups choose pictures from the Benefits of Learning English Pictures as responses to the question. If groups come up with responses not shown by the pictures, they can write their own using the extra paper and the pens or pencils. Groups should try to have at least three responses for the question and place these responses inside the envelope. *[While giving the groups directions, the trainer should note that not all of the Benefits of Learning English Pictures are acceptable answers to the questions.]* When they finish, groups should keep the pictures they have not chosen to put in the envelope.

After 3 to 5 minutes, have each group pass their envelope to another group. Have the group repeat the process with their new question.

After responding to the third question, the group puts aside the pictures they have not chosen and removes the responses within the envelope. The group looks at all the responses and chooses the five best answers to the question. Group members put these responses in order of most to least important.

Bring the full group together. Ask the spokesperson from each group to tape the top responses to the wall and explain answers to the question.

If the card “Learning English will mean that I am not dependent upon my children for interpretation” was not addressed, bring it to the attention of participants. Note the importance of working with an interpreter rather than having children interpret for their parents.

When all groups have presented, debrief the session using the questions below.

Debriefing Questions

- ▶ Why do you think it is important to learn English in the United States?
- ▶ Why it is important for you and your family to attend English classes?
- ▶ Why do you think it is beneficial to attend English classes even after you have a job?
- ▶ What is the most important thing you have learned during this session?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, write the questions from the session preparation on index cards and place them in a box or a basket. Ask a participant to draw a card at random. Show participants the card, read the question aloud, and discuss it with participants. Debrief the session using the questions provided.

Variations and Considerations

When working with a larger group and if there is enough time, have small groups that are consolidating answers to the same questions work together to come up with the top five responses to the question.

If possible, ensure that a literate participant is in each group. If you are working with an interpreter, have her/him read the questions to a group that has no literate participants.

If possible, group participants by language background during the activity so that they can communicate in a common language.

If needed, use translated versions of the Benefits of Learning English Pictures.

Based on the experiences of refugees in your community, add or remove cards from the Benefits of Learning English Pictures.

Benefits of Learning English Questions

Why is it important to learn English in the United States?

Why is it important to attend English classes?

What are the benefits of attending English classes even after you have started a job?

Benefits of Learning English Pictures



Attending English class regularly will help me learn English better and faster.



English is the most commonly used language in the United States.



English will help me with taking public transportation and shopping.



I can communicate with my children's teachers in English.



I can learn English from an experienced teacher.



I can learn English while I am at work.



I can learn how to understand, speak, read, and write in English.



I can speak English with others who are learning the language, even if we don't speak the same first language.



I need to be able to talk to my co-workers.



I need to be able to talk to other people in my community.



Learning English is my responsibility.



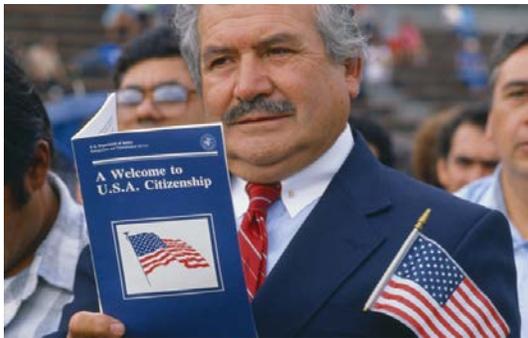
Learning English will help me become independent.



Learning English will help me get a better job or earn a promotion.



Learning English will help me get a job.



Learning English will help me study for and pass the U.S. Citizenship test, so I can become a citizen of the United States.



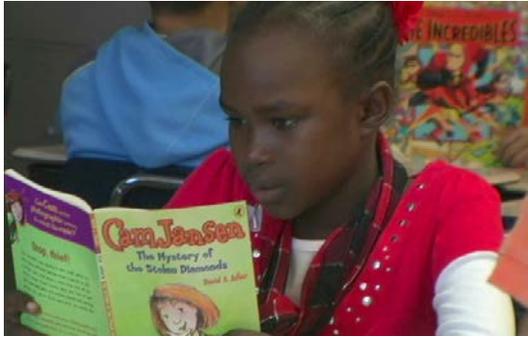
Learning English will help my adjustment to my new community.



Learning English will mean that I am not dependent upon my children for interpretation.



Learning English will take time.



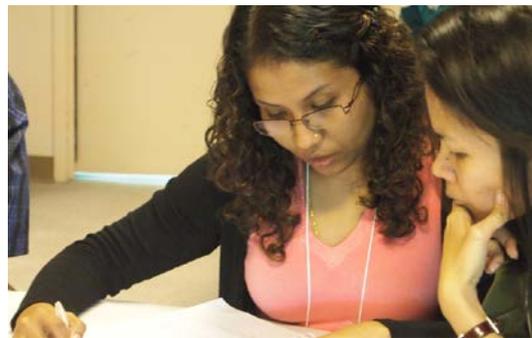
My children will learn English quickly.



Practicing English regularly is very important.



Speaking English will allow me to make doctor's appointments and attend them without an interpreter.



There are many different ways to learn English.

Learning English

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|---|---|---|
| <i>attend</i> | To be present at a place for an event or activity. | Hawo <i>attends</i> English class on Tuesdays and Thursdays. | Do you <i>attend</i> English class? How many days a week do you or would you like to <i>attend</i> English class? |
| <i>class</i> | A group of students who study together with a teacher. A <i>free class</i> means that there is no cost. | It is free to attend Ms. Zhu's English language <i>class</i> . | Have you studied English before in a <i>class</i> ? Tell me about the <i>class</i> . |
| <i>enroll</i> | To put your name on an official list, usually to join a class or a group. | Durga <i>enrolled</i> in an English class at the community college near him. | How can you <i>enroll</i> in an English class near you? |
| <i>interpreter</i> | A person who translates orally from one language to another. | When Dina visited the doctor, she brought an Arabic-speaking <i>interpreter</i> with her. | When is it okay for your children to <i>interpret</i> for you? When is it not okay? |

| Vocabulary Word | Definition | Context | Partner Talk |
|--|--|--|--|
| <i>learn</i> | To get knowledge about something. | You can <i>learn</i> by studying or by doing. | How do you like to <i>learn</i> ? |
| <i>listen</i> | To pay attention to what you can hear. | Children must <i>listen</i> to their parents. | What music do you like to <i>listen</i> to? |
| <i>to practice</i> | To repeat an activity many times in order to become good at it. | Roberto <i>practices</i> soccer every afternoon after school. | What are you good at doing? How often do you <i>practice</i> this activity? |
| <i>read</i> | To be able to understand the meaning of written words. | Mahmoud can <i>read</i> Arabic and French, but he prefers to <i>read</i> in French. | Do you like to <i>read</i> ? In what language do you prefer to <i>read</i> ? What kinds of things do you like to <i>read</i> ? |
| <i>speak</i> | To say words aloud. | Kalu <i>speaks</i> English very well. | What languages can you <i>speak</i> ? |
| <i>teacher</i> | A person whose job is helping others learn. | Michel and Celine like their English <i>teacher</i> very much. | What do you think makes a good <i>teacher</i> ? Lots of knowledge? Patience? What else? |
| <i>television</i> (also shortened to <i>TV</i>) | A piece of electronic equipment that receives sound and moving pictures that are sent to it. | Aliyah watches the news on <i>television</i> at 6:30 most evenings. | Do you or someone you know have a <i>television</i> ? What do you like to watch on <i>television</i> ? |
| <i>understand</i> | To know what something means. | Do you <i>understand</i> what the teacher is saying? | What are some things you can do to better <i>understand</i> English? |
| <i>watch</i> | To look at something and to follow it with your eyes. | Some people find that <i>watching</i> and listening to TV can help them learn English. | Do you like to <i>watch</i> TV in English? Why or why not? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-----------------|--|---|--|
| <i>write</i> | To form letters, words, and sentences on paper with a pen or pencil, or to type them on a computer with the use of a keyboard. | Saw Tun and May Htoo are learning to <i>write</i> in English. | Why is it a good idea to learn to <i>write</i> in English? What do you need to be able to <i>write</i> in English? |

Learning English Unit Vocabulary Worksheets

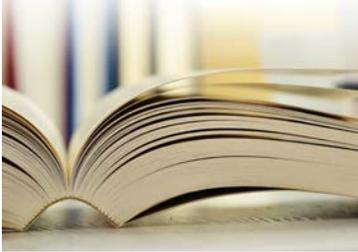
There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

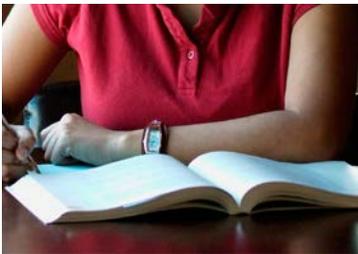
Learning English Unit Vocabulary Worksheet 1

Directions: Match the language skill to the body part you use the most when you practice that skill.

Words



read



write



listen



speak

Body Part



ear



mouth



eyes



hands

Learning English Unit Vocabulary Worksheet 2

Directions: Use the clues to fill in the words in the puzzle below. The words are included in a word bank. The first one is done for you.

| Word Bank | | | |
|-----------|----------|---------|-------------|
| attend | class | enroll | interpreter |
| learn | practice | teacher | understand |

Across ↔

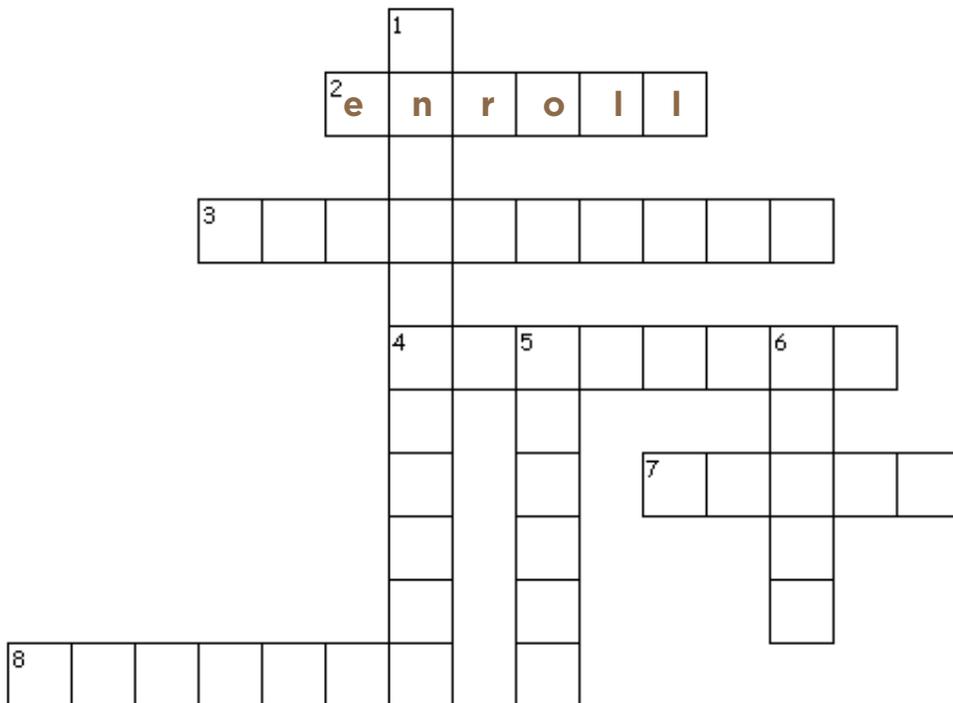
(words that go from left to right):

- To put your name on an official list, usually to join a class
- To know what something means
- To repeat an activity many times
- To get knowledge about something
- A person whose job is helping others learn

Down ↓

(words that go from top to bottom):

- A person who translates orally from one language to another
- To be present at a place for an event or an activity
- A group of students who study together with a teacher



Unit Overview for the Trainer

This unit provides participants with an overview of education for both children and adults. It focuses on the following key points:

- ▶ There are laws and customs regarding public schooling in the United States. Children must attend school, and schools expect that parents will be involved in their children's education. Americans believe that when parents are involved, their children do better in school.
- ▶ In the United States, there are also educational opportunities for adults. Adult and young adult refugees need to look at the pros and cons of studying versus working. Studying may lead to better job opportunities in the future, but refugees need to work right away to support themselves and their family, and education in the United States can be expensive. For many refugees, the best option is to work full-time while going to school part-time.

In the United States public education is free, and all children from the ages of 7 to 16 must go to school. Public education is usually available for children ages 5 to 18. Americans believe that a person is never too old or too young to learn new things. There are many educational opportunities for adults. These include English classes, high school diploma preparation classes, job skills training programs, community college, college, and university. Because they have to earn an income, American adults who go to school usually attend classes part-time, at night, or on the weekends, while working full-time.

This unit includes four activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer which highlights the plan's key concepts and main messages.

The four plans are as follows:

- ▶ *The Basics: Education.* In this session, participants will learn some of the basic information they should know about education in the United States, such as what schools expect from children and educational opportunities for adults.
- ▶ *Getting Involved in Your Child's School.* During this session, participants will learn about the importance of getting involved in their children's education. They will identify some of the ways to get involved in U.S. schools and consider the ways that may work best for them and their families.
- ▶ *Dealing With Issues at School.* In this session, participants will learn about some of the challenges their children may face in school and what they can do about them.

- ▶ *Employment Versus Education for Adults*. This session looks at the challenge that adults who want to further their education face: How can they study while earning enough money to support themselves and their families? Participants will learn that they will need to weigh all their options and decide what is best for them and their families.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|--------------------------|---|---|---|
| Public Assistance | There are a variety of types of government assistance | Participants can identify types of assistance for families (e.g., WIC, Children’s Health Insurance Program [CHIP], free/reduced school lunch program) | The Basics: Education |
| Employment | Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women) | Participants understand the importance of retaining their job | Employment Versus Education for Adults |
| Education | There are legal and normative expectations regarding schooling in the U.S. | Participants can acknowledge that schooling is compulsory until at least the age of 16 for both boys and girls and is free in public schools | The Basics: Education |
| | | Participants who have children can identify services and educational options that might be relevant for them (preschool, day care, special public school options) | The Basics: Education Dealing With Issues at School |
| | | Participants can identify the rights and responsibilities of parents and children in the school system | The Basics: Education Getting Involved in Your Child’s School Dealing With Issues at School |

| | Content Objective | Learning Indicator | Activity Plan |
|-----------|--|--|---|
| Education | There are legal and normative expectations regarding schooling in the U.S. | Participants understand the concept of parental involvement in schooling | Getting Involved in Your Child's School |
| | | Participants understand that there are costs associated with free public education (e.g., school supplies) | The Basics: Education Dealing With Issues at School |
| | The value for adults and teenagers to continue formal education should be weighed against the need to work | Participants can acknowledge that education is a goal to be achieved but should be weighed against other factors such as need for income | The Basics: Education Employment Versus Education for Adults |
| | | Participants can identify education as a lifelong experience | The Basics: Education Employment Versus Education for Adults |
| | There are many options for continuing education and training beyond compulsory K-12 schooling | Participants can acknowledge that there are educational and training options that allow them to work while going to school | The Basics: Education Employment Versus Education for Adults |
| | | Participants understand the process for obtaining a high school equivalency diploma (GED) | Employment Versus Education for Adults |
| | | Participants can identify types of higher education and training that might benefit them (including university study or vocational training) | The Basics: Education Employment Versus Education for Adults |
| | | Participants can acknowledge that some financial aid may be available for higher education | The Basics: Education Employment Versus Education for Adults |
| | | Participants understand options for continuing education and training related to their employment | Employment Versus Education for Adults |

Education

The Basics: Education

Introduction for the Trainer

Key Content

During this session, participants will learn about public education in the United States, the value of education versus work, and educational options for adults.

Main Messages

In the United States, education is available to all children, regardless of ability, sex, age, race, religion, sexual orientation, or social class. Public school is free, and children 7 to 16 must go to school. Schools expect children to behave in certain ways; some of these behaviors may be very different from how schoolchildren are expected to behave in other countries. In the United States, adults, as well as children, often go to school. The trainers should remind participants that self sufficiency should be the primary goal of all adult refugees. Participants will need to weigh the future benefits of school against the immediate need to work and earn an income.



15 minutes

Objectives

Participants will be able to do the following:

- ▶ Define schools' expectations for K-12 students in the United States
- ▶ Discuss the value of education versus work for adults and teenagers
- ▶ Describe some educational options for adults in the United States

Materials

- Basics of Education Statements and Answer Key (included)
- Optional: Basic Information About the U.S. Education System (included)
- Optional: Basics of Education Statements (included)

Key English Vocabulary

- ▶ *certificate*
- ▶ *diploma*
- ▶ *education*
- ▶ *I want to enroll _____ [my child/child's name] in school.*

Note to Trainer

This activity is best done in a space without any furniture, or with furniture pushed to the sides of the room.

Session Preparation

Find out age requirements for attending school in your area. Add this information in the space provided in the second statement of the Basics of Education Statements and Answer Key. Be sure that the statements apply to your area. Make any necessary changes.

Trainers who are not familiar with the U.S. educational system should read Basic Information About the U.S. Education System.

Trainer's Introduction of Session to Participants

During today's session, you will learn some basic information about education in the United States.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Ask participants to stand on one side of the room. Walk down the middle of the room with all participants standing to one side of you and explain that you are drawing an imaginary line.

Tell participants that you will read a statement. If they agree with the statement, participants should cross the imaginary line to the other side of the room. If participants do not agree with the statement, they should remain standing where they are.

Read the practice statement from the Basics of Education Statements and Answer Key. Give participants a moment to decide where they will stand. *[Be sure participants understand the activity].* Ask participants why they agree or disagree. Provide participants with the correct answer if needed. Then ask all participants to go back and stand on one side of the line.

Read the second statement from the Basics of Education Statements and Answer Key. Give participants a moment to decide where they will stand. Ask participants why they agree or disagree with the statement, after making sure that participants understand it. Use the suggested answer listed after the statements if needed. Then ask all participants to stand on one side of the line before reading the next statement. Change the side that participants start on frequently so that some participants are not just standing in one place all the time.

Continue this way until all of the statements have been read. Debrief the activity as a full group using the questions below.

Debriefing Questions

- ▶ What are some facts about public education in the United States that you heard about during this session?
- ▶ What is the value of working versus going to school for teenagers and adults?
- ▶ What are some educational options for adults in the United States?

Working With Individuals or Very Small Groups

This session can be conducted with an individual or very small groups, as well as larger groups.

Variations and Considerations

If needed, use translated versions of the Basics of Education Statements and Answer Key.

When working with a literate group, consider giving each participant, or each small group of participants, a copy of the Basics of Education Statements to read. Participants can decide how they would respond to the statements before discussing as a full group.

Basics of Education Statements and Answer Key

1. In the United States, girls are not expected to attend school after the age of 12.
(Practice statement)
Answer: False
2. School is required for students until they are at least ___ years old.
Answer: True
3. Schools have special services, such as counselors and low-cost lunches, for students who need them.
Answer: True
4. Schools expect parents to be involved in their children's education.
Answer: True
5. Public school is free, but there may be some costs related to your child's K-12 education.
Answer: True
6. Most children do not have homework.
Answer: False
7. After-school activities, such as student government or a sports team, teach children how to get along with people and other life skills.
Answer: True
8. When family income is low, working is more important than school for young adults as well as adults.
Answer: True
9. Most people in the United States consider education to be a lifelong experience.
Answer: True
10. If you are working, you cannot go to school or a training program.
Answer: False
11. If an adult does not have a high school diploma, s/he can get a special high school diploma, called a *GED*.
Answer: True
12. Education after high school is free for everyone.
Answer: False
13. Adults who want to continue their education may be eligible for financial aid.
Answer: True

Basic Information About the U.S. Education System

[This information is for trainers who need to become more familiar with the U.S. education system.]

Children and Youth

Elementary and secondary school education is available to everyone in the United States, regardless of ability, sex, age, race, religion, sexual orientation, or social class. Most Americans view education as a way to get better jobs and improve their standard of living.

Public education is free and mandatory for all children between 7 and 16 years of age. In some states, children under 7 and over 16 must also attend school. Throughout the United States, school is available to students 18 and younger, and in some states, students up to 21 years of age can attend public schools.

The United States does not have a national system of education controlled by the central government. There are no national education requirements or courses of study. States and local school districts decide what students will study, what books they will use, and what they have to do to pass from one grade to another.

Public schools are available throughout the country free of charge. By law, public schools cannot have any religious affiliation. Private schools are also available in most areas, and some have religious affiliations. Private schools charge tuition, which can be very expensive.

It is important that children are enrolled in school as soon as possible after they arrive in their new communities. Case workers/managers help with this process. Most schools require that parents give them a copy of their child's immunization records.

There are four levels of education for children in the United States. Children in the same grade may be different ages, although most children are usually within 1 to 2 years of each other in age.

- ▶ *Preschool.* This level is for children 3 to 5 years of age. It is not required by law, and it is usually not free.
- ▶ *Elementary school.* This level begins with kindergarten (age 5) and continues through fifth or sixth grade (age 12).
- ▶ *Middle or junior high school.* This level usually includes sixth or seventh through eighth or ninth grade, for children ages 12 to 14.
- ▶ *High school.* This level usually includes ninth or tenth grade through twelfth grade, for children ages 14 to 18. Students who complete school requirements at this level receive a high school diploma.

Many schools have special English language classes for children whose first language is not English. Other schools offer extra help to children who need it through a special teacher or a tutor.

There are schools or special classes for children with special needs, such as those with emotional or behavioral issues, learning disabilities, and other physical or mental disabilities. In some communities,

there are also special schools or classes for children with high academic ability in general or with talent in a certain subject area, such as math, sciences, or the arts.

The school year begins in August or September and ends in May or June. Most children attend classes about 6 hours a day, Monday through Friday. Students who need additional time to complete work for their classes may attend summer school in June and July.

Attending school is very important. When students miss school, parents must write a note that explains why the student was absent, and students have to make up the school work they missed.

Although public school is free, parents pay some expenses, such as the cost of school supplies and fees for special activities. Children can take lunch to school or buy low-cost, nutritious lunches in the school cafeteria. Many schools also offer breakfast. Schools may also offer breakfast and lunch for free or at a low cost for children from low-income families.

Some children live close enough to the school to walk there. If the school is too far from home for a child to walk, school buses may provide free transportation to school. The school system will decide the distance from school for free transportation.

The style of teaching and learning in U.S. schools may be different from the style in other countries. In the United States, teachers encourage children to learn by thinking and analyzing, asking questions, and joining in discussions and activities. Students may even disagree with their teachers, if they do so in a respectful way.

Common subjects include English, science, social studies (which often includes history and geography), mathematics, and foreign languages. Many schools also offer special subjects, such as physical education, art, or music. At the high school level (and in some cases at the middle school level), students can usually choose some of their courses.

School, state, and national testing is common and often mandatory for all students.

Most public schools do not have uniforms, but most do have dress codes that students must obey.

Behavior in U.S. schools is informal, compared to schools in other countries. However, students are expected to learn and obey the rules. Students who break the rules are punished in different ways, depending on the school. They may have to talk to the principal, do extra school work, or stay after school. If they do something really serious, they might have to leave the school. Physical punishment is illegal in U.S. schools.

Adults

For adults, most communities offer many different kinds of educational opportunities. Here are some that you may find in your community:

- ▶ English language and literacy classes
- ▶ Training courses in areas such as computer technology, foreign languages, and secretarial skills

- ▶ General Education Development (GED) diploma classes for adults who do not have a high school diploma
- ▶ Vocational and technical schools
- ▶ Community colleges
- ▶ Colleges or universities (usually 4-year programs), offering a Bachelor of Arts degree
- ▶ Graduate schools offering advanced degrees in many fields.

The cost of these classes, schools, and colleges varies a great deal. For example, a 4-year college can be very expensive. Vocational and technical schools can also be expensive. In general, community college classes are less expensive than 4-year colleges. Most schools and colleges offer some financial aid to students who need it.

Continuing education for adults is very common in the United States, and Americans of all ages, including older adults, take courses that interest them or will help them in some way. "You are never too old to learn" is a popular American saying.

Basics of Education Statements

Directions: Read the statement. Decide if it is true or false, and circle your answer. The first one is done for you.

| | | |
|---|------|-------|
| 1. In the United States, girls are not expected to attend school after the age of 12. | True | False |
| 2. School is required for students until they are at least __ years old. | True | False |
| 3. Schools have special services, such as counselors and low-cost lunches, for students who need them. | True | False |
| 4. Schools expect parents to be involved in their children's education. | True | False |
| 5. Public school education is free, but there may be some costs related to your child's K-12 education. | True | False |
| 6. Most children do not have homework. | True | False |
| 7. After-school activities, such as student government or a sports team, teach children how to get along with people and other life skills. | True | False |
| 8. When family income is low, working is more important than school for young adults as well as adults. | True | False |
| 9. Most people in the United States consider education to be a lifelong experience. | True | False |
| 10. If you are working, you cannot go to school or a training program. | True | False |
| 11. If an adult does not have a high school diploma, s/he can get a special high school diploma, called a <i>GED</i> . | True | False |
| 12. Education after high school is free for everyone. | True | False |
| 13. Adults who want to continue their education may be eligible for financial aid. | True | False |

Education

Getting Involved in Your Child's School

Introduction for the Trainer

Key Content

During this session, participants will learn why parents in the United States get involved in their children's school and how they can get involved.

Main Messages

Educators in the United States believe that parents should be involved in their children's education. They believe that children will try harder and be more successful in school if parents show an interest in their school work. There are many ways that refugee parents (including those who don't speak English) can get involved.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why it is important to be involved in their child's school
- ▶ Discuss some ways to get involved in their child's education
- ▶ Share how they might get involved in their child's education

Materials

- School Involvement Cards (included), 3-4 per participant

Key English Vocabulary

- ▶ *assignment*
- ▶ *classroom*
- ▶ *meeting*
- ▶ *What is the homework today?*

Note to Trainer

Although this session is a good stand-alone activity, it is also a good introduction to the education plan, “Education: Dealing With Issues at School.”

Session Preparation

Cut the School Involvement Cards along the dotted lines.

Trainer’s Introduction of Session to Participants

In some countries, parents do not get involved in their children’s education. They believe that education is the job of teachers, not parents. But most Americans believe that parents should be involved in their children’s education. They believe that when parents become involved in their children’s education, the children take school more seriously and do better. During this session, we will identify some ways to get involved in U.S. schools. You will be able to consider which of the ways might work well for you and your family.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Distribute three to four School Involvement Cards to each participant.

Divide participants into groups of two to three people. Groups look at their School Involvement Cards and discuss what method of school involvement is being shown on them. Participants consider which cards show ways of getting involved that interest them. The trainer should be sure that participants understand what is being shown on each card, reading the caption below the picture if needed.

Activity

Participants stand, holding their School Involvement Cards. As participants walk around the training space, they share their cards with other participants. Participants trade cards with others to obtain the cards showing ways of getting involved that interest them.

After 5 to 10 minutes, ask participants to sit down with their School Involvement Cards.

Debrief the session using the questions below.

Debriefing Questions

- ▶ Why is it important to get involved in your child's education?
- ▶ What are some ways you could get involved?
- ▶ What might be some challenges you face in getting involved in your child's education?
- ▶ What steps should you take to get involved?

Working With Individuals or Very Small Groups

When working with an individual or a small group, use fewer School Involvement Cards, basing your choices on the needs, interests, and educational backgrounds of participants. Place the cards on a table or floor for participants to look at. Each participant reviews the cards and chooses two to three that demonstrate ways that interest them. Put the cards not chosen aside. As a full group, participants show each of the cards they chose. Discuss the different ways to get involved at schools, and debrief the session using the questions provided.

Variations and Considerations

When working with a larger group, use duplicates of the School Involvement Cards or create more cards.

If possible, group participants by language background for the introductory exercise so that they can communicate in a common language.

If needed, use translated versions of the School Involvement Cards.

Ask participants to create an action plan for getting involved in their children's education. The action plan might be to contact their child's teacher with an idea for getting involved, attend a school event, or set a date and time to visit the school. Follow up with participants (with a separate group session or individually) to see how the action plans are coming along and what actions they should take in the future.

School Involvement Cards



Ask your child what s/he learned about in school that day.



Ask your child what they have for homework or check their assignment book or homework folder.



Ask your child's teacher what the homework assignments are.



Attend ESL classes if offered at your child's school.



Attend "Parent Night" or "Back-to-School Night" at school.



Attend parent-teacher conferences.



Attend school board meetings.



Attend special events or activities, such as a school science fair, a concert, or an "International Day" festival.



Chaperone a field trip for your child.



Give a talk about your home country to your child's class.



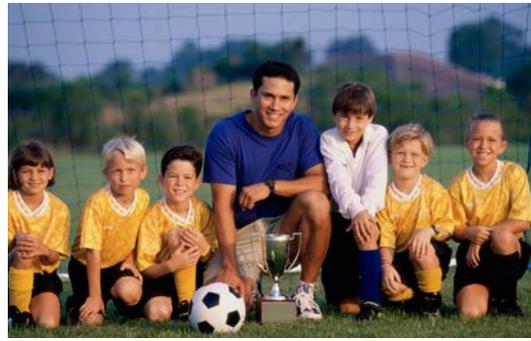
Find out if the school offers school tours or an orientation in the summer before school begins.



Have your child read to you.



Have your child's school records from your home country translated.



Help with an extracurricular activity such as a school sports team or an art club.



Interpret or translate documents for other parents in need.



Join the Parent-Teacher Association (PTA).



Mentor or tutor students in an area you are skilled at.



Participate in school fundraisers.



Read your child's classroom blog for news.



Set up an email account if your child's teacher uses email to send messages and updates about what is happening at school.



Talk to a teacher or an administrator at school about any concerns or questions you have.



Volunteer in a special class, such as music or physical education, or at the school library.



Volunteer in your child's classroom.



Volunteer to help at lunch or recess.



Walk your child to the bus or school.



Work with your child on her/his homework.

Education

Dealing With Issues at School

Introduction for the Trainer

Key Content

During this session, participants will learn about some of the issues children may face in school and ways that parents can help and support them.

Main Messages

Refugee children may face challenges at school as they adjust to their new environment and as their new environment adjusts to them. There are many ways that parents can help and support their children. Trainers should encourage parents to talk on a regular basis with their children to find out how they are doing in school.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify some issues their children might face at school
- ▶ Describe some ways they could help and support their children

Key English Vocabulary

- ▶ *parent*
- ▶ *report card*
- ▶ *tease*
- ▶ *How can I help my child?*

Materials

- School Issue Scenarios (included), 1 per group of 3-4
- Flipchart paper, markers, and tape

Note to Trainer

While this session is a good stand-alone activity, it is also a good follow-up to the activity plan, “Education: Getting Involved in Your Child’s Education.”

Session Preparation

Review the School Issue Scenarios and determine which to use during the session based on the needs and interests of participants and common issues within the community. There should be enough scenarios for each group of three to four participants. If time allows, choose enough for a second round of discussions.

Print the School Issue Scenarios for use and cut along the dotted lines.

Trainer’s Introduction of Session to Participants

Your child may have challenges in school along the way. During this session, we will identify some challenges your child might face, and how you can deal with them.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.]

Review the School Issues Scenarios chosen during the session preparation by reading them aloud to participants. Ask participants which ones they would be interested in discussing.

Divide participants into groups of three to four people, putting together participants who showed interest in the same scenario.

Activity

Ask the groups to each choose a spokesperson who will share the highlights of their discussion. Distribute each group’s School Issue Scenario.

Groups look at the picture and read the scenario. If there is not a literate participant in the group, the trainer should read the group’s assigned scenario. Groups discuss the challenge shown, and come up with different ways to deal with it. Tell participants to keep in mind the needs and well-being of themselves and their family, the child, and the school.

Bring the full group together. Ask spokespeople to present the picture and challenge their group discussed, and ways the group would address the challenge. When each spokesperson has finished, ask for other ideas from the full group. Record ideas on flipchart paper.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What are some ways to address issues at school that you learned about during this session?
- ▶ Which of the ways discussed during this session would you feel most comfortable trying?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, choose three to four School Issue Scenarios that are relevant to participants. The trainer should read a scenario aloud and show participants the corresponding picture. Ask participants what the challenge is, and how they might deal with it. Continue in the same way with the next chosen scenario. When finished, debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language group for the activity so that they can communicate in a common language.

If needed, use translated versions of the School Issue Scenarios.

School Issue Scenarios



You receive a call from the school telling you that your child has been involved in a fight.



You receive a call from the school telling you that your child has not been attending classes.



Your child brings a report card home that shows s/he is not doing well at school.



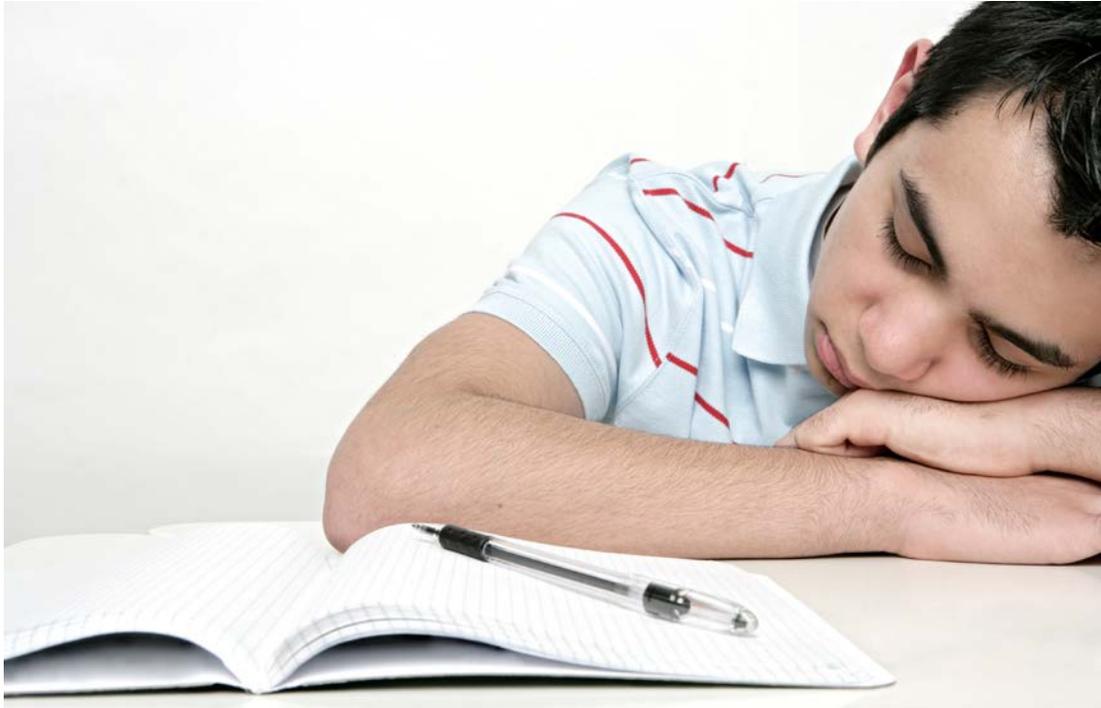
Your child does not want to get involved in extracurricular (after-school) activities at school.



Your child is interested in an extracurricular (after-school) activity offered by the school.



Your child is sent home from school because he brought a toy gun to school.



Your child refuses to complete her/his homework.



Your child tells you that other children at school have been teasing her/him.



Your child tells you that s/he does not like school.



Your child tells you that s/he does not understand the material being discussed at school.



Your child tells you that s/he is not as smart as her/his classmates.



Your child tells you that s/he is not learning anything new at school.

Employment Versus Education for Adults

Introduction for the Trainer

Key Content

During this session, participants will discuss how to balance the desire to further their education with the need to work and be self-sufficient.

Main Messages

Education is a goal for many newly arrived refugees, but for adults who are able to work, the priority should be to find and keep a job to support themselves and their families. In the United States, education is seen as a lifelong experience, and there are educational options that allow people to work while going to school. Trainers should encourage participants to consider which options will work best for them and their families in light of their need to be self-sufficient as soon as possible.



30 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify and describe the pros and cons of working
- ▶ Identify and describe the pros and cons of going to school
- ▶ Discuss choices regarding work and education

Key English Vocabulary

- ▶ *benefit*
- ▶ *choices*
- ▶ *pro/con*
- ▶ *What is your best option now?*

Materials

- Green printer paper, 1 piece per 2 participants
- Pink printer paper, 1 piece per 2 participants
- Scissors
- Flipchart paper, markers, and tape

Session Preparation

Cut the green and pink paper into quarters.

Prepare a piece of flipchart paper divided into two columns, with the word *Work* at the top of one column and *School* at the top of the other:

| <i>Work</i> | <i>School</i> |
|-------------|---------------|
| | |

Tape the flipchart on the wall of the training space.

Trainer's Introduction of Session to Participants

It is very important that you and your family are able to support yourselves and become self-sufficient. Some adult members of your family may want to go to school to learn a skill or further their education. In this case, your family will have to decide what the best options are for the members of your family and for the family as a whole.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of three to four people each. Distribute markers and sheets of green and pink paper that have been cut into quarters to each group.

Groups discuss the pros and cons of both school and work. Groups write or draw one picture on each slip of paper to demonstrate the pros (green) and cons (pink) of each.

When finished, groups tape their completed green and pink papers in the appropriate column of the prepared flipchart paper.

As a full group, review the pros and cons of each. Decide together the most important pros and cons of each, and replace them in order from most important at the top of the flipchart paper to least important at the bottom.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What are some of the pros, or benefits, of working? What are some of the cons?
- ▶ What are some of the pros, or benefits, of going to school? What are some of the cons?
- ▶ What do you think is most important for your family right now—working or going to school? How might things change as time passes? *[Note to trainer: You may need to remind participants that a family's self-sufficiency is critical.]*

Working With Individuals or Very Small Groups

When working with an individual, ask the participant what the pros and cons are of working and going to school. Write each one on the sheets of green (pro) and pink (con) paper that were cut into quarters. The participant then tapes the sheets in the appropriate column of the prepared flipchart. Discuss the pros and cons and debrief the session using the questions provided.

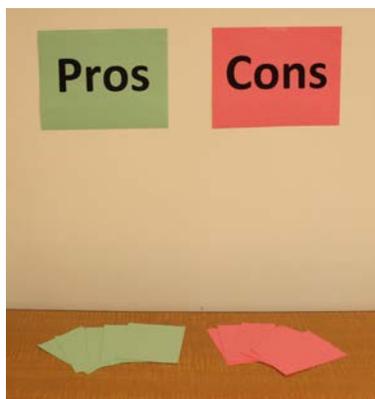
When working with “two to four” participants, the activity should be conducted with the whole group. Debrief the session using the questions provided.

Variations and Considerations

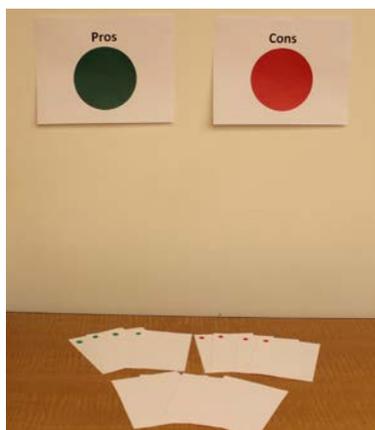
If possible, group participants by language background for the activity so that they can communicate in a common language.

If you do not have easy access to green and pink printer paper, do one of the following:

- ▶ Use different colors that are easier to find, making it clear to participants which color represents the pros and which represents the cons. Consider putting signs on the wall as demonstrated here:



- ▶ Use colored index cards or Post-It notes.
- ▶ Put different marks on white paper with markers (red and green dots would be ideal) or by drawing simple shapes. Refer to the example here:



As participants discuss their educational and employment goals, trainers should ask them to think about the goals in the individualized resettlement plan that they developed with their case workers/managers.

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|---|---|--|
| <i>assignment</i> | A task that someone is told to do, in class or on the job. | Ibrahim's <i>assignment</i> on American history is due tomorrow. | Do you have <i>assignments</i> at work or school? What are your <i>assignments</i> ? |
| <i>benefit</i> | Something that is good or that gives a person an advantage over someone else. | One <i>benefit</i> to getting a certificate is that it might help you get a better job. | What do you think are some <i>benefits</i> to getting an education for you and your family? |
| <i>certificate</i> | A document stating that someone has completed an educational course or program. | Waldo has a <i>certificate</i> in auto mechanics from a vocational school. | Which do you think is more important, a <i>certificate</i> or years of experience in a field, such as repairing cars? Why? |
| <i>choice</i> | A decision that you make about something you want. | Mi Mi Khaing must make a <i>choice</i> about studying English in the morning or in the afternoon. | What are some <i>choices</i> you think you will have about education and employment? |

| Vocabulary Word | Definition | Context | Partner Talk |
|------------------|---|--|--|
| <i>classroom</i> | A room where classes are held in a school, college, or training facility. | Bway Paw's third grade <i>classroom</i> is very noisy. | What do you think makes a good <i>classroom</i> ? Books, desks, pencils, other things? Why? |
| <i>diploma</i> | An official paper that says that a student has earned a degree or finished a course of study. High schools, colleges, and universities give out <i>diplomas</i> . | Fabrice and his family were proud when Fabrice got his high school <i>diploma</i> . | Would you like to study for a <i>diploma</i> ? If so, what would you like to study? |
| <i>education</i> | The act or process of learning. | Teaching students how to read in English is an important part of <i>education</i> in the United States. | What do you think is an important part of <i>education</i> ? Why? |
| <i>homework</i> | The assignment a teacher gives students to do at home. | Puja thinks the teacher gives too much <i>homework</i> , but her parents give her time after supper to complete her <i>homework</i> every night. | In the United States, teachers often assign students a lot of <i>homework</i> . Why do you think children have <i>homework</i> ? |
| <i>meeting</i> | A gathering of two or more people who come together for the same purpose, such as for a discussion. | Hassan has a <i>meeting</i> with his daughter's teacher this evening. | What kinds of <i>meetings</i> do you think are important? What kinds are not important? Why or why not? |
| <i>option</i> | A possibility or a choice. | You have three <i>options</i> for getting to the store: by bus, car, or walking. | What are your <i>options</i> for getting to the resettlement agency? |

| Vocabulary Word | Definition | Context | Partner Talk |
|----------------------|---|---|--|
| <i>parent</i> | A mother or a father. | Both of Ebla's <i>parents</i> attend all meetings with Ebla's teacher. | Do you think it is important for all <i>parents</i> to be involved with their child's education? Why or why not? |
| <i>pros and cons</i> | In informal, but widely used language, <i>pros</i> are reasons to do something; <i>cons</i> are reasons not to do something. | At the orientation session, Khalia's case worker/manager led the discussion on the <i>pros and cons</i> of working full-time and going to school part-time. | What do you think are the <i>pros</i> of working and going to school? What are the <i>cons</i> ? |
| <i>report card</i> | A piece of paper from a school or teacher that shows parents how a child is doing in school. It usually includes grades for each subject. | Mary Paw and Soe Thu were very happy with Saw Eh Do's <i>report card</i> . | Do you think it is important that children get good <i>report cards</i> ? Why or why not? |
| <i>tease</i> | To make fun of or try to annoy in a playful or cruel way. | Children might <i>tease</i> other children at school. | What can you do if a child you know is being <i>teased</i> at school? |

Education Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Education Unit Vocabulary Worksheet 1

Directions: Match each word with the picture that shows the meaning of the word. The first one is done for you.

Word

Picture

diploma



certificate



classroom



meeting



parent



report card



homework



Education Unit Vocabulary Worksheet 2

Directions: Use the word bank to fill in the word that completes the sentences below. The first one is done for you.

| Word Bank | | |
|------------|----------|--------|
| assignment | benefits | choice |
| education | tease | |

- Teaching students how to read in English is an important part of **e d u c a t i o n** in the United States.
- Mi Mi Khaing must make a **h** about what time to take class.
- Children might **a** other children at school.
- Ibrahim finishes his **i g n** on American history.
- Having a certificate can give you a lot of **b** **f** **s**.

Health and Hygiene

Unit Overview for the Trainer

This unit provides participants with an overview of health, hygiene, and ways to stay healthy in the United States. It focuses on the following key points:

- ▶ There are different health care services in the United States, and refugees should know where to go for which services.
- ▶ Urgent and routine health care services are different from one another and are found in different places. Refugees need to know when to use urgent care and when to use routine care.
- ▶ The local resettlement agency will schedule initial health screenings and immunizations and assist with obtaining other health care services as needed.
- ▶ There are customs and laws in the United States regarding personal and public hygiene. People who don't follow these customs and laws may offend other people in the community or at work, and may even get into trouble with the law.
- ▶ It is normal for refugees to sometimes feel sad or worried, but for those who are often feeling upset, anxious, or sad, there are special health services available.

The health care system in the United States is complex, and there are many places to go for health care in a refugee's new community. At first it may be hard for refugees to understand the U.S. health care system, but with time and patience they will learn. It is important for them to learn how to use each resource. They also need to know that there are services available for refugees who are having trouble adjusting emotionally to their new surroundings.

This unit includes four activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The four plans are as follows:

- ▶ *The Basics: Health and Hygiene.* During this session, participants will learn about the different health care resources available in their communities and when to use each. They will also learn about the difference between urgent and routine health care.
- ▶ *A Doctor's Visit: What to Expect.* In this session, participants will learn what to expect during a visit to a doctor.

- ▶ *Personal Hygiene.* During this session, participants will learn about hygiene practices in the United States, and the importance of these practices to one’s health and in the work place. Participants will learn that some practices that are common in other countries, such as spitting or urinating in public, are against the law in many communities in the United States.
- ▶ *Addressing Emotional Health Challenges.* In this session, participants will learn about the importance of emotional health and about the many resources available to refugees if they find themselves feeling upset, depressed, or anxious much of the time. They will learn how to recognize these feelings in themselves so they can manage them in a healthy way.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|------------|--|---|--|
| English | Learning English will take time and the process may vary from person to person | Participants know their rights to interpretation services (e.g., in hospitals, schools, and courts) | A Doctor’s Visit: What to Expect |
| | | Participants are aware that children may learn English faster than adults | Addressing Emotional Health Challenges |
| | | Participants are aware that the relative fluency in English among members of the family may lead to changes in family roles | Addressing Emotional Health Challenges |
| U.S. Laws | There are legal rights and restrictions related to family life | Participants know laws regarding domestic violence | Addressing Emotional Health Challenges |
| Employment | A person’s initial job might not be in their chosen profession | Participants can list positive consequences of accepting employment outside their chosen profession | Addressing Emotional Health Challenges |
| | There are general characteristics of U.S. professional and work culture to which refugees must adapt in order to be successful in finding and maintaining employment | Participants can list aspects of U.S. professional and work culture that may differ from their homeland | Personal Hygiene |
| | Employees have rights as well as responsibilities in the workplace | Participants can list rights and responsibilities in the workplace | Personal Hygiene |

| | Content Objective | Learning Indicator | Activity Plan |
|--|---|---|--|
| Health | Only critical and immediate health care needs may be met in the initial weeks of resettlement | Participants can indicate they understand that only emergencies can be dealt with on arrival | A Doctor's Visit: What to Expect |
| | | Participants can distinguish between urgent and routine health care and identify where to go for each | The Basics: Health and Hygiene |
| | Initial health screenings and immunizations will be scheduled within 30 days of arrival | Participants can acknowledge that a basic health screening and immunizations will be scheduled for after their arrival | A Doctor's Visit: What to Expect |
| | | Participants can state that it is their responsibility to attend that health screening and any follow up appointments | The Basics: Health and Hygiene A Doctor's Visit: What to Expect |
| | The U.S. has no universal health care system and refugee medical assistance (RMA) differs state by state. In many cases RMA is available for eight months | Participants can acknowledge that health care in the U.S. is very expensive and that the government will only pay for this care for refugees up to their first eight months in the U.S. After that, it is the individual's responsibility to obtain insurance or pay for services | A Doctor's Visit: What to Expect |
| | | Participants can acknowledge that health insurance is generally tied to employment | A Doctor's Visit: What to Expect |
| | | Participants recognize that after eight months, refugees not eligible for Medicaid and not receiving health insurance as a benefit of their job will be responsible to pay for their own health care | A Doctor's Visit: What to Expect |
| | | Participants can acknowledge that persons 65 or older and those with disabilities may qualify for government health insurance (Medicare) | A Doctor's Visit: What to Expect |
| | | | |
| | A variety of health care services are available in the U.S. | Participants can identify types of health professionals that they may encounter, including pediatricians, dentists, and social workers | The Basics: Health and Hygiene |
| | | Participants understand how to use pharmacies to obtain prescriptions and over-the-counter medicine | The Basics: Health and Hygiene |
| | Preventative health care plays a large role in maintaining good health | Participants understand the importance of preventative health care to maintain good health | The Basics: Health and Hygiene |
| Participants understand the role of good nutrition and dental care in their overall health | | Personal Hygiene | |

| | Content Objective | Learning Indicator | Activity Plan |
|---------|--|--|--|
| Health | There are norms associated with health care services in the U.S. | Participants can acknowledge the importance of being on time for health appointments | A Doctor's Visit: What to Expect |
| | | Participants can acknowledge that personal medical information that is shared with a health provider is kept confidential | A Doctor's Visit: What to Expect |
| | | Participants understand how to effectively communicate with health care professionals | A Doctor's Visit: What to Expect |
| | U.S. health practices may differ from those of other cultures or countries | Participants can indicate how health practices are similar to or different from norms in their home country | A Doctor's Visit: What to Expect |
| | | Participants are aware that some traditional medicines or practices could be considered unsafe or even illegal by U.S. standards | Personal Hygiene |
| | | Participants can identify potential consequences of not adopting U.S. health practices | Personal Hygiene |
| | There are local resources available to support refugees' mental health | Participants understand that experiencing culture shock is a normal part of adjustment | A Doctor's Visit: What to Expect Addressing Emotional Health Challenges |
| | | Participants understand that services are available to support their mental health | The Basics: Health and Hygiene A Doctor's Visit: What to Expect Addressing Emotional Health Challenges |
| | Budgeting and Personal Finance | In the U.S., financial transactions are mostly conducted through the banking system | Participants can identify the different denominations of U.S. currency |
| Hygiene | There are norms for personal hygiene in the U.S. | Participants understand the norms of personal hygiene in the U.S. | Personal Hygiene |
| | | Participants understand the effect of personal hygiene on interpersonal relationships, particularly with those from outside their cultural group | Personal Hygiene |
| | | Participants understand the effect of personal hygiene on maintaining good health | Personal Hygiene |

| | Content Objective | Learning Indicator | Activity Plan |
|---|--|---|--|
| Hygiene | There are norms and rules regarding public hygiene in the U.S. | Participants can identify potential legal consequences of behaviors such as spitting or urinating in public | Personal Hygiene |
| | | Participants can identify expectations in the workplace and other public spaces regarding public hygiene | Personal Hygiene |
| Safety | It is important to be familiar with safety procedures | Participants know how to keep themselves safe and comfortable in unfamiliar weather conditions | The Basics: Health and Hygiene |
| Cultural Adjustment | There are core characteristics that define the American experience | Participants are familiar with key philosophies that are the foundation of American culture and law, such as individualism, non-discrimination, and gender equality | Addressing Emotional Health Challenges |
| | There are cultural norms and expectations that are fairly widespread throughout the U.S. | Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance | Personal Hygiene |
| | There are numerous phases of cultural adjustment | Participants can indicate that cultural adjustment is a multi-step, long-term process | Addressing Emotional Health Challenges |
| | Resettlement may have an impact on family roles and dynamics | Participants can identify situations in which current roles and family dynamics may be challenged upon resettlement in the U.S. | Addressing Emotional Health Challenges |
| | There are some basic coping mechanisms to deal with the stressors of adjustment | Participants can list possible coping mechanisms for themselves and their families | Addressing Emotional Health Challenges |
| | | Participants can articulate that honoring and preserving their home culture can help facilitate successful adjustment to life in the U.S. | Addressing Emotional Health Challenges |
| | | Participants can identify the types of religious and/or cultural resources that may exist in the communities where they settle | Addressing Emotional Health Challenges |
| | | Participants can state that learning English will facilitate their adjustment to life in the U.S. | Addressing Emotional Health Challenges |
| There are ways to seek assistance from others in your community | Participants can identify possible sources of assistance when facing adjustment challenges | Addressing Emotional Health Challenges | |

Health and Hygiene

The Basics: Health and Hygiene

Introduction for the Trainer

Key Content

During this session, participants will learn to tell the difference between urgent and routine health care and where to go for each.

Main Messages

Urgent health care and routine health care are different from one another and are found in different places. Refugees are responsible for attending health screenings and any follow-up appointments. There are local resources available to help refugees when they are feeling upset, anxious, or depressed. These resources are usually called *mental health services*. In this curriculum, we have tried to avoid using that term because of its highly negative meaning for many refugees, who may think that only “crazy” people use mental health services. Trainers are advised to follow our example and try to find other, acceptable terms for *mental health services* (such as *emotional health services*).



40 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe the difference between urgent and routine health care
- ▶ Identify where to go for urgent and routine health care
- ▶ State that it is their responsibility to attend health-related appointments
- ▶ State that services are available to support their emotional well-being
- ▶ Describe how to keep themselves safe and comfortable in unfamiliar weather conditions

Materials

- Basics of Health and Hygiene Signs (included)
- Tape
- Health Resource Worksheet (included, to be completed), 1 per participant
- Basics of Health and Hygiene Scenarios (included)
- Appropriate Seasonal Pictures (included)
- Optional: Basics of Health and Hygiene Scenarios With Pictures (included)

Key English Vocabulary

- ▶ *emergency room (ER)*
- ▶ *fever*
- ▶ *health*
- ▶ *I want to make an appointment.*

Session Preparation

Find out about the health care options and common health care issues in your community. Change the Basics of Health and Hygiene Signs and the Basics of Health and Hygiene Scenarios to reflect what is found in your area.

Complete the Health and Hygiene Resource Worksheet based on your findings and on the common health care providers used by refugees in the area. If a primary health care provider needs to provide a referral to a specialist, note this on the form or consider not including specialist information. Print a completed Health and Hygiene Resource Worksheet for each participant.

Tape the Basics of Health and Hygiene Signs around the training space.

Review the Appropriate Seasonal Pictures and adjust the pictures to ensure that the pictures show the weather in your area.

Trainer's Introduction of Session to Participants

There are many different health resources in your new community. It is important that you learn how to use each resource correctly.

It is your responsibility to go to your health care appointments, whether it is your first health care screening or a follow-up appointment. There are also services available to help people who are having a hard time adjusting emotionally to their new community.

During this session, we will talk about the difference between urgent and routine health care services and when you should use each one. We will also discuss the different seasons and what kind of clothing you should wear to stay healthy and be comfortable.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Introduce each of the Basics of Health and Hygiene Signs to participants by walking around the room, reading the text, and asking participants to repeat it.

Ask participants to stand.

Read one of the Basics of Health and Hygiene Scenarios to the full group of participants. Ask participants to think about the scenario. If they think it is an emergency (or urgent) health scenario, they take one step forward. If they think it is a routine health scenario, they take one step backward. Discuss whether the scenario should be considered urgent or routine.

Read the scenario aloud again. Now each participant decides the best action to take and moves to stand near the appropriate Basics of Health and Hygiene Sign.

As a full group, discuss the scenario and whether participants have taken the right action. In some scenarios, there may be more than one right action for participants to take. Point this out to participants and explain why.

Continue with each health care scenario in the same way, with participants first considering whether it is an urgent or routine matter (by stepping forward or stepping back) and then what action should be taken (by moving to stand near the appropriate Basics of Health and Hygiene Sign).

When finished, go over the Appropriate Seasonal Pictures with participants. Tell participants that one of the best ways to prevent illness is by wearing the right clothing for the weather. Point out the different seasons and how clothing changes for each season.

Hand out a completed Health and Hygiene Resource Worksheet to each participant, explaining that this is a list of health care providers in the area to contact for different health care needs.

Debrief the session with participants using the questions below.

Debriefing Questions

- ▶ Who is responsible for making your health appointments and getting you to them?
- ▶ What health services are available in your community?
- ▶ What is an example of a routine health situation? If this happens, what should you do?
- ▶ What is an example of an urgent health situation? If this happens, what should you do?
- ▶ What is a season that will be new to you? What should you wear during the seasons that are new to you? Why is the right clothing important?
- ▶ If you are feeling anxious, lonely, or depressed, what should you do?

Working With Individuals or Very Small Groups

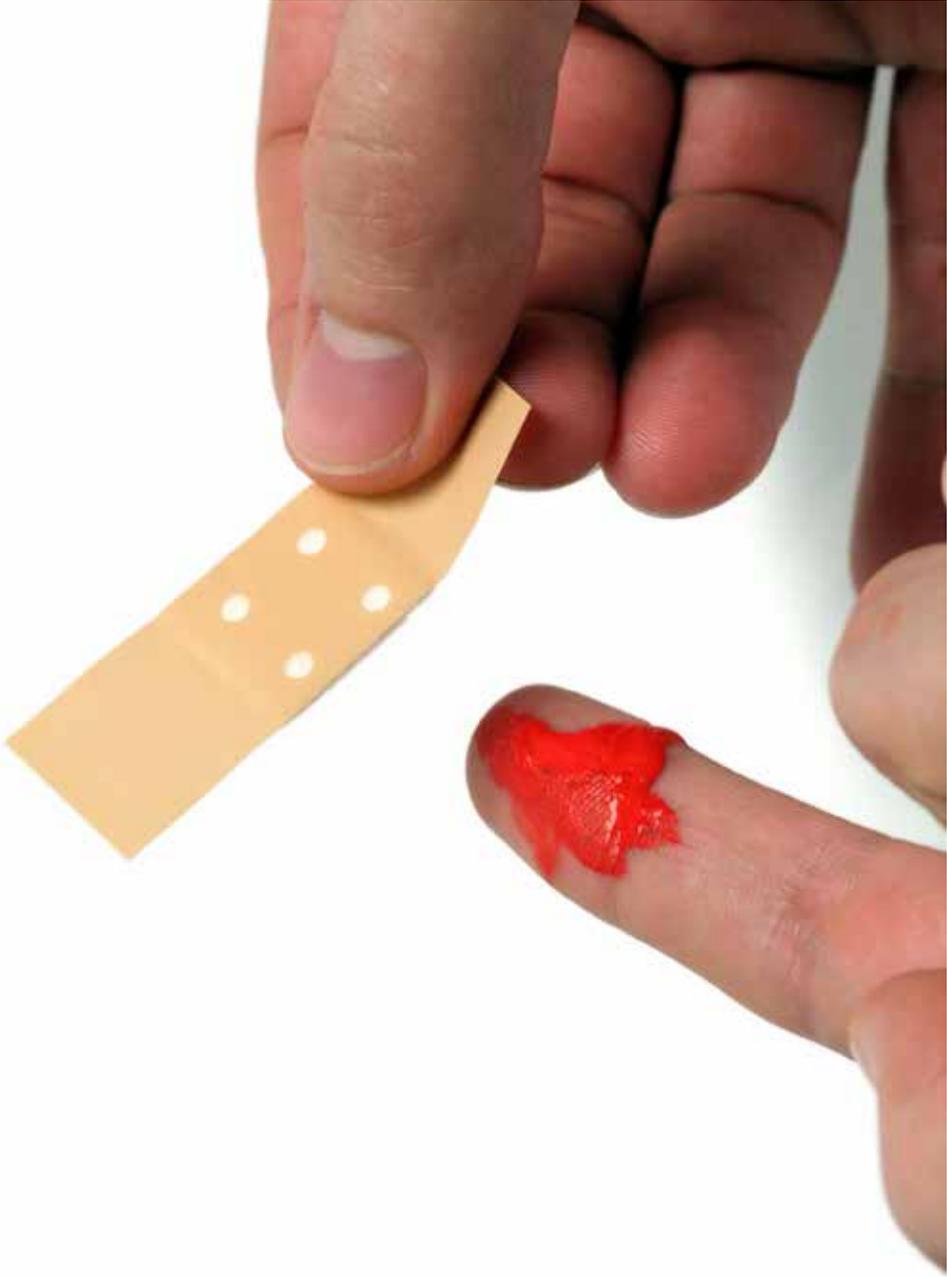
This session can be conducted with an individual or very small groups, as well as with larger groups.

Variations and Considerations

When discussing the Basics of Health and Hygiene Scenarios with participants, use the Basics of Health and Hygiene Scenarios With Pictures and show participants the corresponding picture before they decide the best action to take.

If needed, use translated versions of the Basics of Health and Hygiene Signs, Health and Hygiene Resource Worksheet, Basics of Health and Hygiene Scenarios, Appropriate Seasonal Pictures, and/or Basics of Health and Hygiene Scenarios With Pictures.

Basics of Health and Hygiene Signs



Care for it at home.



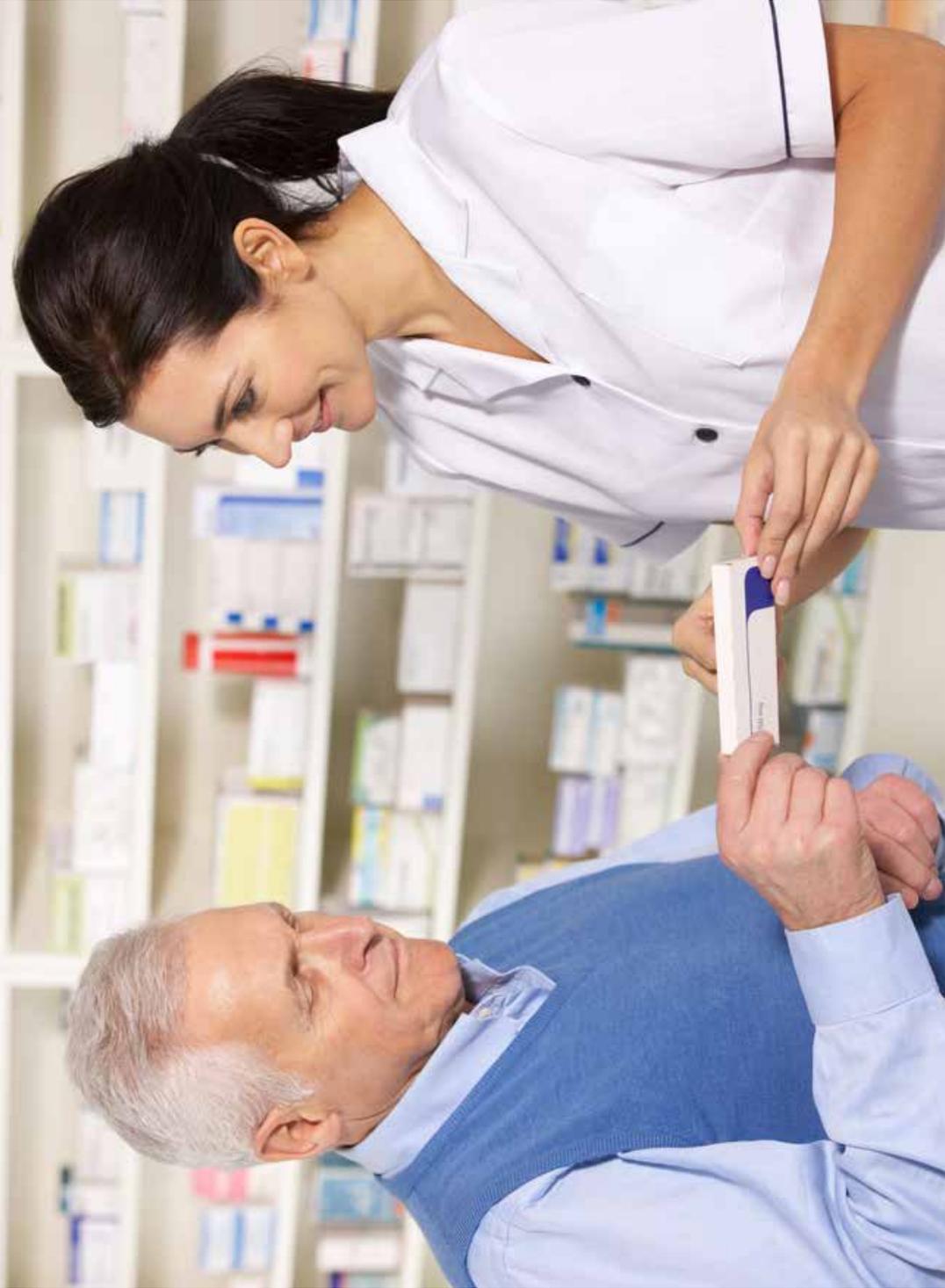
Go to the hospital emergency room (ER).



Make an appointment at a health clinic.



Make an appointment with a doctor.



Talk to a pharmacist about what you need.

Health Resource Worksheet

Name: _____ Type of doctor: _____
Address: _____
Phone: _____
Email: _____
Notes: _____

Name: _____ Type of doctor: _____
Address: _____
Phone: _____
Email: _____
Notes: _____

Name: _____ Type of doctor: _____
Address: _____
Phone: _____
Email: _____
Notes: _____

Name: _____ Type of doctor: _____
Address: _____
Phone: _____
Email: _____
Notes: _____

Basics of Health and Hygiene Scenarios

You are stung by an insect.

Your chest or heart hurts.

You cut your finger with a knife.

You have a fever.

You have a small rash on your arm.

You have a small cut on your leg.

You have a runny nose.

You have been having trouble sleeping for quite a while.

You have a bad rash.

You have a sore muscle.

You have a very bad headache that has not gone away.

You are feeling very hopeless and don't see a good future for yourself.

You have an earache.

You have been feeling sad for 2 months.

You have hit your head very hard.

You have a very bad pain in your stomach.

You think you have broken your arm.

Appropriate Seasonal Pictures



Summer



Winter



Spring



Fall

Basics of Health and Hygiene Scenarios With Pictures



You are stung by an insect.



Your chest or heart hurts.



You cut your finger with a knife.



You have a fever.



You have a small rash on your arm.



You have a small cut on your leg.



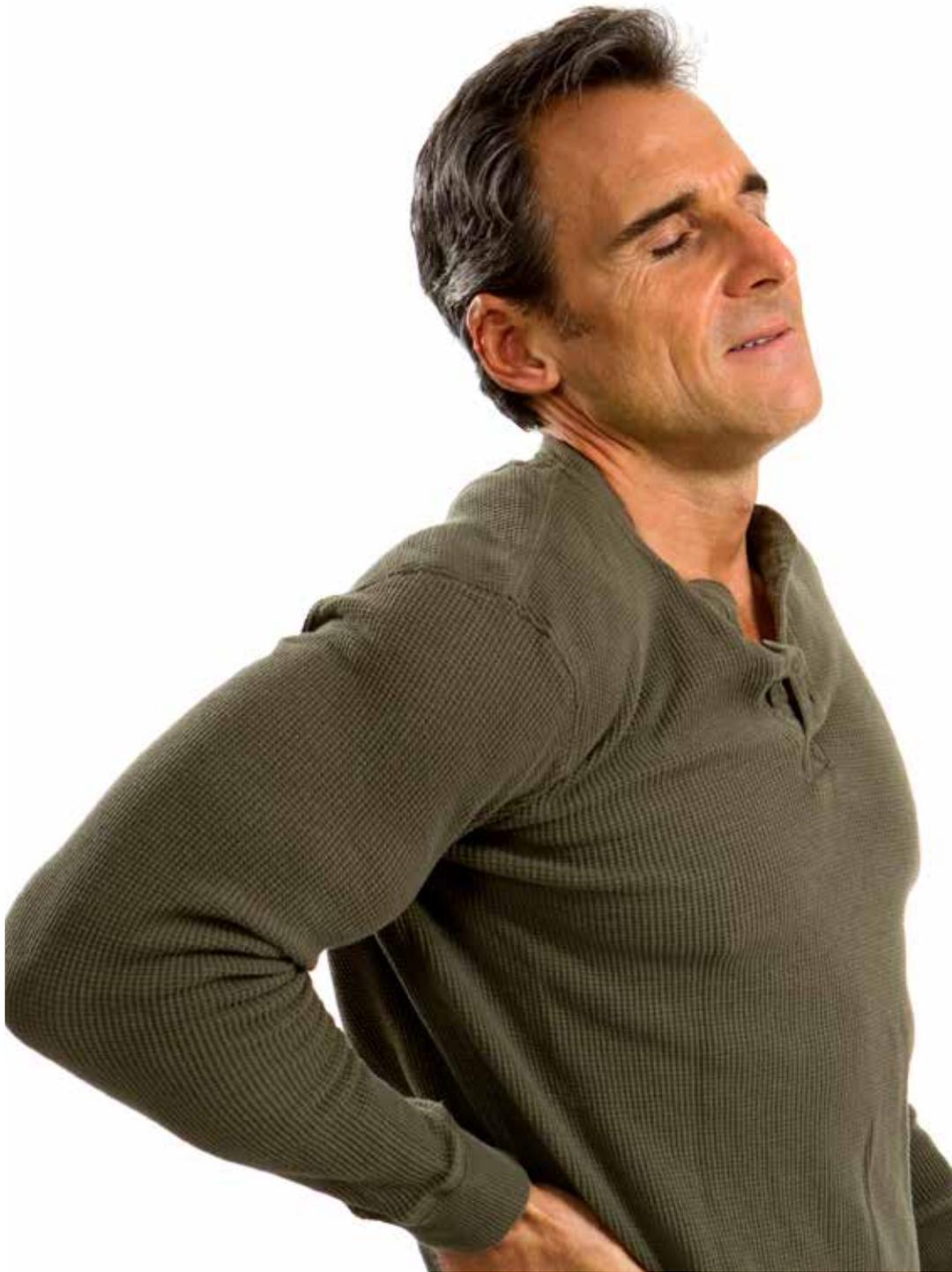
You have a runny nose.



You have been having trouble sleeping for quite a while.



You have a bad rash.



You have a sore muscle.



You have a very bad headache that has not gone away.



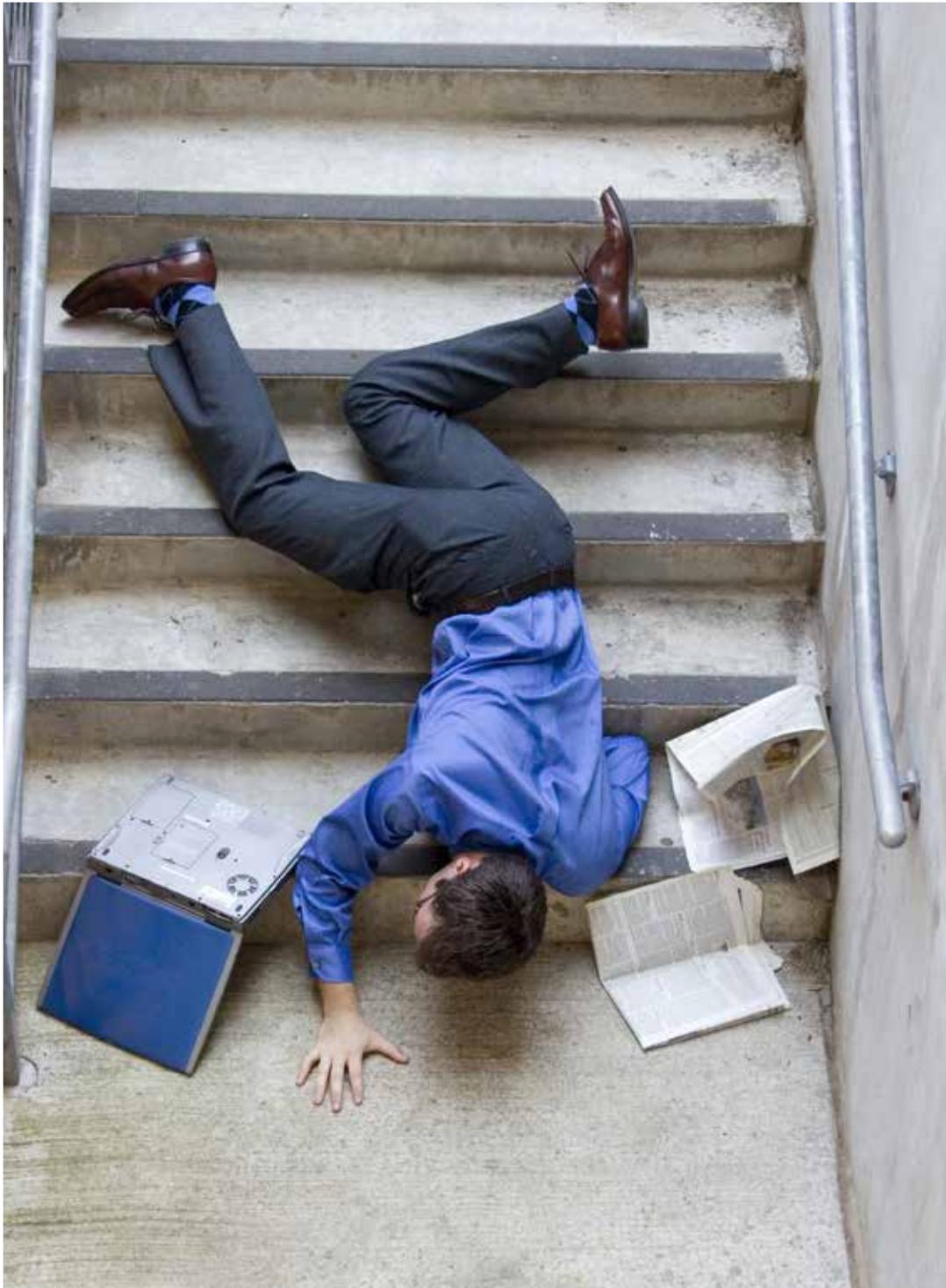
You are feeling very hopeless and don't see a good future for yourself.



You have an earache.



You have been feeling sad for 2 months.



You have hit your head very hard.



Making Your Way: A Reception and Placement Orientation Curriculum



You have a very bad pain in your stomach.



You think you have broken your arm.

Health and Hygiene

A Doctor's Visit: What to Expect

Introduction for the Trainer

Key Content

During this session, participants will learn what to expect when going to the doctor for an appointment.

Main Messages

After refugees attend their first health screening, they may have follow-up appointments. They will be visiting the doctor on their own or with an interpreter. In the United States, refugees have a right to interpreter services and the right to have their personal medical information kept confidential. Because health care in the United States is expensive, most Americans have health insurance, usually offered through an employer. For working-age people with low incomes, the government offers health insurance that pays for medical care for a limited time. For seniors, the government offers Medicare as health insurance.



45 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe what they should do when they go for a doctor's appointment
- ▶ Describe what staff at the doctor's office will expect of them as patients
- ▶ State how they can make use of an interpreter at medical appointments

Key English Vocabulary

- ▶ *fever*
- ▶ *health*
- ▶ *patient*
- ▶ *I want to make an appointment.*

Materials

- Doctor's Visit Role Play 1 (included), 2 copies or Doctor's Visit Role Play 2 (included), 6 copies
- Printer paper, 5 pieces
- String
- Scissors
- Markers
- Notebooks, 2 (or printer paper, 5-10 pieces)
- Pens, 2
- Index cards, 3
- Doctor's Visit Money (included)
- Sample Doctor's Scale (included)

Note to Trainer

You will need to decide whether to use Doctor's Visit Role Play 1 or Doctor's Visit Role Play 2. The same information is covered in both role plays. When deciding which role play to use, the trainer should note the following:

- ▶ Role Play 1 is better suited for participants with lower levels of English.
- ▶ Role Play 2 is ideal for a group with a minimum of six participants who can speak and read English.
- ▶ Only Role Play 2 has a role for an interpreter, although participants in the Role Play 1 discuss the use of interpreters in questions that follow the role play.
- ▶ Role Play 1 requires two copies of the role play, while Role Play 2 requires six copies and an extra name tag (prepared during the session preparation), labeled "Interpreter."

When working with participants who do not speak or read any English, see the recommendation in Variations and Considerations.

Session Preparation

After deciding which role play to use, read through the role play and make sure that it reflects local reality. Change anything that is not accurate.

Prepare four name tags by labeling the four pieces of printer paper as "Doctor," "Nurse," "Receptionist," and "Patient." If using the Doctor's Visit Role Play 2, create a fifth name tag labeled "Interpreter." Cut two small holes in the tops of each name tag and tie a piece of string approximately three feet long through each of the holes. For example:



Label the three index cards "Receipt," "Appointment Reminder Card," and "Health Insurance Card."

Cut out the Doctor's Visit Money.

Set up two areas as if they were a waiting area in a doctor's office, with a desk for the receptionist and a few chairs, and a doctor's examination room with two chairs next to the waiting area. Place

the Sample Doctor's Scale on the floor near the doctor's examination room. Put a notebook, pen, the receipt, and the appointment reminder card on the receptionist's desk. Put a notebook and pen aside for the nurse. Put the Doctor's Visit Money and health insurance card aside for the patient. The training space should look similar to this:



Chairs for participants should be set up so all the participants will be able to watch and hear the role play being acted out.

Trainer's Introduction of Session to Participants

Within a month or two of arriving in the United States, you will visit the doctor to see if you have any health care needs that should be taken care of right away. In the future, you will probably visit the doctor for other reasons. Some of you may have already had your first visit, while others have not. For those of you who have already seen a doctor, think about how the role play in today's session is similar to or different from your experience at your health screening. This session will help all of you become familiar with what to expect at a doctor's visit and understand what will happen during a visit.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

If using the Doctor's Visit Role Play 1:

- ▶ Ask for a volunteer (preferably someone who is literate and has basic English) to act out the role of the patient. You, the trainer, will play the roles of the receptionist, nurse, and doctor.
- ▶ Give the participant the prepared patient name tag to hang around her or his neck and a copy of the Doctor's Visit Role Play 1.

- ▶ Give the patient the Doctor's Visit Money and health insurance card (index card) that was set aside.
- ▶ The trainer should act out the role play with the volunteer, playing the roles of receptionist, nurse, and doctor.
- ▶ Pause the role play at the end of each part to lead full group discussions, using the questions provided.
- ▶ The trainer should change name tags as s/he changes roles.

If using the Doctor's Visit Role Play 2:

- ▶ Ask for five volunteers who can read and speak English to act out a role play.
- ▶ Assign the roles of doctor, nurse, receptionist, patient, and interpreter. Give participants a copy of the Doctor's Visit Role Play 2 and the prepared name tags to hang around their neck.
- ▶ Give the patient the Doctor's Visit Money and health insurance card (index card) that was set aside.
- ▶ Give the nurse the notebook and pen.
- ▶ Volunteers act out the role play as directed.
- ▶ Pause the role play at the end of each part for the trainer to lead a full group discussion, using the questions provided.

When the role play is finished, debrief the session as a full group using the questions below.

Debriefing Questions

- ▶ What happened during the role play?
- ▶ Have any of you had your first health appointment yet? If so, was your experience similar to or different from the role play during this session? How? *[Note to trainer: You may hear some complaints from participants about their health appointments. If this is the case, take the opportunity to discuss how things could have been better and how participants felt after the visit.]*
- ▶ When did the patient need her/his health insurance card? How do you get health insurance?
- ▶ What is a co-pay? When is the co-pay usually paid?
- ▶ Why is it important to know that your doctor keeps your medical information confidential?
- ▶ Why did the doctor talk about feeling sad or depressed with the patient? Why is this important?
- ▶ How are you feeling about visiting the doctor's office? How is the role play similar to your experiences visiting a doctor before? What part of the visit will be hard for you?

Working With Individuals

When working with an individual participant, the participant should act the role of the patient in the Doctor's Visit Role Play 1 with the trainer changing roles as directed. Discuss the role play together. Debrief the session using the questions provided.

Variations and Considerations

Where possible, include real-life props for the different roles in the role play, such as a phone for the receptionist, an actual scale for the nurse, and a clipboard or stethoscope for the doctor.

If working with a group of participants who speak the same first language, participants can act out a translated role play. If possible, have participants who are literate in their first language act out the different parts.

When working with a group of participants who are reluctant to participate in the role play, consider having a colleague, volunteer, or classroom interpreter act out the role of the patient in the Doctor's Visit Role Play 1.

When working with a more literate group, consider having different participants play the roles in Part I, II, and III. Remember to switch name tags and props.

When working with participants with no English, have an interpreter or another colleague play the role of an interpreter interpreting for the receptionist, nurse, and doctor (all played by the trainer) and the patient. This will enable the participants to understand the role play while being exposed to basic English and experiencing what it is like to work with an interpreter.

If there is time, discuss in more detail the importance of insurance and how to get it. Also discuss co-pays and other medical costs for those with and without insurance.

Doctor's Visit Role Play 1

Part I: Enter and Sign In

Roles: Receptionist, Patient

The Receptionist sits at the Receptionist's desk. The Patient opens the door, enters the office, and closes the door behind her/him. The Patient walks to the Receptionist's desk.

Receptionist: Good afternoon. May I help you?

Patient: Hello. I have an appointment.

Receptionist: What is your name?

Patient: _____ [say your name]

Receptionist: Can I please have your health insurance card and your ID card?

Patient: Yes.

The Patient hands the health insurance card [index card] to the Receptionist. The Receptionist takes the health insurance card from the Patient.

Receptionist: Thank you. You have an appointment with Doctor _____ [say your last name] at 2:15. Your co-pay will be \$15 today.

The Patient hands \$15 to the Receptionist. The Receptionist takes the money.

Receptionist: Thank you. Here is your receipt.

The Receptionist hands the Patient a receipt. The Patient takes the receipt.

Patient: Thank you.

Receptionist: Here are some forms to complete.

The Receptionist hands the Patient a notebook and pen. The Patient sits in the waiting area and completes the forms by writing in the notebook. The Patient carries the forms back to the Receptionist.

Patient: Here is my paperwork.

The Patient hands the notebook and pen to the Receptionist. The Receptionist takes the notebook and pen from the Patient.

Receptionist: Thank you. Here is your insurance card.

The Receptionist hands the health insurance card back to the Patient. The Patient takes the card.

Receptionist: The nurse will be with you shortly.

The Patient sits.

End of Part I.

Questions for the full group to discuss and consider:

- ▶ What happened in this role play?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

Part II: See the Doctor

Roles: Nurse, Patient, Doctor

The Nurse holds a notebook and a pen. The Nurse enters the waiting area.

Nurse: Ms./Mr. _____ [say the last name of the Patient]

The Patient stands.

Nurse: Please come with me.

The Patient follows the Nurse.

Nurse: How are you feeling today?

Patient: Good, thank you.

Nurse: Great. We need to find out how much you weigh. Please stand on this scale.

The Nurse gestures to the Sample Doctor's Scale. The Patient steps onto the Sample Doctor's Scale. The Nurse acts as though s/he is weighing and measuring the patient's height. The Nurse marks items in the notebook.

Nurse: Please follow me.

The Nurse leads the Patient to the doctor's examination room area. The Nurse points to one of the chairs.

Nurse: Please sit here.

The Patient sits in the chair.

Nurse: Why are you here today?

Patient: I came to the United States as a refugee. This is my first visit to the doctor.

Nurse: Good. So you are here for a checkup. Please stay here. The doctor will be in soon.

The Nurse leaves.

The trainer changes from the Nurse to the Doctor.

The Doctor enters the examination room with the notebook and pen.

Doctor: Hello, Ms./Mr. _____ [say the last name of the Patient]. I am Doctor _____ [say your last name]. How are you today?

The Doctor offers her/his hand to shake. The Patient shakes the Doctor's hand.

Patient: Good, thank you. How are you?

Doctor: I am doing well, thanks. What are we here to talk about today?

End of Part II.

Questions for the full group to discuss and consider:

- ▶ What happened in this role play?
- ▶ What do you think happened during the rest of the doctor's visit?
- ▶ When you give personal medical information to a doctor, who can the doctor share this information with? [*The answer should be, "No one, without my permission." Medical information is confidential.*]
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

Part III: Exit and Follow Up

Roles: Doctor, Patient, Receptionist

The Doctor and the Patient are sitting in the examination room.

Doctor: Other than that, you are very healthy. You need to fill this prescription and take the medication twice a day. The information will be on the pill bottle. Please come back in 3 months so we can see how you are doing.

The Doctor hands the Patient a piece of paper from the notebook, the prescription.

Patient: Thank you.

Doctor: Please remember, if you are feeling sad or depressed, make an appointment to see me, or talk to your case worker/manager about getting help.

Patient: Okay, thank you.

Doctor: Do you have any other questions?

Patient: No, thank you.

Doctor: Great. See you in 3 months.

The Patient stands and walks to the Receptionist's desk. The trainer changes from the Doctor to the Receptionist.

Patient: I need to make an appointment to see Doctor _____ [say the last name of the Doctor] in 3 months.

Receptionist: Okay. How about Monday, May 3rd at 3:30pm?

Patient: Yes, thank you.

The Receptionist hands the appointment reminder card to the Patient. The Patient takes the card.

Receptionist: Great. We will see you then. Please call us if anything changes.

Patient: Thank you.

End of Part III.

Questions for the full group to discuss and consider:

- ▶ What happened in this role play?
- ▶ If an interpreter were with the Patient, what would she or he have done? If you wanted to request an interpreter, how would you do it?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

Doctor's Visit Role Play 2

Part I: Enter and Sign In

Roles: Receptionist, Patient, Interpreter

[Decide beforehand how much you would like the Interpreter to interpret for the patient, and give the Interpreter that guidance. You may choose to have the Interpreter follow the Patient and be available for assistance without having her/him actually interpret, in the interest of time.]

The Receptionist sits at the Receptionist's desk. The Patient and the Interpreter open the door, enter the office, and close the door behind them. The Patient and the Interpreter approach the receptionist's desk.

Receptionist: Good afternoon. May I help you?

Patient: Hello. I have an appointment with Doctor _____ [say the last name of the Doctor] at 2:15.

Receptionist: What is your name?

Patient: _____ [say your name]

Receptionist: Can I please have your health insurance card and your ID card?

Patient: Yes.

The Patient hands the health insurance card [index card] to the Receptionist. The Receptionist takes the health insurance card from the Patient.

Receptionist: Thank you. Your co-pay will be \$15 today.

The Patient hands \$15 to the Receptionist. The Receptionist takes the money.

Receptionist: Thank you. Here is your receipt.

The Receptionist hands the Patient a receipt. The Patient takes the receipt.

Patient: Thank you.

Receptionist: Here are some forms to fill out.

The Receptionist hands the Patient a notebook and pen. The Patient and the Interpreter sit in the waiting area. The Interpreter helps the Patient fill out the forms by writing in the notebook. The Patient carries the forms back to the Receptionist.

Patient: Here is my paperwork.

The Patient hands the notebook and pen to the Receptionist. The Receptionist takes the notebook and pen from the Patient.

Receptionist: Thank you. Here is your insurance card.

The Receptionist hands the health insurance card back to the Patient. The Patient takes the card.

Patient: Thank you.

Receptionist: The nurse will be with you shortly.

The Patient sits next to the Interpreter.

End of Part I.

Questions for the full group to discuss and consider:

- ▶ What happened in this role play?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

Part II: See the Doctor

Roles: Nurse, Patient, Interpreter, Doctor

The Nurse enters the waiting area.

Nurse: Ms./Mr. _____ [say the last name of the Patient]

The Patient and the Interpreter stand.

Patient: Yes?

Nurse: Please come with me.

The Patient and the Interpreter follow the Nurse.

Nurse: How are you feeling today?

Patient: Good, thank you.

Nurse: Great. Please stand on this scale.

The Nurse gestures to the Sample Doctor's Scale. The Patient steps onto the Sample Doctor's Scale. The Nurse acts as though weighing and measuring the height of the Patient. The Nurse marks items in the notebook.

Nurse: Please follow me.

The Nurse leads the Patient and the Interpreter to the doctor's examination room. The Nurse gestures to the chairs.

Nurse: Please sit here.

The Patient and the Interpreter sit in the chairs.

Nurse: Tell me, what are you here for today?

Patient: I recently came to the United States as a refugee. This is my first doctor's visit.

Nurse: So you are here for a checkup. Please stay here. The doctor will be with you soon.

The Nurse leaves. The Nurse hands the notebook and pen to the Doctor. The Doctor enters the examination room.

Doctor: Hello, Ms./Mr. _____ [say the last name of the Patient]. I am Doctor _____ [state your last name]. How are you today?

The Doctor offers her/his hand to shake. The Patient shakes the Doctor's hand, and then the Interpreter shakes the Doctor's hand.

Patient: Good, thank you. How are you?

Doctor: I am doing well. Let's see...

The Doctor looks at the notebook.

Doctor: What are we here to talk about today?

End of Part II.

Questions for the full group to discuss and consider:

- ▶ What happened in this role play?
- ▶ What do you think happened during the rest of the doctor's visit?
- ▶ When you talk with your doctor about personal medical information, who can the doctor share this information with? [*The answer is, "No one, without my permission." This information is confidential.*]
- ▶ How was the role play similar to your experiences in the past at doctors' offices?
- ▶ How was it different?

Part III: Exit and Follow Up

Roles: Doctor, Patient, Interpreter, Receptionist

The Doctor, Patient, and Interpreter are sitting in the examination room.

Doctor: Other than that, everything else looks good. You will need to fill this prescription and follow directions as I told you. The directions will also be on the pill bottle. I would like to see you again in 3 months to make sure you are doing well.

Patient: Thank you.

Doctor: Now remember, if you are feeling sad or depressed, make an appointment to see me right away, or talk to your case worker/manager about how to get help.

Patient: Okay.

Doctor: Do you have any other questions for me today?

Patient: No, thank you.

Doctor: Great. See you in 3 months.

The Patient and Interpreter stand and walk to the receptionist's desk.

Patient: I need to make an appointment to see Doctor _____ [say the last name of the Doctor] in 3 months.

Receptionist: Okay. How about Monday, May 3rd at 3:30pm?

Patient: Yes, thank you.

The Receptionist hands the appointment reminder card to the Patient. The Patient takes the card.

Receptionist: Great. We will see you then. Please call us if anything changes.

Patient: Thank you. Have a nice afternoon.

End of Part III.

Questions for the full group to discuss and consider:

- ▶ What happened in this role play?
- ▶ [If you chose to have the Interpreter interpret during the role play] What did the interpreter do?
- ▶ If you wanted to request an interpreter, how would you do it?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

Doctor's Visit Money



Sample Doctor's Scale



Health and Hygiene

Personal Hygiene

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of following common U.S. practices regarding personal and public hygiene.

Main Messages

Different cultures have different beliefs and practices about good hygiene. Refugees need to understand U.S. beliefs and practices regarding personal and public hygiene. Refugees who do not follow common U.S. practices may offend other people, put their health at risk, and even have to pay a fine. Trainers should stress that personal hygiene can be especially important for getting and keeping a job.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe expectations, norms, and rules for hygiene in the United States
- ▶ Explain the effect of personal hygiene on personal and workplace relationships
- ▶ State the effect of personal hygiene on maintaining good health

Key English Vocabulary

- ▶ *brush teeth*
- ▶ *hygiene*
- ▶ *shower*
- ▶ *Wash your _____ [hands, hair, feet, etc.].*

Materials

- Flipchart paper, markers, and tape
- Personal Hygiene Pictures (included)

Session Preparation

During the activity, participants will be grouped in pairs or threes. Review the Personal Hygiene Pictures and add or remove pictures based on the needs of participants. Print enough Personal Hygiene Pictures so each group receives two to three. When working with a larger group of participants, duplicates may be needed.

Trainer's Introduction of Session to Participants

Hygiene practices in the United States are very important to most Americans, and may be very different from what you are used to.

Some practices that are common in other countries may be illegal in the United States. For example, spitting or urinating in public could result in a fine.

Other practices, such as brushing your teeth twice a day or showering most days, are important for your health. These can also affect your personal or workplace relationships. If you do not follow common hygiene practices, people may make fun of you or gossip about you, and you may be asked to change your habits by friends, co-workers, or supervisors. This can be embarrassing for everyone involved. Learning about and practicing what Americans consider good hygiene is important to your success at work and in your relationships with other people.

During this session, we will talk about common and expected hygiene practices in the United States.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Conduct a large group brainstorming session by asking participants about hygiene practices in their home country or country of asylum. Record notes on flipchart paper.

Activity

Divide participants into pairs or groups of three. Distribute Personal Hygiene Pictures to each group. Ask small groups to elect a spokesperson to share the pictures their group is discussing with the full group.

Small groups take 5 to 8 minutes to review the Personal Hygiene Pictures and the hygiene practice that is pictured.

Bring the full group together. Ask spokespeople to share the practices that their group discussed. Tell the participants the frequency of the practice (e.g., once a day) if the spokespeople did not give that information, and add any additional information that participants may need to know.

When finished, debrief the session with participants using the questions below.

Debriefing Questions

- ▶ What are some common U.S. hygiene practices that are not common in your home country or country of asylum?
- ▶ Which common U.S. practices do you already follow? Which could you make a part of your regular practices?
- ▶ Why is it important to follow these practices? *[Possible answers: To avoid legal trouble, stay healthy, and not offend other people.]*

Working With Individuals or Very Small Groups

When working with one to three participants, review the Personal Hygiene Pictures and choose those that relate to the needs of your group. Show participants one of the Personal Hygiene Pictures and ask them what is being shown in the picture. Discuss the practice with the participants, being sure to point out the usual frequency of the practice. Then move on to a discussion about the next picture. After all the pictures have been discussed, debrief the session with participants using the questions provided.

Variations and Considerations

If possible, group participants by language background for the activity so that they can communicate in a common language.

If needed, use translated versions of the Personal Hygiene Pictures.

Use the Personal Hygiene Pictures as role plays, if you feel the group would be comfortable with that activity. Divide participants into groups of three to four people and give each group one to two Personal Hygiene Pictures. Small groups prepare a role play showing what could happen when someone does not follow a hygiene practice. Small groups perform role plays for the full group. The full group discusses the steps needed to follow the practice.

Consider discussing the topic of personal hygiene by using the activity plan "Health and Hygiene: Hygiene" from Resettlement Support Center (RSC) Africa (Church World Service), available for automatic download here: <http://goo.gl/qw88jV>.

Personal Hygiene Pictures



Brush your teeth twice a day.



Clean and clip fingernails regularly.



Do not spit in public.



Do not urinate in public.



Follow dress code rules at work.



Groom facial hair on a regular basis.

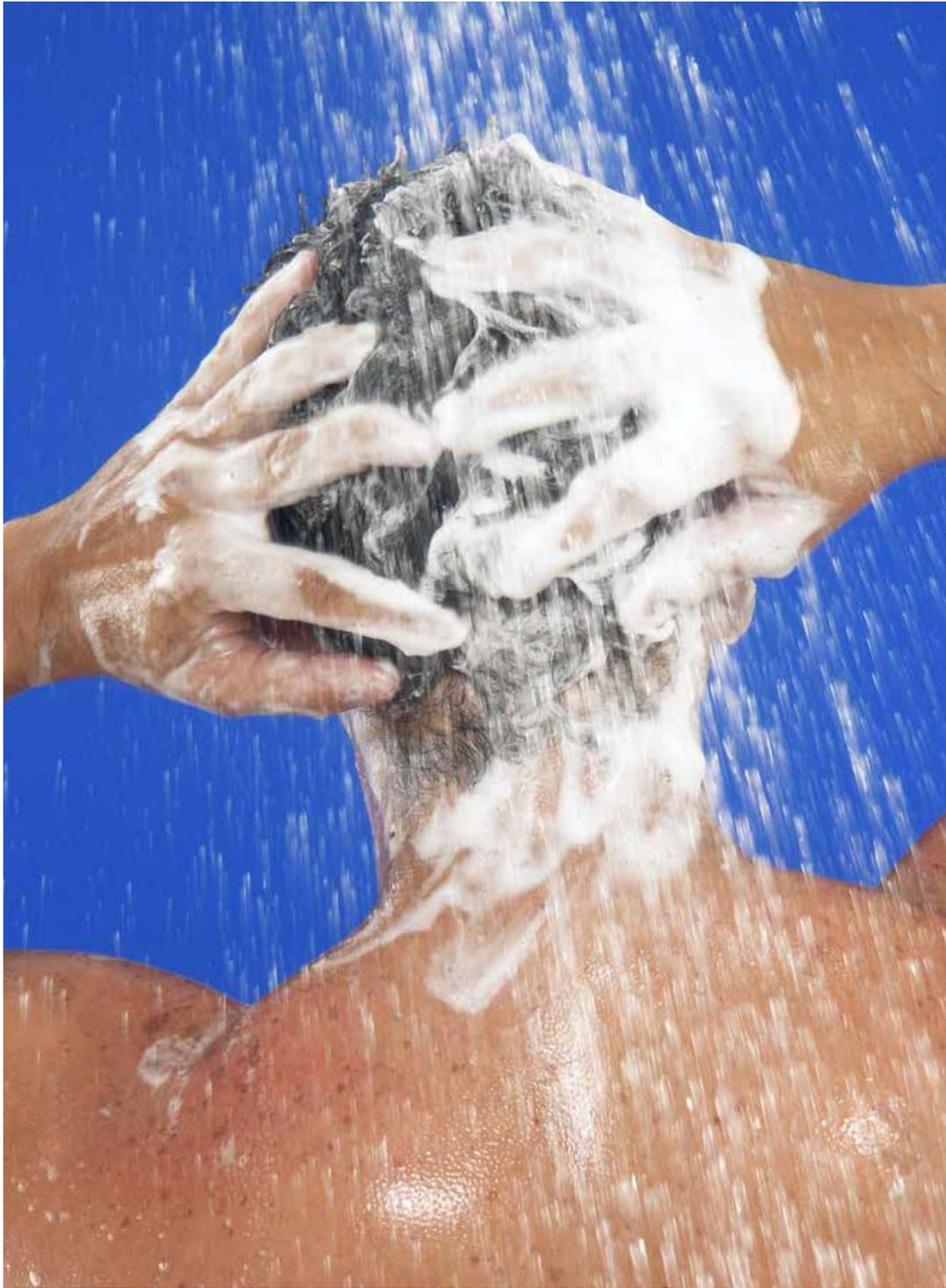


Put on deodorant daily.





Shower or take a bath most days of the week.



Wash hair regularly and groom hair daily.



*Wash hands when they are dirty, after using the bathroom,
and before and after eating.*



Wear clothing that looks and smells clean.

Health and Hygiene

Addressing Emotional Health Challenges

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of emotional health and about ways to deal with negative feelings, such as sadness and anxiety, that are common during the adjustment process.

Main Messages

Participants should know that feeling sad, frustrated, or anxious at times is common and that there are healthy ways to deal with these feelings. For refugees who find themselves feeling bad for a long period of time, there are community resources available to help them. These resources are usually called *mental health services*, but in this curriculum, we have tried to not use that term because of its highly negative meaning for many refugees. Trainers are advised to use other, acceptable terms for *mental health services* (such as *services to address emotional well-being*).



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify emotions that newly arrived refugees often feel
- ▶ Explain how certain situations might make them or others feel
- ▶ Describe different ways to deal with negative feelings

Materials

- Possible Feelings During Adjustment Pictures (included)
- Emotional Health Critical Incidents (included)
- Flipchart paper, markers, and tape
- Optional: Professionals Providing Emotional Health Support in the Community (worksheet included), 1 per participant

Key English Vocabulary

- ▶ *emotions*
- ▶ *homesick*
- ▶ *sad*
- ▶ *I feel _____ [happy, fine, sad, homesick, tired, etc.] now.*

Session Preparation

Recognizing that discussions could go on for longer than you are planning, read through the Emotional Health Critical Incidents. Decide which to use and the order to use them in, based on the needs of the group you are working with.

Prepare a list of contact information for local professionals who are experienced assisting newly arrived refugees with emotional health challenges. Consider filling out the Professionals Providing Emotional Health Support in the Community worksheet included. If a primary health care provider needs to provide a referral for participants, note this on the form or consider not including specialist information. If resources are limited or unavailable in your community, see the national resources listed in Variations and Considerations.

Print the Possible Feelings During Adjustment Pictures for use in the introductory exercise. Then cut the cards along the dotted lines.

Trainer's Introduction of Session to Participants

The process of adjusting to a new and unfamiliar country and culture can be challenging and frustrating. It is normal to feel hopeless, worthless, or alone at times. It is important to recognize these feelings in yourself so you can manage them in a healthy way. In the United States, health care providers consider emotions an important part of a person's health, and there are many resources available to help you when you are feeling hopeless, worthless, or alone.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Talk about some of the emotions that refugees often feel during their adjustment to the United States. Hold up the Possible Feelings During Adjustment Pictures to use while describing some of these feelings.

Remind participants that these feelings are all normal, and that they should try to recognize the feelings when they have them and manage them in a healthy way.

Activity

Divide participants into groups of three to four people.

Read the first Emotional Health Critical Incident aloud to the full group.

In their small groups, participants discuss how the person in the critical incident might be feeling and some positive action s/he could take.

Here are some possible answers:

- ▶ Get involved in a community or ethnic group activity.
- ▶ Seek religious support.
- ▶ Start a support group that does an activity together (such as knitting, cooking, or playing soccer), while sharing personal experiences and feelings.
- ▶ Stay in touch with family and friends outside the United States by calling, writing, or emailing.
- ▶ Share feelings with friends and family.
- ▶ Talk with other refugees who have been in the United States for a while about how they have overcome the emotional ups and downs of resettlement.
- ▶ Express feelings in writing or through music, dance, or drama.
- ▶ Seek professional help or community resources.

Bring the full group together and ask participants to share some of the ways they could help themselves when feeling hopeless, worthless, or alone. Record responses on the flipchart. If participants do not mention some of the ideas mentioned on the list above, the trainer should share those that might be most relevant to participants, such as "Talking with refugees who have been in the United States longer."

Note the resources available in the community, and provide handouts to participants if these have been prepared.

Read the second Emotional Health Critical Incident aloud to the full group. Lead a group discussions based on the questions provided. Continue with other critical incidents, if there is time and interest.

When finished, debrief the session using the questions below.

Debriefing Questions

- ▶ What are some feelings you might have as you adjust to your new life in the United States?
- ▶ How can you help yourself when you are feeling bad?
- ▶ What advice might you give a family member or a friend with emotional challenges?
- ▶ Why is it important to be aware of the emotional challenges we have discussed during this session?

Working With Individuals or Very Small Groups

When working with an individual or a small group, choose two to three Emotional Health Critical Incidents. The trainer should read them aloud and discuss them with participants. Debrief the session using the questions provided. Note the resources available in the community, and provide any handouts that have been prepared.

Variations and Considerations

Divide participants into small groups, by language background, family, gender, age, or some other way that is likely to lead to a free and open exchange of feelings and experiences.

If needed, use translated versions of the Emotional Health Critical Incidents, the Possible Feelings During Adjustment Pictures, and/or the Professionals Providing Emotional Health Support in the Community.

Use the PowerPoint slideshow (available for automatic download here: <http://goo.gl/3S4uu0>) to show the Possible Feelings During Adjustment Pictures during the introductory exercise.

When completing the Professionals Providing Emotional Health Support in the Community worksheet, note that if resources are not available in your community, two national mental health hotlines with language support and a suicide prevention toolkit designed for refugees are available:

- ▶ National Suicide Prevention Lifeline (<http://goo.gl/QxbfBg>): 1-800-273-TALK (8255)
This suicide prevention hotline is available 24 hours a day, 7 days a week. It is funded by the federal government's Substance Abuse and Mental Health Services Administration and staffed by trained crisis counselors who provide information about mental health services available in the caller's area. The website also offers free materials, such as quick reference wallet-size cards for counselors and at-risk people who may want to call the hotline, posters, pre-made audio public service announcements, and magnets. Languages include English and Spanish, and 148 others through telephone interpreters.
- ▶ LIFENET (<http://goo.gl/a3lo7t>): 1-800-LIFENET (543-3638)
This suicide prevention hotline is available 24 hours a day, 7 days a week. It is sponsored by the New York City Department of Health and Mental Hygiene and can be accessed from anywhere in the United States. It offers services to individuals experiencing a mental health or substance abuse crisis and to their family and friends. Its staff of mental health professionals refers individuals to mental health and substance abuse services. Languages include English, Spanish, Cantonese, Mandarin, Japanese, Korean, Fujianese, and other languages through telephone interpreters.
- ▶ Refugee Health Technical Assistance Center (RHTAC): <http://goo.gl/MbB21M>
This organization offers a Suicide Prevention Toolkit, containing, among other items, some materials in Nepali and posters in Arabic, Burmese, Karen, and Nepali. The RHTAC website also offers other related suicide-prevention resources.

Emotional Health Critical Incidents

Emotional Health Critical Incident 1

Oudry and Estelle arrive in the United States with their three children, who start school. Estelle finds a job with help from the resettlement agency quickly, and is able to get health benefits for the family. After a few months, Oudry has still not found a job and is uncomfortable with his wife financially supporting the family. At times, he appears angry, and at other times, depressed.

Think about the critical incident and consider the following questions:

- ▶ How would you feel if you were Oudry?
- ▶ What could Oudry and Estelle do to help Oudry and his family?

Emotional Health Critical Incident 2

Renuka is taking English classes and practicing English in her community every chance she has, but learning English is not easy for her. Renuka's daughter, Deepa, has learned English quickly in school. Renuka schedules a doctor's appointment and arranges for an interpreter to attend the appointment with her. However, the day before the appointment, the interpreter calls to say she is unable to attend. Renuka tries to reschedule the doctor's appointment, but will not be able to get another appointment for six weeks. Renuka brings Deepa to the appointment to interpret for her.

Think about the critical incident and consider the following questions:

- ▶ How would you feel if you were Renuka? How would you feel if you were Deepa?
- ▶ What could Renuka do to help herself and her family?

Emotional Health Critical Incident 3

Zaw Min finds a full-time position quickly, and his wife starts working part-time. Their children are learning English quickly and making friends. However, Zaw Min often feels unhappy. To feel better, Zaw Min starts drinking alcohol at home regularly, and occasionally becomes violent toward his wife and children.

Think about the critical incident and consider the following questions:

- ▶ How would you feel if you were Zaw Min?
- ▶ How do you think Zaw Min's family feels?
- ▶ What could Zaw Min do to help himself and his family?
- ▶ What could Zaw Min's wife or children do to help him and their family?

Emotional Health Critical Incident 4

Lana has had trouble making friends. Her neighbors do not seem interested in talking to her, and her new colleagues seem very busy. Lana is proud of herself for being able to support her family, but she misses having friends to talk to.

Think about the critical incident and consider the following questions:

- ▶ How would you feel if you were Lana?
- ▶ What could Lana do to help herself and her family?

Emotional Health Critical Incident 5

Saif and Jannat's daughter Aya has learned English quickly, is doing well in school, and has started working for the school newspaper. Saif and Jannat feel very proud and are happy that their daughter has done well in their new community. However, Aya has started talking back to her parents.

Think about the critical incident and consider the following questions:

- ▶ How would you feel if you were Saif or Jannat?
- ▶ How do you think Aya feels?
- ▶ What could Saif and Jannat do to help Aya and improve the situation?

Emotional Health Critical Incident 6

Sabitri came to the United States with her son Bhampa, her daughter-in-law Jaya, and her three grandchildren. Sabitri's grandchildren started school, and Bhampa and Jaya were able to find jobs quickly. Sabitri is often alone at home. She does not know how to get around on her own, and she cannot ask for directions because she does not speak English.

Think about the critical incident and consider the following questions:

- ▶ How would you feel if you were Sabitri?
- ▶ How might Bhampa and Jaya feel about Sabitri's situation?
- ▶ What could Sabitri do to help herself and her family?
- ▶ What could Sabitri's family do to help her?

Emotional Health Critical Incident 7

Lionel was happy to finally come to the United States and leave his troubles behind him. But now, a few months after his arrival, he has trouble sleeping at night because of the nightmares about the war he lived through back home. Sometimes Lionel is afraid to leave the house, even during the day.

Think about the critical incident and consider the following questions:

- ▶ How would you feel if you were Lionel?
- ▶ What could Lionel do to help himself?
- ▶ How could Lionel find assistance?

Possible Feelings During Adjustment Pictures



You may feel angry.



You may feel anxious.



You may feel frustrated.



You may feel homesick.



You may feel hopeless.



You may feel like using drugs or drinking a lot of alcohol to forget your troubles.



You may feel lonely or isolated.



You may feel overly happy.



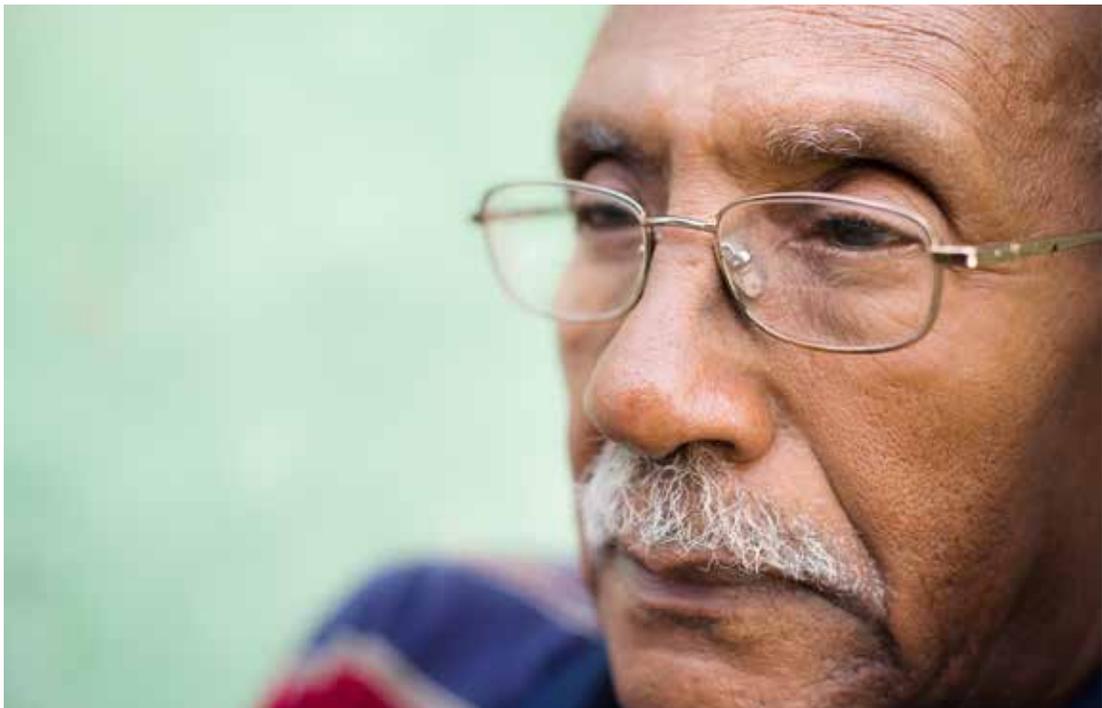
You may feel overly tired.



You may feel overwhelmed.



You may feel restless.



You may feel sad or depressed.

Professionals Providing Emotional Health Support in the Community

Name: _____ Phone: _____

Address: _____

Email: _____

Description of services available: _____

Notes: _____

Name: _____ Phone: _____

Address: _____

Email: _____

Description of services available: _____

Notes: _____

Name: _____ Phone: _____

Address: _____

Email: _____

Description of services available: _____

Notes: _____

Health and Hygiene

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|---|---|--|
| <i>ache</i> | A dull pain that lasts a long time. The word is used with many body parts; for example, <i>headache</i> , <i>stomachache</i> , <i>earache</i> , or <i>toothache</i> . | Amal's baby was crying because he had an <i>earache</i> . | What do you do when you have a <i>toothache</i> ? An <i>earache</i> ? A <i>headache</i> ? |
| <i>brush teeth</i> | To clean your teeth. | The nurse told the children to <i>brush</i> their <i>teeth</i> at least twice a day, in the morning and in the evening. | Why do you think it is important to <i>brush</i> your <i>teeth</i> ? |
| <i>checkup</i> | A medical examination. Doctors recommend that everyone has one once a year. | Most health insurance plans allow for regular <i>checkups</i> with the doctor every year. | Did you have regular <i>checkups</i> before you came here? Why or why not? |
| <i>doctor</i> | A person who has special training and whose job is to treat and give medicine to sick people. | The <i>doctor</i> told Amir to stay in bed until his temperature was normal. | When do you go see the <i>doctor</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|--|--|--|---|
| <i>emergency room</i> (often shorted to <i>ER</i>) | The section of a hospital where you go for help when you have a serious health problem that needs care right away. | Sophia's parents took her to the <i>ER</i> when she fell and hit her head very hard. | Have you or anyone you know ever gone to an <i>ER</i> ? Why? How long did you have to wait? |
| <i>emotions</i> | Feelings such as love, fear, or happiness. | Refugees can feel many strong <i>emotions</i> when they first arrive in the United States. | What <i>emotions</i> did you or someone you know feel when you arrived in the United States? |
| <i>fever</i> | A body temperature higher than normal that is usually caused by illness. In the United States, we use the Fahrenheit scale; normal body temperature is 98.6°F. | When you have a high <i>fever</i> , 102°F or more, it's best to call the doctor. | What do you do when you or someone close to you has a <i>fever</i> ? |
| <i>health</i> | The condition of a person's body or mind. | Smoking is bad for your <i>health</i> . | What are things you can do and what are things you should eat that are good for your <i>health</i> ? |
| <i>homesick</i> | A feeling of wanting to be home, of missing the people and the place you came from. | Sami was <i>homesick</i> when he arrived in the United States; he missed his family and friends from Aleppo. | Do you or other people in your family sometimes feel <i>homesick</i> ? What can you do to feel better? |
| <i>hygiene</i> | The practice of keeping clean to stay healthy and prevent disease. | Washing your hands is a part of good <i>hygiene</i> . | What other practices besides brushing your teeth and washing your hands help you have good <i>hygiene</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|---------------------|--|--|---|
| <i>nurse</i> | A person who helps the doctor and takes care of sick people. | The school <i>nurse</i> took Sunita's temperature and then called her mother to take her home. | Why do you think schools in the United States have school <i>nurses</i> ? |
| <i>patient</i> | A person who is getting treatment from a doctor or other health care provider. | The receptionist at the doctor's office asks all <i>patients</i> to sign in when they arrive for their appointments. | When you are a <i>patient</i> , do you prefer to talk to the nurse or doctor alone, or do you want someone to be with you? Why? |
| <i>receptionist</i> | A person whose job is to greet people and check them in when they come to the hospital, clinic, or other agency. | The <i>receptionist</i> greeted Augustin when he came to the clinic for his appointment. | What is the name of the <i>receptionist</i> at the front desk of the resettlement agency? |
| <i>sad</i> | Unhappy; sorrowful. | Yin Nyo was <i>sad</i> when she said goodbye to her friends in Thailand. | What makes you feel <i>sad</i> ? What can you do when you feel like that? |
| <i>shower</i> | A device that sprays water from an overhead nozzle, for washing the body; also to use the device to clean oneself. | Many homes have a <i>shower</i> as well as a bathtub in the bathroom. | Do you prefer to take a <i>shower</i> or a bath? Why? |
| <i>wash</i> | To clean with water or soap. | Please <i>wash</i> your coffee cups after you use them. | Who <i>washes</i> the dishes in your home? |

Health and Hygiene Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Health and Hygiene Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

Words

emergency room

fever

receptionist

brush teeth

shower

doctor

Pictures



Unit Overview for the Trainer

This unit provides participants with an overview of budgeting and personal finances. It focuses on the following key points:

- ▶ It is important for refugees to identify sources of income and support they can depend on after initial assistance ends.
- ▶ A bank is the safest place to keep money.
- ▶ Refugees are responsible for managing their own personal finances. Learning how to budget is an important skill for refugees to learn.

The cost of living in the United States varies greatly from place to place, but in many places it can be high or very high. This is why finding a job as soon as possible is very important for all adults who can work. Refugees will have to be careful with their money so that they do not spend more than they can afford. One way to keep from spending too much is to create a budget. A budget helps people know how much money they have, how much they can spend, and how much they can save.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Budgeting and Personal Finance.* During this session, participants will gain information about the different sources of income and support available to them and will learn that they are responsible for their personal finances.
- ▶ *Banks and Paychecks.* In this session, participants will learn why they should keep their money in a bank, what they need to know about their paycheck, and how to write and mail a check to pay bills.
- ▶ *Budgeting and Prioritizing.* This session highlights the importance of managing money in the United States. Participants will learn how to budget and prioritize, and learn the difference between wants and needs.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|--|--|---|---|
| Role of the Local Resettlement Agency | The quality and quantity of items provided will vary | Participants can identify factors related to the quality and quantity of items they might receive, including the availability of resources, the need of the family, and budgets | Budgeting and Prioritizing |
| Refugee Status | There are <i>responsibilities</i> related to refugee status | Participants understand their obligation to repay the travel loan | Banks and Paychecks Budgeting and Prioritizing |
| Public Assistance | There are a variety of types of government assistance | Participants know that there is assistance available for low-income families (Temporary Assistance for Needy Families [TANF], Electronic Benefit Transfer [EBT, formerly food stamps], Medicaid, public housing assistance, unemployment) | The Basics: Budgeting and Personal Finance |
| | | Participants know that there is assistance available for people with disabilities and the elderly (Social Security, Medicare) | The Basics: Budgeting and Personal Finance |
| | | Participants can identify types of assistance for families (e.g., WIC, Children’s Health Insurance Program [CHIP], free/reduced school lunch program) | The Basics: Budgeting and Personal Finance |
| | | Participants can identify types of assistance for refugees (R&P, Matching Grant, Wilson Fish) | The Basics: Budgeting and Personal Finance |
| | The local refugee agency will provide help in accessing public assistance services | Participants understand how to fill out forms or to get help in filling out forms | Banks and Paychecks |

| | Content Objective | Learning Indicator | Activity Plan |
|--------------------------------|--|---|--|
| Your New Community | There are community and public services that are available to support residents | Participants can identify community services that refugees may need to access, such as food banks, family support services, and the local government | The Basics: Budgeting and Personal Finance |
| | The local resettlement agency will assist refugees in becoming acquainted with their new community | Participants know where to find and how to access other community services such as the library, houses of worship, area attractions, community recreation, banks, and the post office | Banks and Paychecks |
| Employment | Employees have rights as well as responsibilities in the workplace | Participants can acknowledge that they have the right to be paid for their work and to work in safe environment free from discrimination and harassment | Banks and Paychecks |
| | | Participants can acknowledge that they have the right to understand how they will be paid and what benefits they might receive | Banks and Paychecks |
| Health | Preventative health care plays a large role in maintaining good health | Participants understand the role of good nutrition and dental care in their overall health | Budgeting and Prioritizing |
| Budgeting and Personal Finance | Refugees are responsible for managing their personal finances | Participants know their total monthly income and expenses, including rent and utilities | The Basics: Budgeting and Personal Finance Budgeting and Prioritizing |
| | | Participants can explain and create their monthly budget, differentiating between wants and needs | Budgeting and Prioritizing |
| | | Participants can identify sources of income when initial assistance ends | The Basics: Budgeting and Personal Finance |
| | | Participants understand the importance of paying bills on time | Banks and Paychecks Budgeting and Prioritizing |
| | | Participants can acknowledge that employable members of the family may all have to work in order to meet their financial needs | Budgeting and Prioritizing |
| | | Participants can acknowledge that their financial obligations in the U.S. (e.g., rent, travel loan) will affect their ability to remit money to relatives back home | Banks and Paychecks |
| | | Participants have an understanding of their likely financial situation over time | Budgeting and Prioritizing |

| | Content Objective | Learning Indicator | Activity Plan |
|--|---|---|---|
| Budgeting and Personal Finance | In the U.S., financial transactions are mostly conducted through the banking system | Participants can identify the different denominations of U.S. currency | Banks and Paychecks Budgeting and Prioritizing |
| | | Participants know how to open a bank account and use various bank products and services (including checking and savings accounts and ATMs) | Banks and Paychecks |
| | | Participants understand fees associated with using check cashing or remittance services | Banks and Paychecks |
| | | Participants understand how to build and maintain a good credit history | Banks and Paychecks |
| | | Participants can articulate measures to protect themselves from financial fraud and identity theft | Banks and Paychecks |
| | | Participants understand the benefits of direct deposit of their paychecks to a bank account | Banks and Paychecks |
| | | Participants understand that banking in the U.S. is safe and should be used | Banks and Paychecks |
| | | Participants understand the risks associated with using paycheck cashing stores and keeping large amounts of cash at home | Banks and Paychecks |
| | | Participants are familiar with financial institutions that can accommodate cultural beliefs (such as avoiding institutions that collect interest) | Banks and Paychecks |
| | | Paying taxes is a legal obligation in the U.S. | Participants can acknowledge that paying taxes is a personal responsibility |
| Participants understand when and how to pay taxes | Banks and Paychecks | | |
| Participants understand the concept of withholding (for taxes, social security, etc.) on paychecks | Banks and Paychecks | | |
| Housing | Housing comes with rights, responsibilities, restrictions and regulations | Participants understand the importance of and the process for paying rent and utilities | Budgeting and Prioritizing |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------|---|---|----------------------------|
| Safety | Attention to personal safety is an important consideration for all people | Participants know how to recognize and avoid scams and prevent fraud and identity theft | Banks and Paychecks |
| Cultural Adjustment | The philosophies of self-sufficiency and self-advocacy are central to American culture and to refugees' cultural adjustment | Participants can acknowledge the importance of self-sufficiency | Budgeting and Prioritizing |

Budgeting and Personal Finance

The Basics: Budgeting and Personal Finance

Introduction for the Trainer

Key Content

During this session, participants will gain information about the different sources of income and support available to them after their initial assistance ends, and will learn that they are responsible for their family's personal finances.

Main Messages

Because their initial financial assistance will end soon, refugees need to identify other sources of income and support they and their families will need. The trainer should stress that having a job is the best way for participants to support themselves and become self-sufficient. It is also important for refugees to understand that they are responsible for managing their own money.



15 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify sources of income and support for when their initial assistance ends
- ▶ State that they are responsible for their family's personal finances

Materials

- Flipchart paper, markers, and tape

Key English Vocabulary

- ▶ *income*
- ▶ *money*
- ▶ *self-sufficiency*
- ▶ *I can support my family.*

Session Preparation

Before the session, ask those you expect to participate to find out from other refugees in their community what their families' sources of income and support are. They should be sure to talk to refugees who have been in the United States for a while (3 months or longer).

Trainer's Introduction of Session to Participants

After a certain period of time, assistance from the resettlement agency and the U.S. government will end. When this happens, you and your family need to be ready to support yourselves. You will need to have a plan in place ahead of time.

During this session, we will talk about different sources of income and support that may be available to you.

Introductory Exercise

Conduct a "think-pair-share" exercise by asking participants to think about what they learned about the different sources of income and support other refugees in their community depend upon.

Ask participants to share the information with a partner.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Bring the full group together. Ask for highlights from the partner discussions. Record the different sources of income and support on the flipchart. Tell participants that this is a brainstorming session, and invite them to add to the list with additional forms of income and support that might be available to their families. Here are some possible answers: a job; a second job; the Supplemental Nutrition Assistance Program (SNAP); support from a religious institution; community (or neighbor) support; Supplemental Security Income (SSI, for those eligible); the Matching Grant program (if available); the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Children's Health Insurance Program (CHIP); free/reduced school lunch program; interest on savings in bank accounts; or money from the sale of personal items. Be sure that participants understand all of these different forms of income and support by explaining them as they come up during the brainstorming session.

When the list has at least ten items, ask the group which forms of income or support are short-term (such as SNAP or church support) and which are long-term solutions (such as a job) for supporting a family. Circle the long-term solutions.

Debrief the session using the questions below.

Debriefing Questions

- ▶ Why do you need to identify different ways to support your family?
- ▶ What are some ways you can support your family?
- ▶ Which are short-term?
- ▶ Which are long-term?
- ▶ Why is it important to know the difference between short-term and long-term solutions?
- ▶ Are short-term or long-term financial solutions better for your family? Why?
- ▶ Whose responsibility is it to make sure that your family has what it needs?
- ▶ What can you start doing now to plan for the time when government assistance ends?

Working With Individuals

When working with an individual, have the participant first find out from other members of the community common sources of income and support. Then have the participant share the information with you. List it on flipchart paper, and add to the list using the examples from the activity. Then discuss short-term and long-term forms of financial support as described in the activity. Ask the participant about steps to take next to plan for her/his financial future.

Budgeting and Personal Finance

Banks and Paychecks

Introduction for the Trainer

Key Content

In this session, participants will learn why they should keep their money in a bank, what they need to know about their paycheck, and how to withdraw money from the bank and write checks to pay bills.

Main Messages

Americans keep their money in banks because it is safe there. Refugees should understand how to put money into a bank account, and how to take it out by using an ATM or writing a check. Also, trainers should explain the different parts of a paycheck, such as taxes and deductions, and discuss the rights and responsibilities related to wages, such as the right to be paid regular wages and the responsibility to file income taxes.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ State the importance of saving money in a U.S. bank
- ▶ State their right to receive regular pay when working
- ▶ Discuss taxes, deductions, and the importance of filing taxes
- ▶ Describe how to deposit and withdraw money from a bank account
- ▶ State the importance of checks and their uses
- ▶ Describe how to pay bills

Materials

- Banks and Paychecks Role Play (included), 2 copies
- Banks and Paychecks Room Set-Up (included)
- Banks and Paychecks Signs (included)
- Printer paper, 6 pieces
- String
- Scissors
- Sample Paycheck (included)

- Index card, 1
- Sample Bank Deposit Slip (included)
- Sample Bank Receipt (included)
- Sample Checks (included), 2
- Sample Electric Bill (included)
- Envelope
- Sample ATM Keypad (included)
- Banks and Paychecks Money (included)
- Sample Stamp (included)
- Sample Post Office Receipt (included)
- Pens, 3

Key English Vocabulary

- ▶ *check*
- ▶ *deposit*
- ▶ *receipt*
- ▶ *I want to open a bank account.*

Session Preparation

Find out what the minimum wage is in your state. Calculate how much money someone who worked 80 hours (40 hours per week for 2 weeks) at minimum wage would make. For example, someone who worked for \$8 per hour for 80 hours would make \$640. Insert the amount into “Part I” of the Banks and Paychecks Role Play and into the Sample Paycheck.

Review the Sample Paycheck. Change the deductions that are shown based on local reality.

Prepare a Sample Paycheck Poster by printing the version on a large piece of paper. Prepare a printed Sample Paycheck for use in the role play.

Fold one piece of printer paper in half. Write on the outside, “Sample Checkbook.”

Check the price for a stamp to mail a letter in the United States; change the price listed in Part V of the role play if that price has increased.

Write “ATM Card” on the index card.

Cut out the following for use in the role play:

- ▶ Sample Bank Deposit Slip
- ▶ Sample Bank Receipt
- ▶ Sample Checks
- ▶ Sample Electric Bill
- ▶ Sample ATM Keypad
- ▶ Banks and Paychecks Money
- ▶ Sample Stamp
- ▶ Sample Post Office Receipt

Use the Banks and Paychecks Room Set-Up to set up the training space. Hang the Banks and Paychecks Signs around the training space, position desks or tables and chairs, and prepare additional materials as shown. Position chairs for participants so they can watch the role play and take part in discussions.

Prepare five name tags by labeling the five pieces of printer paper as “Bank Teller,” “Employer,” “Landlord/Landlady,” “Postal Clerk,” and “Employee.” Cut two small holes in the tops of each name tag and tie a piece of string approximately 3 feet long through each of the holes. For example:



Trainer’s Introduction of Session to Participants

During this session, we will talk about some important things about money that you will need to know. We will discuss why you should keep your money in a bank, what to do with your paychecks, and what you need to know about your paychecks. We will talk about how to put money into your bank account, and how to take it out. And we will talk about bills you will need to pay, and how to pay them.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Describe the room set-up to participants, pointing out the different places the Employee will go to manage her/his finances during the role play.

Ask for a volunteer to act out the role of the employee in the role play. Ideally, the volunteer would be able to read basic English. If there is no one in the group who can read English, the trainer can provide prompts to the employee. You, the trainer, will play the other roles.

Give the participant the prepared “Employee” name tag to hang around her or his neck, the ATM Card, and a copy of the Banks and Paychecks Role Play.

Act out the role play with the volunteer. Pause the role play as directed and at the end of each part to lead full group discussions using the questions provided. The trainer should change name tags as s/he changes roles.

When the role play is finished, debrief the session as a full group using the questions below.

Debriefing Questions

- ▶ Why is it safe to save your money in a bank?
- ▶ Why should you consider using direct deposit when it is available?
- ▶ What is taken out of your paycheck?
- ▶ What do you need to remember about filing income taxes? *[They are required; they must be filed by April 15th for the previous year.]*
- ▶ What are checks commonly used for?

Working With Individuals

When working with an individual participant, the participant should act as the employee in the Banks and Paychecks Role Play with the trainer changing roles as directed. Discuss the role play together. Debrief the session using the questions provided.

Variations and Considerations

If you have a projector, show the Sample Paycheck in PowerPoint, available for automatic download here: <http://goo.gl/KKm1OU>.

When working with a group with six or more literate participants, have participants also play the roles of the employer, bank teller, landlord/landlady, and postal clerk.

If needed, use translated versions of the Banks and Paychecks Role Play and the Banks and Paychecks Signs.

If rent in your area is usually not paid in person, you may either skip Part VI, or rewrite one or two lines of dialogue to show how rent is paid. (For example, you might have the landlord/landlady say, "Thank you for bringing your check. But here we ask people to mail their checks. Would you mind doing that?")

If possible, use a real checkbook instead of the Sample Checkbook.

If possible, use a real stamp instead of the Sample Stamp included in this activity plan.

If possible, give the participant playing the employee a wallet to put the money in. Encourage the participant to keep the wallet in a pocket or a bag so it is hidden.

Banks and Paychecks Role Play

Part I: Getting Paid

Roles: Employer, Employee

Employer: Thank you for your hard work for the last 2 weeks. Here is your paycheck.

The Employer hands the sample paycheck to the Employee. The Employee takes the sample paycheck.

Employee: Thank you.

Employer: You will be paid again in 2 weeks.

Show participants the Sample Paycheck Poster. Point out the following:

- ▶ The Employee worked 40 hours a week for 2 weeks at minimum wage.
- ▶ Each state decides its minimum wage. Minimum wage in the state of _____ [the name of your state] is \$_____.
- ▶ The Employee earned \$_____.
- ▶ Tax deductions include state tax, federal tax, Social Security, and health insurance.
- ▶ The Employee now has \$_____ after taxes. This is called *take home pay*.

Tell participants the following information about taxes:

- ▶ Taxes are mandatory and are automatically taken out of everyone's paychecks.
- ▶ If participants get a job that pays them in cash instead of with a check, taxes may not already be taken out. Participants are responsible for paying taxes on this income.
- ▶ Participants are responsible for filing taxes by April 15th for the previous calendar year. *Filing taxes* means filling out a form that says how much money you have made during the year and how much you have already paid in taxes to the government. Sometimes you owe the government more money, and sometimes the government owes you money.
- ▶ If you do not file your taxes or if you file them late, you will have to pay additional interest if you owe taxes, and you may have to pay a fine. This information can affect your credit and your ability to borrow money in the future.

Tell participants about credit:

Good credit is very important for your personal finances in the United States. Good credit shows that you make the payments that you are supposed to make, and you make them on time. Bad credit shows that you do not. If you have good credit, you can borrow money to buy a house or get a loan for college tuition. You can also get a

credit card. When you rent a new apartment, the landlord will check your credit to see if it is good. If it isn't, you will have a hard time finding a place to rent.

Refugees' credit begins with their IOM loans. If you make payments on time and you pay the amount you agreed to pay, you will start to build good credit. This continues with other bills that you have. It is important to pay your bills on time. If you cannot pay a bill, talk to the people or place you owe money to and explain your situation. Usually they will try to work out a payment plan for you, and your credit will not be hurt.

Part II: Depositing Your Check

Roles: Bank Teller, Employee

The Employee enters the bank and fills out a bank deposit slip. The Employee approaches the bank teller.

Bank Teller: Hello. How are you today?

Employee: Fine, thank you. I need to deposit my check.

The Employee hands the sample paycheck and the bank deposit slip to the Bank Teller. The Bank Teller takes the sample paycheck and the bank deposit slip from the Employee.

Bank Teller: Okay, thank you.

The Bank Teller turns the check over.

Bank Teller: Can you please sign the back of the check?

The Bank Teller hands the sample paycheck and a pen to the Employee.

Employee: Yes.

The Employee signs the back of the sample paycheck. The Employee hands the signed sample paycheck and the pen back to the Bank Teller. The Bank Teller takes the sample paycheck and the pen.

Bank Teller: Thank you.

The Bank Teller types some information and hands the Employee a bank receipt. The Employee takes the bank receipt.

Bank Teller: Here is your deposit receipt.

Employee: Thank you.

Bank Teller: Is there anything else I can help you with today?

Employee: No, thank you.

Discuss the following questions with participants:

- ▶ Why is it important to keep your money in a bank in the United States?
- ▶ If you do not keep your money in a bank, what could happen? *[Possible responses: I could lose my money, someone could steal it, my money could be lost in a fire.]*
- ▶ If you need help opening a bank account, who should you ask? *[Possible responses: a case worker/manager, a volunteer from the resettlement agency, an interpreter, or someone who works at a bank.]*

Talk to participants about different types of banks and bank accounts:

Banks are the safest place to keep your money in the United States. There are different types of banks. Your case worker/manager will be able to help you find the bank that is best for you. If you have cultural or religious beliefs about money (for example, if you believe it is wrong to pay or collect interest), you may be able to find a bank in your area that practices your beliefs.

At a bank, you can put your money in a checking account or a savings account or both. Checking accounts are good for when you expect to deposit and withdraw money regularly, using checks and ATM cards. Savings accounts are used to save money that you will not need for a while. At first, you will probably only need a checking account. Later, when you are able to start saving money, you may want to have both a checking account and a savings account.

Tell participants about direct deposit:

Many employers offer direct deposit into employee bank accounts. With direct deposit, your pay is sent directly to your bank account instead of given to you in the form of a check to deposit. There are several benefits to direct deposit. Your check cannot be lost, and no one can steal it and try to cash it with a forged signature. Also, you will receive your pay even if you are not at work on payday, and you do not need to make a trip to the bank to deposit your check. Finally, with direct deposit, your money is in your account and available to you right away. If you deposit a check yourself, it may take a day or two for the money to show up in your account.

Part III: Writing Checks

Roles: Employee

The Employee sits down at the table in her/his apartment.

Do the following:

- ▶ *Hold up the checkbook and explain that when people deposit checks into their bank account, they should enter this information into their checkbook and balance it by adding the amount deposited to the amount that was already in their account.*

- ▶ Hold up a check. Tell participants that rent is usually due at the beginning of the month. When it is due, people should write a check to their landlord/landlady to pay their rent.
- ▶ Hold up the checkbook again. Tell participants that when they write a check from their checking account, they should enter this information into their checkbook and balance it again, by subtracting the amount spent.
- ▶ Hold up the electric bill. Tell participants that they need to pay their bills on time. This is usually done by writing a check.
- ▶ Help the Employee write out checks for both bills and explain to everyone the information that the Employee must add on each check (date, the person or company to whom the money is to be paid, the amount to be paid written in numbers as well as spelled out, and a signature).

Part IV: Getting Cash

Roles: Employee

The Employee approaches the ATM.

Do the following:

- ▶ *Tell participants:*

ATMs are used for depositing money and taking money out of the bank. You can also take money out of your bank account by filling out a withdrawal form and giving it to the bank teller.

- ▶ *Show participants the Employee's ATM Card.*

- ▶ *Tell participants:*

This is used to get money from an ATM. You put the ATM card into the ATM, and the machine asks for a Personal Identification Number (PIN). You will need to memorize your PIN or keep it written in a private place and not tell anyone else. Someone who knows your PIN could take money from your bank account without your permission. Money usually comes out of an ATM in 20 dollar bills.

The Employee pretends to put the ATM Card into the ATM. The Employee pretends to put in the PIN. The Employee takes \$20 from the ATM.

The Employee puts the money away in a pocket or wallet.

Remind participants that they should keep their money and other valuables safe and hidden.

Part V: Mailing Bills

Roles: Postal Clerk, Employee

The Employee approaches the Postal Clerk's desk.

Postal Clerk: Hello. What can I help you with today?

Employee: I would like to buy a stamp.

Postal Clerk: Are you mailing a regular letter?

Employee: Yes.

The Employee hands the Postal Clerk the envelope for the electric bill. The Postal Clerk takes it.

Postal Clerk: Thank you. A stamp to mail this will cost 46 cents.

The Employee hands the Postal Clerk the \$20 s/he got from the ATM. The Postal Clerk takes the money.

Postal Clerk: Thank you. Here is your stamp.

The Postal Clerk hands the Employee a stamp. The Employee takes it.

Employee: Thank you.

Postal Clerk: Your change is 19 dollars and 54 cents.

The Postal Clerk hands the Employee \$19.54. The Employee takes it. The Employee counts the money.

Employee: Thank you.

Postal Clerk: Here is your receipt.

The Postal Clerk hands the Employee a receipt. The Employee takes it.

Employee: Thank you.

Postal Clerk: Is there anything else I can do for you today?

Employee: No. Thank you for your help.

Postal Clerk: You're welcome. Have a nice day.

The Employee walks away from the desk. The Employee places the stamp on the envelope. The Employee places the envelope in the mailbox.

Discuss the following questions with participants:

- ▶ *Why did the Employee need a stamp?*

- ▶ *Where did the Employee go to get a stamp?*
- ▶ *How much did the stamp cost?*
- ▶ *Why did the Employee count the money?*
- ▶ *What else could you do at the post office?*

Part VI: Paying Your Rent

Roles: Landlord/Landlady, Employee

The Employee walks to the Landlord/Landlady's office.

Landlord/Landlady: Hello. How are you today?

Employee: Fine, thank you. How are you?

Landlord/Landlady: I am doing well, thank you.

Employee: Here is my rent for the month.

The Employee hands the rent check to the Landlord/Landlady. S/he takes it from the Employee.

Landlord/Landlady: Thank you. It is good that you pay your rent on time every month. We never have any problems with you.

Employee: You are welcome.

Landlord/Landlady: How is everything in your apartment?

Employee: Everything is good, thanks.

Landlord/Landlady: If you have any difficulties, please let me know.

Employee: Thank you. I will.

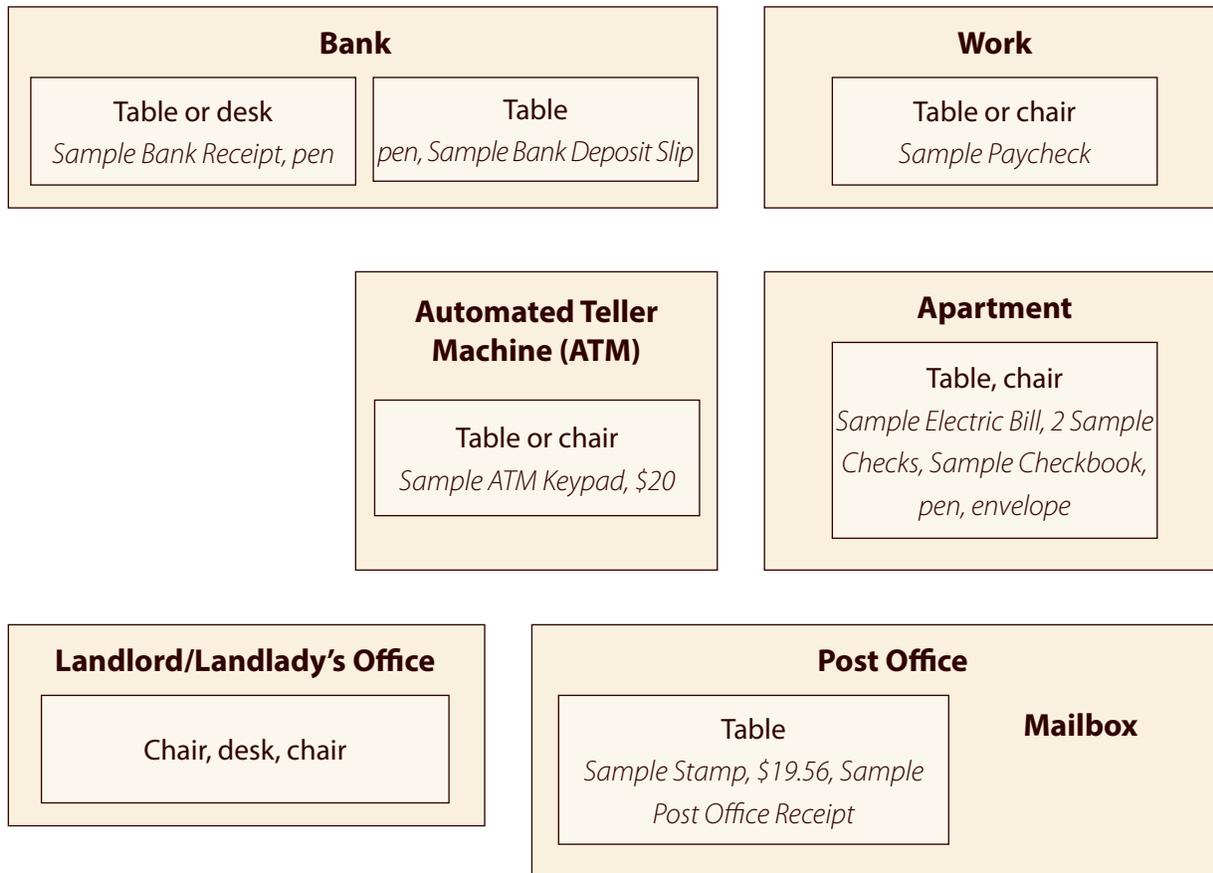
Landlord/Landlady: Have a nice day.

Discuss the following questions with participants:

- ▶ *Why is it important to pay your rent on time? If you do not, what could happen?*
- ▶ *How often is rent due?*
- ▶ *There are different ways to pay rent. How do you pay yours?*

Banks and Paychecks Room Set-Up

Note: The Banks and Paychecks Signs are shown in bold text. Furniture placement is noted. Materials are shown in italics.



Banks and Paychecks Signs



Apartment



Automated Teller Machine (ATM)



Bank



Landlord/landlady's office



Mailbox



Post office



Work

Sample Paycheck

Employer name
 Address of employer
 City, state, zip code

Earnings statement

Pay period:
 Pay date:

Taxable marital status:
 Exemptions/ allowances:
 Federal:
 State:

Employee name
 Employee address

| | Rate | Hours | Earnings | Year to date | | Deductions | Year to date |
|-------------------|--------|-------|----------|--------------|------------------------|------------|--------------|
| Regular earnings | \$8.00 | 80 | \$640.00 | \$3,200.00 | Federal income tax | \$41.11 | \$205.55 |
| Overtime earnings | 0 | 0 | 0 | \$120.00 | State tax | \$38.40 | \$292.00 |
| Gross earnings | | | \$640.00 | \$3,320.00 | FICA – Social Security | \$36.86 | \$184.30 |
| | | | | | FICA – Medicare | \$8.64 | \$43.20 |
| | | | | | Medical insurance | \$26.00 | \$130.00 |
| | | | | | Net pay | \$488.99 | \$2,444.95 |

Employer name
 Address of employer
 City, state, zip code

Check number:
 Pay date:

PAY *** Four hundred eighty-eight dollars and 99 cents ***** \$488.99

To the Order of Employee name
 Employee address

Sample Bank Deposit Slip

| Deposit | | |
|----------------------|--------------|--|
| Date _____ | Cash | |
| Name _____ | Checks | |
| Account Number _____ | | |
| | | |
| | Subtotal | |
| | Less Cash | |
| | Total | |

Name of Bank
City, state, zip code

Sample Bank Receipt

Name of Bank

Detailed information about the transaction and contact information for the bank.

| | | |
|---------------------|-------------------------------|--------------------|
| Date | Account number | Transaction number |
| Type of transaction | | Amount deposited |
| | Amount currently available | Current date, time |
| | Amount that will be available | Future date, time |

Sample Check

| | |
|---|---|
| Your full name | Check number |
| Your street address | |
| Your city, state, zip code | |
| | _____ <i>Date</i> |
| <i>Pay to the order of</i> _____ | <div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div> |
| _____ | <i>Dollars</i> |
| Name of bank | |
| <i>For</i> _____ | |
| Bank and state routing numbers; your account number | |

Sample Electric Bill

| | | | | | | | | | | | | | | | | | | | |
|---|----------------------------------|---|--|----------------|--|----------------|--------|---------------------|------|--------------------------|-------------|------|------|------|------|------------------------|-------------|-------------------------------|-------------|
| <h1 style="margin: 0;">Name of Electric Company</h1> | | | Date of bill | | | | | | | | | | | | | | | | |
| | | | Account number | Invoice number | | | | | | | | | | | | | | | |
| | | | Contact information for electric company | | | | | | | | | | | | | | | | |
| Usage | Meter | Number | <p><u>Charges</u></p> <p>Delivery</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Service charge</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td>Distribution charge</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td>Subtotal delivery</td> <td style="text-align: right;">Cost</td> </tr> </table> <p><u>Supply</u></p> <p>Energy usage</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Date</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td>Date</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td>Subtotal supply</td> <td style="text-align: right;">Cost</td> </tr> </table> <p>=====</p> <p>===</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Total electric charges</td> <td style="text-align: right;">Cost</td> </tr> </table> | | | Service charge | Cost | Distribution charge | Cost | Subtotal delivery | Cost | Date | Cost | Date | Cost | Subtotal supply | Cost | Total electric charges | Cost |
| Service charge | Cost | | | | | | | | | | | | | | | | | | |
| Distribution charge | Cost | | | | | | | | | | | | | | | | | | |
| Subtotal delivery | Cost | | | | | | | | | | | | | | | | | | |
| Date | Cost | | | | | | | | | | | | | | | | | | |
| Date | Cost | | | | | | | | | | | | | | | | | | |
| Subtotal supply | Cost | | | | | | | | | | | | | | | | | | |
| Total electric charges | Cost | | | | | | | | | | | | | | | | | | |
| Estimated reading | Date | Reading | | | | | | | | | | | | | | | | | |
| Estimated reading | Date | Reading | | | | | | | | | | | | | | | | | |
| ----- | | | | | | | | | | | | | | | | | | | |
| Name of Electric Company | Address City, state, zip code | Account number | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="text-align: center;">Due: Date</td> <td style="text-align: right;">Amount</td> </tr> </table> | | | Due: Date | Amount | | | | | | | | | | | | |
| | Due: Date | Amount | | | | | | | | | | | | | | | | | |
| Account number | Your name | Your address Your city, state, zip code | <p style="text-align: center;">Amount enclosed: \$_____</p> | | | | | | | | | | | | | | | | |
| | | Name of electric company Address City, state, zip code | | | | | | | | | | | | | | | | | |
| <p><i>Instructions: Please return this portion with payment. Make check payable to Name of Electric Company. Write your account number on your check.</i></p> | | | | | | | | | | | | | | | | | | | |

Sample ATM Keypad



Banks and Paychecks Money





Sample Stamp



Sample Post Office Receipt

| | | | |
|------------------------------------|---------------|------------|-------------|
| Name of post office City, State | | | |
| Date | Phone number | Time | |
| ----- | | | |
| Sales Receipt | | | |
| Product Description | Sale Quantity | Unit Price | Final Price |
| ----- | | | |
| Item | # | Cost | Cost |
| Item | # | Cost | Cost |
| Item | # | Cost | Cost |
| | | | ===== |
| Subtotal: | | | Cost |
| Total: | | | Cost |
| Paid by: | | | |
| Cash | | | Amount |
| Change Due: | | | Amount |
| ----- | | | |
| Customer Copy | | | |

Budgeting and Personal Finance

Budgeting and Prioritizing

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of budgeting.

Main Messages

Refugees are responsible for managing their own money, and will need to learn how to keep a budget. Keeping a budget will help refugees know how much money they have, how much they can spend, and how much they can save. The trainer should stress to participants the importance of knowing their monthly income and expenses, such as rent, utilities, and groceries.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Practice prioritizing expenses
- ▶ Describe appropriate priorities in budgeting

Key English Vocabulary

- ▶ *budget*
- ▶ *expenses*
- ▶ *priority, prioritize*
- ▶ *I need to pay my bills on time.*

Materials

- Budgeting and Prioritizing Posters (included)
- Tape
- Budgeting and Prioritizing Worksheets (included), 1 per 2-4 participants
- Writing implements, 1 per 2-4 participants
- Tokens or small objects (such as pebbles, small squares of paper, or paper clips), 20 per 2-4 participants
- Optional: Orientation Cash (included)
- Optional: Personal Budgeting Worksheet (included)

Note to Trainer

The set-up for this activity plan is a little complex, but the activity should help participants better understand the material.

Session Preparation

Place participants in small groups of three to four. Group them by family make-up, gender, age, family size, language background, or randomly. Worksheets and prices for family-based products are provided for a single person, two differently-structured families of five (two parents and three children, and a single parent with four children), and a family of seven. Choose Budgeting and Prioritizing Worksheets that best reflect the needs of the participant.

Review the products and prices and make changes according to local realities.

Tape the Budgeting and Prioritizing Posters around the training space.

Trainer's Introduction of Session to Participants

Budgeting is very important for managing money in the United States. When you budget, you also need to prioritize. *Prioritize* means to list expenses by how important they are. Rent, for example, is important, so it is a *priority*. Going to a restaurant is not a priority. Budgeting helps you understand what you need versus what you want but may not need, or may not need right now.

How does someone make a budget? First, figure out how much money you have to spend for a set period of time (such as a month). Then think about the expenses you have, such as rent, utilities, food, and transportation costs, for that period of time. You should first spend your money on the things you need. If there is money left over, you can buy the things you want, or you can save it for things you may want in the future.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Conduct a large group brainstorming session by asking participants what expenses they had in their home country or country of asylum. Ask participants if they budgeted their money and, if so, how and who did the budgeting. Ask participants to keep this information in mind during the activity.

Activity

Review the Budgeting and Prioritizing Posters posted around the training space with the full group. Show participants the difference between the two families of five people (one with two parents and three children, and the other with one parent and four children).

Divide participants into the groups you decided on during the session preparation. Distribute Budgeting and Prioritizing Worksheets and writing implements to each group. Review the worksheet with participants.

Groups decide how much money they get as pay for the month based on their worksheet. Then groups figure out how much they will pay in rent for the month. Groups bring their worksheet to the trainer and collect the number of tokens they are allocated, minus the number of tokens they need to pay for rent.

Groups then count how many tokens they have and how they should spend their tokens for the month. The trainer should remind groups to think about what they need versus what they want when budgeting. Groups visit the Budgeting and Prioritizing Posters around the training space and spend their tokens by deciding what they will get and how many tokens it will cost based on the picture. Groups place their tokens near the picture and record the number of tokens spent on each picture on their worksheets.

When the small groups are finished, bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ How did your budgeting go?
- ▶ What items did you purchase first? Why?
- ▶ What items did you purchase last?
- ▶ What items were you unable to purchase? Why?
- ▶ Why is prioritizing important when you budget?
- ▶ If you have money left at the end of a month, what would you do with it?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, review the Budgeting and Prioritizing Posters. The trainer should talk with participants about their Budgeting and Prioritizing Worksheets as they fill one out together.

When working with a single participant, consider using the participant's real expenses, such as rent, bills, groceries, and paycheck (if the participant has started working), rather than those on the posters.

Variations and Considerations

If needed, use translated versions of the Budgeting and Prioritizing Posters and the Budgeting and Prioritizing Worksheets.

Consider completing a sample Budgeting and Prioritizing Worksheet so participants can better understand the task before small groups set out to work on their budgets.

Instead of using tokens, distribute the optional Orientation Cash. When this activity plan was written, each token was meant to represent about \$25.

Consider having participants think about their personal budgets. Use the Personal Budgeting Worksheet, or use a simplified worksheet found in the Refugee Assistance & Immigration Services (Catholic Social Services, Anchorage, AK) Budgeting lesson plan, available for automatic download here: <http://goo.gl/E2z1xR>.

Budgeting and Prioritizing Posters

| Child Care | | |
|---|-------------------------------------|---|
|  <p>1 child</p> | <p>½ day 4 tokens per month</p> | <p>Full day 6 tokens per month</p> |
|  <p>2 children</p> | <p>½ day 7 tokens per month</p> | <p>Full day 10 tokens per month</p> |
|  <p>3 children</p> | <p>½ day 9 tokens per month</p> | <p>Full day 13 tokens per month</p> |

Food



Single person



Family of 5



Family of 5



Family of 7



Dairy products



Grains



Fruits and vegetables



Proteins



Sugar- and oil-based products

6 tokens per month

8 tokens per month

10 tokens per month

12 tokens per month

Phone and Internet Bills



1 landline

2 tokens per month



1 cell phone

9 tokens per month

IOM Loan



Single person

4 tokens per month



Family of 5

12 tokens per month



Family of 5

14 tokens per month



Family of 7

20 tokens per month

Transportation



Public transportation



Bicycle

1 token per month



1 adult

1 token per month



2 adults

2 tokens per month



Car*

18 tokens per month



3 adults

3 tokens per month



Carpool

4 tokens per month



4 adults

4 tokens per month

*Remember: If your family decides to buy a car, there will be expenses for insurance, gas, maintenance, and repair.

Utilities



Single person



Electric



Heat

1 token per month



Family of 5



Gas



Trash and recycling

3 tokens per month



Family of 7



Water

5 tokens per month

Optional Items

| | | | | | |
|---|--|---|--|---------------------------------------|---|
|  | <p>16 tokens</p> | |  | <p>2 tokens</p> | |
| <p>Attend a friend's wedding in another state</p> | | | <p>Dinner at a restaurant</p> | | |
|  | <p>New 4 tokens</p> | <p>Used 1 token</p> |  | <p>1 token</p> | |
| <p>Clothing</p> | | | <p>Go out to watch a movie</p> | | |
|  | <p>New 24 tokens</p> | <p>Used 10 tokens</p> |  | <p>New 6 tokens</p> | <p>Used 2 tokens</p> |
| <p>Computer</p> | <p>Internet 2 tokens per month</p> | <p>Internet with cable 3 tokens per month</p> | <p>Television</p> | <p>Local channels 1 token</p> | <p>Cable 2 tokens per month</p> |
|  | <p>2 tokens</p> | |  | <p>10 tokens</p> | |
| <p>Contribute to your religious institution</p> | | | <p>Visit family in another town</p> | | |

Budgeting and Prioritizing Worksheet 1

Family description: Father and mother are both working full-time. Three children, ages 7, 10, and 13, are all in school. The children need after-school care.



Pay: 102 tokens per month

| Item | Cost (tokens) | Total left (tokens) |
|------------------------|---------------|---------------------|
| Rent | 44 tokens | |
| Child care | | |
| Food | | |
| IOM loan | | |
| Phone | | |
| Transportation | | |
| Utilities | | |
| <i>Optional items:</i> | | |
| | | |
| | | |
| | | |
| | | |
| Totals: | | |

Do you have tokens left? If so, what will you do with them?

Budgeting and Prioritizing Worksheet 2

Family description: The single mother is working a full-time job and a part-time job. She has four children, ages 3, 5, 8, and 14. The youngest child is not in school. The three older children are in school but need after-school care.



Pay: 78 tokens per month

| Item | Cost (tokens) | Total left (tokens) |
|------------------------|---------------|---------------------|
| Rent | 40 tokens | |
| Child care | | |
| Food | | |
| IOM loan | | |
| Phone | | |
| Transportation | | |
| Utilities | | |
| <i>Optional items:</i> | | |
| | | |
| | | |
| | | |
| | | |
| Totals: | | |

Do you have tokens left? If so, what will you do with them?

Budgeting and Prioritizing Worksheet 3

Family description: The father is working full-time. The mother and the father's sister are both working part-time. The mother's mother stays at home. The children, ages 9, 15, and 17, are all in school. The oldest child is working part-time.



Pay: 110 tokens per month

| Item | Cost (tokens) | Total left (tokens) |
|------------------------|---------------|---------------------|
| Rent | 52 tokens | |
| Child care | | |
| Food | | |
| IOM loan | | |
| Phone | | |
| Transportation | | |
| Utilities | | |
| <i>Optional items:</i> | | |
| | | |
| | | |
| | | |
| | | |
| Totals: | | |

Do you have tokens left? If so, what will you do with them?

Budgeting and Prioritizing Worksheet 4

Family description: This is a single man, working full-time.



Pay: 45 tokens per month

| Item | Cost (tokens) | Total left (tokens) |
|------------------------|---------------|---------------------|
| Rent | 16 tokens | |
| Child care | | |
| Food | | |
| IOM loan | | |
| Phone | | |
| Transportation | | |
| Utilities | | |
| <i>Optional items:</i> | | |
| | | |
| | | |
| | | |
| | | |
| Totals: | | |

Do you have tokens left? If so, what will you do with them?

Orientation Cash



Personal Budgeting Worksheet

This worksheet is to help you understand how much you spend. Knowing this information can help you keep your costs within your income.

To determine an appropriate budget for you and your family, complete the following.

| | <i>List your income:</i> | <i>Subtract the cost of the expense from your income:</i> |
|-------------------------------|---------------------------------------|---|
| | <i>List the cost of each expense:</i> | |
| Rent | _____ | _____ |
| Utilities | _____ | _____ |
| Food | _____ | _____ |
| Transportation | _____ | _____ |
| Phone | _____ | _____ |
| IOM loan | _____ | _____ |
| Child care | _____ | _____ |
| Health | _____ | _____ |
| Clothing | _____ | _____ |
| Housekeeping/hygiene supplies | _____ | _____ |
| Education | _____ | _____ |

Consider the following questions:

If you spend more money than you make, what can you do to reduce your expenses?

If you make more money than you spend, what should you do with the extra money?

Budgeting and Personal Finance

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|---------------------|--|---|--|
| <i>bank account</i> | A record of all the money you keep in the bank, including how much you spend, how much you deposit, and how much interest you get. | Abdi and Malyun have a <i>bank account</i> at Wells Fargo Bank. | Do you think it is a good idea to have a <i>bank account</i> ? Why or why not? |
| <i>budget</i> | A list of expenses and income that are expected for a certain period. | Aung Chit and Mu Mu made a <i>budget</i> . The <i>budget</i> helps them know how much to spend on different expenses each month. They often look at the <i>budget</i> to make sure that the information is current. | What do you think about making a <i>budget</i> ? What are some of your regular expenses? |
| <i>check</i> | A written order to a bank to pay money from an account. | Eric and Kumi pay their bills by writing <i>checks</i> from their bank account and mailing the <i>checks</i> . | What is good about paying bills by <i>check</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------------------|--|--|---|
| <i>deposit; direct deposit</i> | To put money in a bank account. <i>Direct deposit</i> is a way for your employer to send your salary straight to your bank. | At Puran’s workplace, everyone is paid by <i>direct deposit</i> . | Do you prefer getting paid by <i>direct deposit</i> or with a paycheck? Why? |
| <i>expense</i> | Money that is spent on something. | Arzu found there were so many <i>expenses</i> , such as food, transportation, and child care, that there wasn’t any money left at the end of each month. | What are some <i>expenses</i> you have? Can you think of any ways to limit your <i>expenses</i> ? |
| <i>income</i> | The money someone receives regularly from his or her job. | Tee Reh took a second job to increase his <i>income</i> . | What are some ways you can increase the <i>income</i> you receive every month? |
| <i>Internet</i> | A connection between millions of computers all over the world that allows people and organizations to publish, read, and exchange information very quickly. Two large parts of the <i>Internet</i> include the World Wide Web and email. | Mathieu uses the <i>Internet</i> every night when he sends email messages to his family. | When do you or someone you know use the <i>Internet</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|---------------------------|---|---|--|
| <i>long-term solution</i> | A way of fixing a problem over a long period of time. | The Win family's adult son wanted to go to school, but the family needed him to help support them. A good <i>long-term solution</i> was for the son to work during the day and to study part-time at night. | What do you think is a good financial <i>long-term solution</i> for you and your family? Working as many hours as possible right away or working 8 hours while going to school part time? Why? |
| <i>money</i> | The coins or paper notes used to buy things or pay for services. | Most people in the United States keep their <i>money</i> in a bank. | Where did you keep your <i>money</i> in your country? Why is it a good idea to keep your <i>money</i> in the bank? |
| <i>money order</i> | A kind of check used to send money to someone or to pay someone for something. You buy a <i>money order</i> and pay for it with cash. | Raghda and Mohamed send money to their families in Iraq by <i>money order</i> . | Why do you think some people pay their bills and send money to their families by <i>money order</i> rather than by check? |
| <i>need</i> | Things that are necessary to have in order to survive. To <i>need</i> something is to require it. | People have many <i>needs</i> in order to live. One of the things that people <i>need</i> is food. | What were your <i>needs</i> before you came to the United States? How do they compare with your <i>needs</i> in the United States? |
| <i>paycheck</i> | A check for salary made out to an employee. | Roberto receives a <i>paycheck</i> two times a month, on the 15 th and on the 30 th . | Do you know what is taken out of a <i>paycheck</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|--|--|--|---|
| <i>priority; prioritize</i> | Something that you think is more important than other things. | Saving money for education is a <i>priority</i> for Gopi and Bikash. | What are some of your financial <i>priorities</i> ? Why are they <i>priorities</i> for you? |
| <i>receipt</i> | A piece of paper showing that an amount of money was received. | Huma's employer pays her by direct deposit. Then Huma gets a <i>receipt</i> from her employer. | Where else do you get <i>receipts</i> besides from your employer? |
| <i>self-sufficiency; self-sufficient</i> | The ability to support oneself and one's family. | After working for 1 year, Tesfalem and his family were <i>self-sufficient</i> : They were able to pay all their bills and they were saving a little money for a car. | What can you do to help your family become <i>self-sufficient</i> ? |
| <i>tax</i> | The money that you pay to a government. | Income <i>taxes</i> are due in the United States no later than April 15 th every year. | What kinds of public services does the government provide with the <i>taxes</i> you pay? Which of these is important to you? Why? |
| <i>want</i> | To desire or wish for something. | People don't need TVs, but many people <i>want</i> them. | What are some things you <i>want</i> to have, but don't need? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-----------------|------------------------|---|--|
| <i>withdraw</i> | To take out or remove. | Eh Htoo wants to <i>withdraw</i> money from her bank account to buy a money order to send to her mother in Burma. | What do you think are good reasons to <i>withdraw</i> money from your bank account? Why? |

Budgeting and Personal Finance Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Budgeting and Personal Finance Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

Words

check

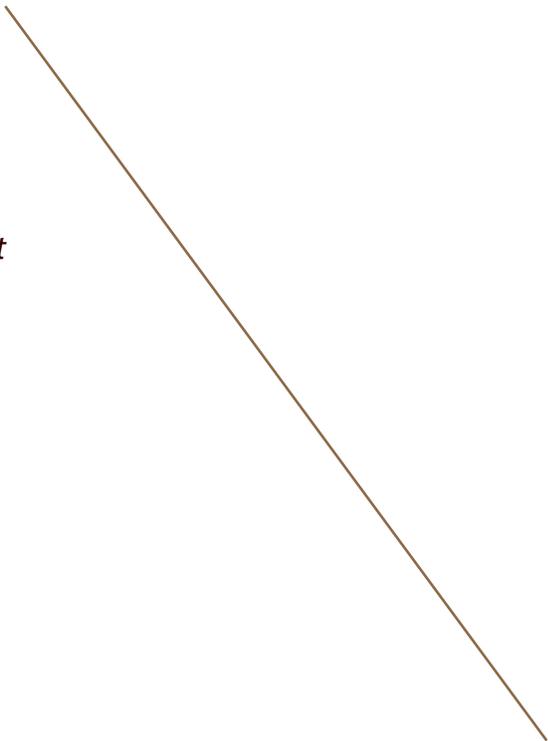
Internet

money

bank

receipt

Pictures



Budgeting and Personal Finance Unit Vocabulary Worksheet 2

Directions: Look at the pictures below. Decide if it is something you want or need. Every person's answers will be different. Circle things you **need**. Put an X on things you **want**.

O = need **X** = want



sleep



good financial management



get your nails done



food



fancy clothes



exercise



cell phone



job



computer



car



bike



housing

Now practice using the words in sentences:

I need....

I need a computer for my job.

I want...

I want a bike.

Cultural Adjustment

Unit Overview for the Trainer

This unit provides participants with an overview of cultural adjustment. It focuses on the following key points:

- ▶ Cultural adjustment is a process that happens over a long period of time. The process is different for different people, but there are certain stages to the process that most people go through as they adjust to a new culture.
- ▶ It is important for refugees to develop healthy ways to cope with the stresses and changes (such as changes in family roles) that occur as they adjust to life in the United States.
- ▶ Although Americans are open to other cultures and ways of doing things, there are certain basic values, beliefs, and practices that they expect residents of the United States to follow.

Some of the refugees' traditional practices may differ from those of most Americans. Some practices may be considered unacceptable and even illegal. Like others who have left their homes and resettled in a foreign land, refugees may feel worried and frustrated as they adjust to life in the United States. These feelings are normal and usually go away over time. The adjustment process can take 2 to 5 years. Being patient, keeping an open mind, and learning healthy ways to cope with stress and culture shock can help ease the process. Finding a job and learning English will also help refugees adjust.

This unit includes seven activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The seven plans are as follows:

- ▶ *The Basics: Cultural Adjustment.* During this session, participants will learn about the stages of cultural adjustment and how they may go through the process. They will learn that the period of cultural adjustment varies from person to person and that becoming self-sufficient and taking care of one's self are very important during this period. Participants will then learn how to find support if they are experiencing emotional health challenges.
- ▶ *Diverse Communities.* In this session, participants will gain an understanding of the diversity of the U.S. population. Participants will learn about the importance of being tolerant and respectful of those different from them, while expecting tolerance and respect from others.

- ▶ *Punctuality.* This session looks at the importance of being on time for meetings and appointments in the United States. Participants learn that being late is considered disrespectful and may have negative consequences.
- ▶ *Family Roles.* In this session, participants will learn about the changes in family roles that refugee families often experience in the United States and explore ways to handle them.
- ▶ *Parenting Practices.* In this session, participants will look at parenting challenges that refugee families often face and consider culturally acceptable and legal ways to handle these situations in the United States.
- ▶ *Adjusting to Changes and Challenges.* During this session, participants will explore some of the feelings they may have and changes they might undergo as they adjust to life in their new communities. Then they will consider how they might cope with these feelings and changes.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|--|---|---|-------------------------------------|
| Role of the Local Resettlement Agency | Assistance provided by the local resettlement agency and public assistance is limited and benefits vary across agencies, locations, and cases | Participants can verbalize that they will receive assistance but non-urgent issues may not be addressed immediately | Adjusting to Changes and Challenges |
| Refugee Status | Refugees may be eligible to file for family reunification | Participants know where to get assistance in the filing process | Adjusting to Changes and Challenges |
| English | For both adults and children, learning English is critical to successful adjustment in the U.S. | Participants can list reasons why learning English is important for successful adjustment in the U.S. | The Basics: Cultural Adjustment |
| Public Assistance | There are responsibilities associated with some types of assistance | Participants understand the importance of maintaining communication with their public assistance caseworker (when applicable) | Adjusting to Changes and Challenges |
| U.S. Laws | There are legal rights and restrictions related to family life | Participants know laws regarding domestic violence | Family Roles |
| | | Participants know laws regarding child supervision, neglect, and abuse, including acceptable methods of disciplining a child | Parenting Practices |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------|--|---|--|
| Your New Community | There are community and public services that are available to support residents | Participants can identify community services relevant to their specific needs, such as senior services or child care/day care | Family Roles |
| | Members of the refugee's ethnic or religious group who live in the area may be a good source of support | Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community | The Basics: Cultural Adjustment |
| Employment | Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women) | Participants can articulate that turning down any job could be used as a reason to lose benefits | Adjusting to Changes and Challenges |
| | There are general characteristics of U.S. professional and work culture to which refugees must adapt in order to be successful in finding and maintaining employment | Participants can identify appropriate and desirable workplace behavior | Punctuality |
| Health | There are norms associated with health care services in the U.S. | Participants can acknowledge the importance of being on time for health appointments | Punctuality |
| | There are local resources available to support refugees' mental health | Participants understand that experiencing culture shock is a normal part of adjustment | The Basics: Cultural Adjustment |
| | | Participants understand that services are available to support their mental health | The Basics: Cultural Adjustment |
| Safety | Police and law enforcement agencies exist to help people if they become a victim of a crime | Participants understand the role of the police and know that police and other law enforcement officials are trustworthy and are there to help them | Adjusting to Changes and Challenges |
| Cultural Adjustment | There are core characteristics that define the American experience | Participants understand that the U.S. is a culturally diverse society and that there can be widely varying cultural norms in different parts of the country | Diverse Communities |
| | | Participants are familiar with key philosophies that are the foundation of American culture and law, such as individualism, non-discrimination, and gender equality | Diverse Communities Adjusting to Changes and Challenges |

| | Content Objective | Learning Indicator | Activity Plan |
|--|--|---|--|
| Cultural Adjustment | There are cultural norms and expectations that are fairly widespread throughout the U.S. | Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance | Diverse Communities Punctuality |
| | There are numerous phases of cultural adjustment | Participants can indicate that cultural adjustment is a multi-step, long-term process | The Basics: Cultural Adjustment |
| | Resettlement may have an impact on family roles and dynamics | Participants can identify situations in which current roles and family dynamics may be challenged upon resettlement in the U.S. | Family Roles Adjusting to Changes and Challenges |
| | Expectations regarding parenting practices may differ in the U.S. from what refugees are used to | Participants can identify parenting practices that may be unfamiliar or challenging | Parenting Practices |
| | | Participants can identify parenting practices that are illegal or unacceptable in the U.S. | Parenting Practices |
| | There are some basic coping mechanisms to deal with the stressors of adjustment | Participants can list possible coping mechanisms for themselves and their families | The Basics: Cultural Adjustment Family Roles |
| | | Participants can articulate that honoring and preserving their home culture can help facilitate successful adjustment to life in the U.S. | The Basics: Cultural Adjustment |
| | | Participants can identify the types of religious and/or cultural resources that may exist in the communities where they settle | The Basics: Cultural Adjustment |
| | There are ways to seek assistance from others in your community | Participants can identify possible sources of assistance when facing adjustment challenges | The Basics: Cultural Adjustment |
| | Education | There are legal and normative expectations regarding schooling in the U.S. | Participants understand the concept of parental involvement in schooling |
| The value for adults and teenagers to continue formal education should be weighed against the need to work | | Participants can identify education as a lifelong experience | Family Roles |

Cultural Adjustment

The Basics: Cultural Adjustment

Introduction for the Trainer

Key Content

During this session, participants will learn about cultural adjustment, some ways to cope with the stresses involved with adjustment, and the importance of self-sufficiency in the adjustment process. Participants will also learn about sources of support when they are feeling sad or overwhelmed during the adjustment process.

Main Messages

Adjusting to a new country and way of life takes time. There are four common phases of cultural adjustment that refugees may recognize as they continue through their adjustment process: honeymoon, culture shock, adjustment, and mastery.

Refugees often feel sad or overwhelmed as they adjust to their new surroundings and culture. Encourage participants to consider some coping mechanisms to deal with the stresses of adjustment. Emphasize the importance of finding a job and learning English to a smooth adjustment. Trainers should let participants know that if they or a family member ever feel unable to cope with the stress of their new life in the United States, they should seek professional help right away.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify and describe the four common phases of cultural adjustment
- ▶ Explain how the phases of cultural adjustment relate to their own personal adjustment process
- ▶ Discuss why seeking help when feeling sad or overwhelmed is important
- ▶ Describe how to find sources of support if feeling sad or overwhelmed

Materials

- U-Curve of Cultural Adjustment Descriptions (included)
- The U-Curve of Cultural Adjustment (included)
- Ball of yarn or string
- Balloon
- Optional: Scissors
- Optional: Flipchart paper, markers, and tape

Key English Vocabulary

- ▶ *culture*
- ▶ *culture shock*
- ▶ *support*
- ▶ *I feel _____ [excited, sad, tired] today.*

Session Preparation

The trainer should become familiar enough with The U-Curve of Cultural Adjustment Descriptions to discuss The U-Curve of Cultural Adjustment poster during this session.

Print The U-Curve of Cultural Adjustment in as large a format possible.

An empty space where participants can comfortably stand in a circle without furniture is ideal for this session.

Blow up the balloon and tie the end.

Trainer's Introduction of Session to Participants

During this session, we will talk about the common phases of cultural adjustment and how they may relate to you as you adjust to life in the United States. Cultural adjustment happens over time, and is different for each person. Being self-sufficient and able to take care of yourself during this time will help you adjust.

When you feel sad or overwhelmed, finding help or support is very important. During this session, we will consider different places to go when support is needed.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Show participants The U-Curve of Cultural Adjustment poster. Explain the chart (length of time, levels of happiness, and the emotions that the faces in the poster show). Tell participants that although everyone experiences cultural adjustment differently, this poster shows the common U-curve that most people go through when they move to a new place. Point to each phase on the poster and ask participants what the phase is called, how people might feel during this phase, and at what point in time this phase might occur. Refer to The U-Curve of Cultural Adjustment Descriptions as needed.

Participants stand, forming two lines facing each other. Each participant should be standing a few feet away from her or his partner (or partners, if there is an odd number of participants).

Stand behind one line so only half the participants can see you (with the other half standing with their backs to you). Hold up The U-Curve of Cultural Adjustment poster and point to a phase on the chart. Participants facing you must make a face that demonstrates that phase of cultural adjustment. Their partners (with their backs to you and the poster) guess what phase is being shown.

Do the same for the other half of the group, pointing to a different place on the graph so participants are demonstrating a different phase of cultural adjustment. Continue going back and forth for 3 to 5 minutes.

Ask participants to sit down.

Activity

Ask participants which cultural adjustment phase would be the hardest. *[Participants should choose the culture shock phase.]* Ask participants to think about sources of support (such as family, religion, and friends) that can help support them when life gets hard or they feel sad. Ask participants to stand in a circle. Stand in the circle with them, holding the ball of yarn and the balloon. Place the balloon on the floor next to you (or hold it between your feet if it is moving around too much).

While holding the ball of yarn, say one thing that provides you with support when you feel sad, such as talking to a friend or going for a walk. Ask participants who have thought of something to share to raise their hands. *[The trainer may need to remind participants that they already thought about sources of support.]* Hold the end piece of the yarn and gently toss the ball of yarn to a participant with a raised hand. That person shares one thing that provides support during difficult times. Again, ask participants to raise their hands if they have something to share. The participant holding the yarn makes the string of yarn between the trainer and the participant taut. The participant then gently tosses the ball of yarn to another participant with a raised hand. The group continues in this way until most participants have shared at least one thing. Encourage participants to say something different from what others have said. If participants are having trouble coming up with something new, they can say something that has already been stated.

When all participants have shared one thing, the circle may look like this:



Tell participants that the yarn web inside the circle demonstrates the support we have when we are feeling sad or overwhelmed. Ask participants if the web is strong enough. If participants say no, continue the activity until participants feel they have enough support.

When participants say that the web is strong enough, ask for the ball of yarn to be gently tossed back to the trainer. Ask a participant near you to hold the initial piece of yarn for you. Ask another participant to hold the ball of yarn. Tell participants that the group will test the support by throwing the balloon into the web of support. If participants can keep the balloon above the ground only using the web (no walls, furniture, hands, or bodies), there is enough support. If the balloon touches the ground, the group must keep tossing the yarn ball until participants are able to keep the balloon above the ground with their web of supports.

Ask participants to sit down and debrief the session using the questions below.

Debriefing Questions

- ▶ What are the common phases of cultural adjustment, in the order they usually occur? How do people feel during each phase?
- ▶ What phase would be the hardest? How will you cope when you reach this phase?
- ▶ When you are feeling sad or overwhelmed, what are some important things to remember about cultural adjustment?
- ▶ What types of support did the group identify? Which will be most helpful to you?
- ▶ Why is support important? Why is this web important?

Working With Individuals or Very Small Groups

To conduct the introductory exercise:

- ▶ When working with an individual, discuss the common phases of cultural adjustment while showing the corresponding pictures on The U-Curve of Cultural Adjustment poster.
- ▶ When working with two or three participants, conduct the exercise as it was previously described. The trainer can take part or participants can take turns making faces among themselves.

To conduct the activity, cut 15 to 20 pieces of yarn, 8 to 12 inches long. Ask participants to come up with sources of support. For each one, lay a piece of yarn on a flat surface, such as a table or floor. Lay the pieces across one another; the more pieces there are, the stronger the web will be. Discuss the strength of the web based on how much of the flat surface can be seen. Debrief the session using the questions provided.

Variations and Considerations

When the activity is complete, cut the web into pieces, giving each participant a piece to take home. When participants are feeling sad or overwhelmed, the piece of yarn can remind them of some of the supports shared during the session.

On a piece of flipchart paper, record the types of support discussed during the activity so that participants can later refer to them.

If possible, prepare a larger version of The U-Curve of Cultural Adjustment in poster format such as the version available for automatic download here: <http://goo.gl/Jvk56m>.

Consider preparing The U-Curve of Cultural Adjustment handouts for each participant.

For participants who do not know English well, use translated versions of The U-Curve of Cultural Adjustment.

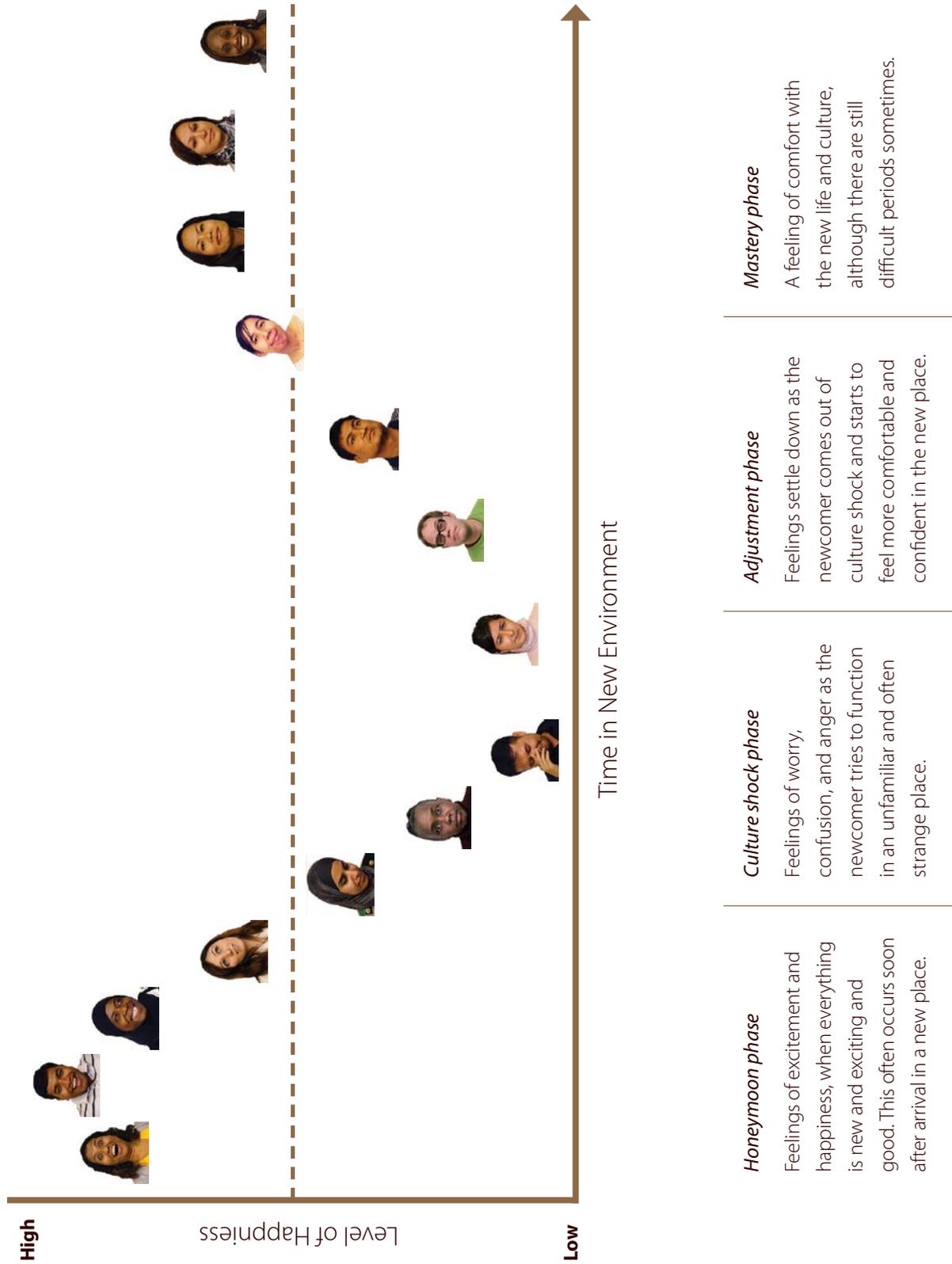
Share some of the services available in your community for participants feeling sad or overwhelmed. A Professionals Providing Adjustment Support in the Community worksheet is provided in the activity plan "Health and Hygiene: Addressing Emotional Health Challenges." Keep in mind, however, that insurance plans may require that the patient's primary doctor or nurse provide a referral for therapy or other medical services. For this reason, trainers may want to tell participants that the first step in finding counseling support is to talk to their primary doctor and get a referral from her/him.

If counseling resources are not available in your community, two national mental health hotlines with language support and a suicide prevention toolkit designed for refugees are available:

- ▶ National Suicide Prevention Lifeline (<http://goo.gl/QxbfBg>): 1-800-273-TALK (8255)
This suicide prevention hotline is open 24 hours a day, 7 days a week and is funded by the Substance Abuse and Mental Health Services Administration and staffed by trained crisis counselors who provide information about mental health services available in the caller's area. The website also offers free materials, such as quick reference wallet-size cards for counselors and at-risk people who may want to call the hotline, posters, pre-made audio public service announcements, and magnets. Languages include English and Spanish, and 148 others through telephone interpreters.
- ▶ LIFENET (<http://goo.gl/Cn5yAb>): 1-800-LIFENET (543-3638)
This suicide prevention hotline is available 24 hours a day, 7 days a week. It is sponsored by the New York City Department of Health and Mental Hygiene and can be accessed from anywhere in the United States. It offers services to individuals experiencing a mental health or substance abuse crisis and to their family and friends. Its staff of mental health professionals refers individuals to mental health and substance abuse services. Languages include English, Spanish, Cantonese, Mandarin, Japanese, Korean, Fujianese, and other languages through telephone interpreters.
- ▶ The Refugee Health Technical Assistance Center (RHTAC): <http://goo.gl/w3Fv2P>
This organization offers a Suicide Prevention Toolkit, containing, among other items, some materials in Nepali and posters in Arabic, Burmese, Karen, and Nepali. The RHTAC website also offers other related suicide-prevention resources.

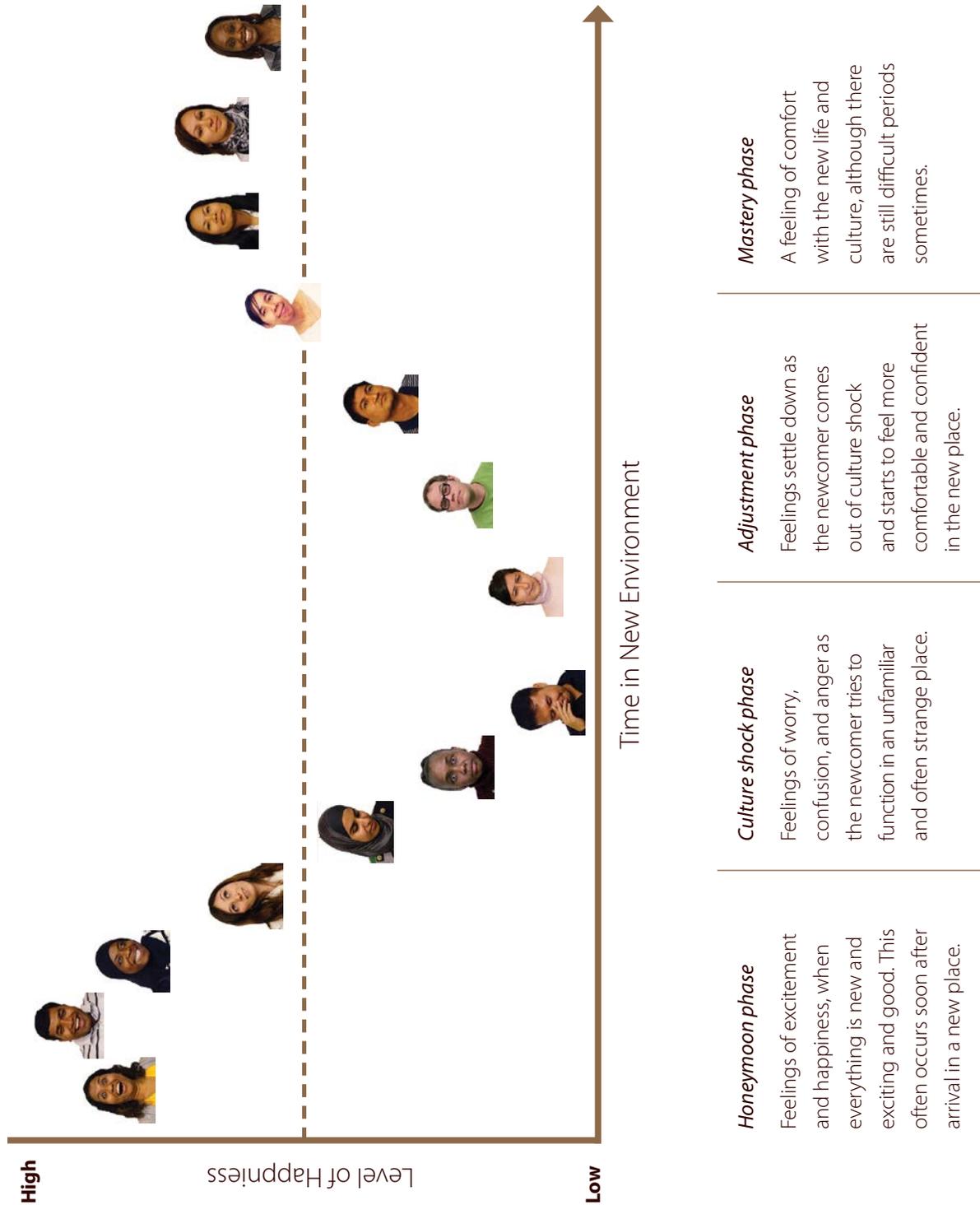
The U-Curve of Cultural Adjustment

The graph below shows the common phases of cultural adjustment that most people experience when moving to or visiting a new place.



The U-Curve of Cultural Adjustment Descriptions

The graph below shows the common phases of cultural adjustment that most people experience when moving to or visiting a new place. The timeframe in which this u-curve occurs differs for everyone, so it is important that participants are aware of the phases in their own lives and consider them when their adjustment becomes a challenge.



Cultural Adjustment

Diverse Communities

Introduction for the Trainer

Key Content

During this session, participants will learn about cultural diversity in the United States and the importance of being tolerant of and respectful to those different from them.

Main Messages

The United States is a diverse society, made up of people of different races, ethnicities, religious views, and other practices or beliefs. Showing tolerance and respect towards all people, whatever their beliefs and backgrounds, is an important value for most Americans. Refugees should be tolerant and respectful to those who are different from them, and they should expect the same tolerance and respect from others.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify different types of diversity
- ▶ Describe the need to show respect to others

Key English Vocabulary

- ▶ *diversity*
- ▶ *respect*
- ▶ *tolerance*
- ▶ *Please tell me something about you or your family.*

Materials

- Flipchart paper and tape
- Colored markers, 1-2 per participant

Note to Trainer

This session can be conducted easily and quickly.

Session Preparation

Prepare a piece of flipchart for every three to four participants by drawing a rough outline of a person on each piece.

Trainer's Introduction of Session to Participants

The United States is a very diverse country, and our community is made up of a diverse group of people. Being tolerant and respectful of those different from you is considered very important in our community and the country. Just as the community should show you and your family respect, so you should show respect towards those around you.

Introductory Exercise

Ask participants:

What are the different ways groups of people can be diverse?

Encourage participants to think not only about the United States but also about the places they lived in before coming to the United States. Answers could include the following: race, religion, age, gender, ethnicities, level of education, physical ability, culture, income level, past experiences, family make-up, sexual preference, eating habits, immigration status, marital status, country of origin, and political viewpoints. Record notes from the discussion on flipchart paper.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of three to four people. Give each group the piece of prepared flipchart paper and some colored markers.

Based on the earlier discussion, group members think about the types of diversity they have seen in their community. Within the outlines of the figure on the flipchart paper, members draw pictures or write about the diversity they have seen.

Bring the full group together and ask small groups to present the diversified outline.

After the presentations, debrief the session with participants using the questions below.

Debriefing Questions

- ▶ What are some ways groups of people can be diverse? What are some ways people can be the same?
- ▶ Why do you think it is important to show respect for people who might be different from you?
- ▶ How can you communicate with people that you disagree with?
- ▶ What are some situations in which you will need to interact with people different from you in the United States?
- ▶ What is important to remember about the diversity in your community?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, lead a brainstorming session similar to the one described earlier. Add examples of diversity from the local community as well as those provided in the introductory exercise. Working with participants, record the discussion on flipchart paper.

Variations and Considerations

If possible, group participants by language background for the activity so that participants can communicate in a common language.

Bring magazines, scissors, and glue for participants so that they can cut and paste pictures into the outline of the figure.

Ask participants to collect pictures from magazines or newspapers showing the diversity they have seen in their community and bring these to the session to paste into their group's outline of the figure.

Cultural Adjustment

Punctuality

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of being on time for professional and personal meetings and appointments in the United States.

Main Messages

In the United States, people are expected to arrive on time for appointments and meetings, whether professional or personal. Being late is seen as disrespectful, and in some situations being late can have serious consequences. The trainer should warn participants that they may lose their jobs if they show up late for work, and they may lose appointments if they are not on time to meet with their case workers/managers, doctors, or other service providers.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Explain the importance of being on time
- ▶ State some negative consequences of being late
- ▶ Identify ways to avoid being late

Key English Vocabulary

- ▶ *early*
- ▶ *late*
- ▶ *on time*
- ▶ *Be on time! Don't be late!*

Materials

- Flipchart paper, markers, and tape
- Punctuality Game Board (2 options included), 1 per group of 3–4
- Playing pieces (pieces of paper, pebbles, paper clips, etc.), 1 per group of 3–4
- Late Examples List (included)

Trainer’s Introduction of Session to Participants

In the United States, you are expected to arrive on time or even a little early for appointments and work. This is considered respectful behavior. If you are late, it is considered disrespectful, and there can be negative consequences.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the phrase. Throughout the session, emphasize the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Conduct a large group brainstorming session by asking participants, “In any of the places you lived before you came to the United States, what events did you need to be on time for?” Record notes on flipchart paper.

Activity

Tell participants that the session will now talk about being on time for events in the United States.

Divide participants into groups of three to four people.

Distribute a Punctuality Game Board and a playing piece to each group.

Groups place their playing piece on the “Start” block. Groups move their playing piece one space to the left, following the arrows. Participants discuss what is being shown in the picture and what will happen if they are late. Refer to the Late Examples List to help participants understand the negative consequences there may be. Participants then discuss ways to avoid being late.

Groups then move their playing piece one space on their Punctuality Game Board, following the arrows, and continue their discussion about the consequences of being late and how to avoid it.

Bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ Why is it important to be on time for jobs, appointments, and meetings?
- ▶ Besides being disrespectful, what are some negative consequences of being late?
- ▶ What can you do to make sure you are on time?

Working With Individuals or Very Small Groups

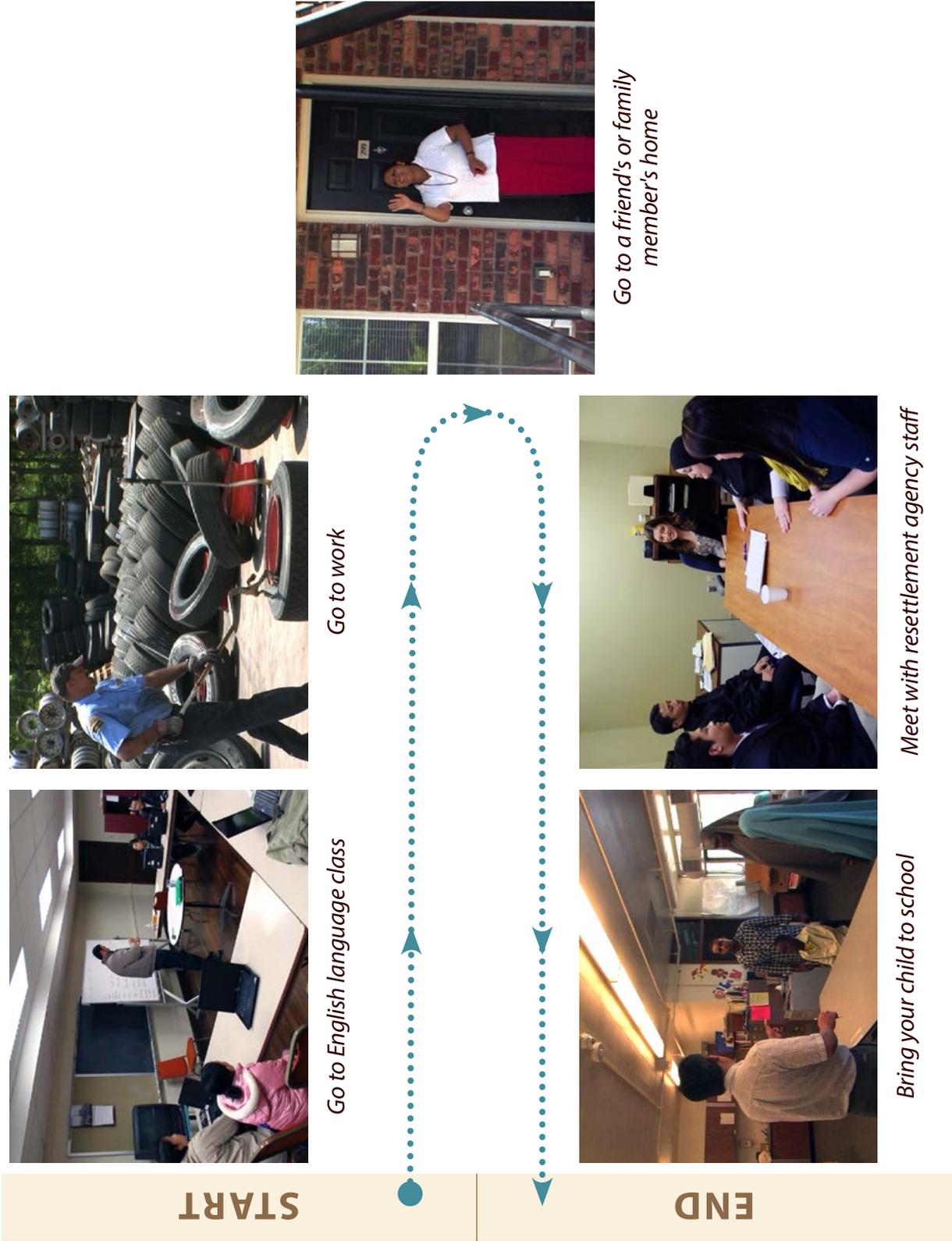
When working with an individual or a small group, conduct the introductory exercise as a brainstorming session by asking participants why it is important to be on time. The trainer can provide examples from the Punctuality Game Board, such as going to a doctor's appointment, catching a bus, attending classes, or meeting someone. The Punctuality Game can be played with as few as two people, so if the trainer participates, the game can be played when there is a single participant. As described earlier, participants take turns moving the playing piece to the next square by following the arrows. Participants and the trainer discuss why it is important to be on time for the situation shown in the square that the playing piece sits on. Then participants move the playing piece to the next square. When finished, debrief the session using the questions provided earlier.

Variations and Considerations

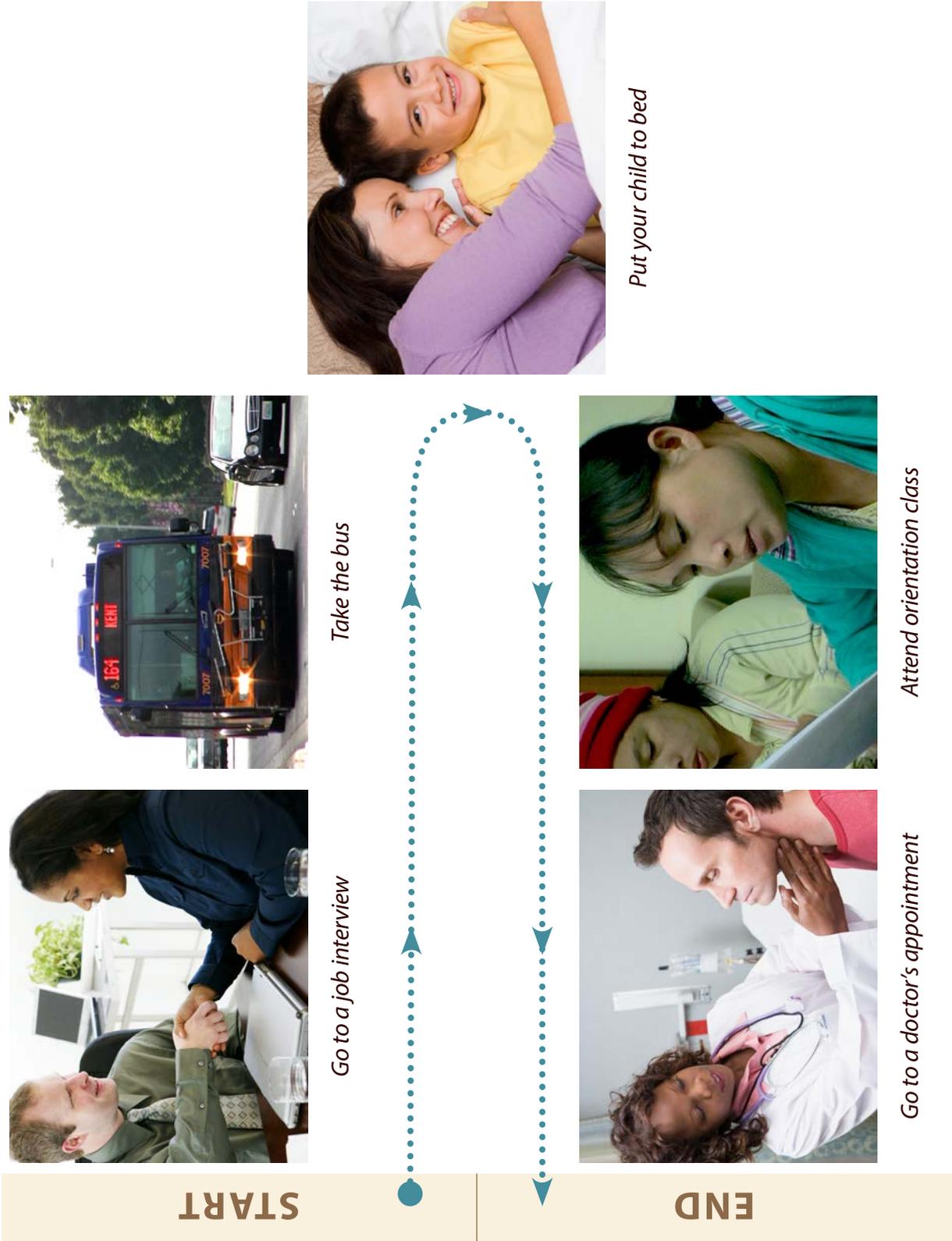
If possible, group participants by language background for the activity so that participants can communicate in a common language.

If needed, use translated versions of the Punctuality Game Boards.

Punctuality Game Board 1



Punctuality Game Board 2



Late Examples List

Punctuality Game Board 1

| <i>If you are late when you ...</i> | <i>then you may ...</i> |
|--|--|
|  <p>go to English language class,</p> | miss important information. |
|  <p>go to work,</p> | lose your job. |
|  <p>go to a friend's or family member's home,</p> | shorten the visit or miss it completely. |
|  <p>meet with resettlement agency staff,</p> | miss important information or a meeting. |
|  <p>bring your child to school,</p> | risk punishment from the school for your child, or your child might miss learning something important. |

Punctuality Game Board 2

| <i>If you are late when you ...</i> | <i>then you may ...</i> |
|--|---|
|  <p>go to a job interview,</p> | not be offered the job. |
|  <p>take the bus,</p> | miss the bus, have to wait for another bus, or pay more money to get where you are going in a different way. |
|  <p>put your child to bed,</p> | have a grumpy child who is tired and inattentive. |
|  <p>attend orientation class,</p> | miss important information. |
|  <p>go to a doctor's appointment,</p> | miss the appointment, be charged for the appointment without attending, and the doctor may refuse you as a patient in the future. |

Cultural Adjustment

Family Roles

Introduction for the Trainer

Key Content

During this session, participants will learn about the changes in family roles that may occur during resettlement and how to handle them in a healthy manner.

Main Messages

Resettlement may affect family dynamics by changing existing roles. The change in family roles is one of the most stressful parts of resettlement for refugees. However, there are healthy ways to deal with these role changes. Participants should be encouraged to communicate openly and honestly with family members so that each person has a good idea of what everyone in the family is feeling and going through.



40 minutes

Objectives

Participants will be able to:

- ▶ Describe some role changes that may occur within their family
- ▶ Discuss how role changes might make them and other members of their family feel
- ▶ Explain ways to handle the potential role changes in a healthy manner

Materials

- Blank printer paper, 5 different colored pieces
- Index cards (or pieces of colored paper) the same color as the 5 colored blank papers
- Flipchart paper, markers, and tape
- Family Roles Critical Incidents (included), 2-3 copies
- Optional: Age Group Pictures (included)

Key English Vocabulary

- ▶ *change*
- ▶ *relationship*
- ▶ *roles*
- ▶ *Let's talk about it.*

Note to Trainer

When working with participants who are parents, this is a good introductory session to the activity plan, "Cultural Adjustment: Parenting Practices."

Session Preparation

Make Age Group Signs by writing age groups (0-12, 13-19, 20-25, 26-60, 61-100) on the five pieces of different colored paper. For example:



Hang the Age Group Signs in front of the training space.

Put a supply of the five kinds of different colored index cards on each table.

Review the Family Roles Critical Incidents. Determine the approximate number of groups that will participate and which incidents will be of most interest to participants.

Trainer's Introduction of Session to Participants

Many immigrant families find that roles within their family change after the family moves to the United States. During this session, we will explore some common changes within families and think about how they could be handled.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Review the Age Group Signs hanging in the front of the training space. Ask participants to think about the family members they live with and take index cards that match their situation. For example, a family may be made up of a 10-year-old, a 14-year-old, a 16-year-old, a 40-year-old, a 46-year-old, a 59-year-old, and a 71-year-old. That participant would take one green index card (for the 10-year-old), two orange index cards (for the 14- and 16-year-olds), three blue index cards (for the 40-, 46-, and 59-year-olds), and one pink index card (for the 71-year-old).

Ask participants to hold their index cards and stand. Participants walk around the training space and form groups of three or four with others who have similar age groups in their family. For example, participants with elderly members in their family might sit together, while participants with children

under 12 might sit together. Participants will most likely be able to sit in a number of groups. Try to keep the groups more or less evenly numbered, with no more than four members per group.

Activity

Ask each group to choose a spokesperson to share highlights from the upcoming discussions with the full group.

Read aloud one Family Roles Critical Incident followed by the questions. Participants discuss the questions in their small groups.

Bring the full group together and ask group spokespeople to share highlights from their small group discussions. Record notes on flipchart paper.

If there is time, continue in the same way with the other Family Roles Critical Incidents. Consider having small groups change the spokesperson for each incident discussed.

Debrief the session with participants using the questions below.

Debriefing Questions

- ▶ What are some role changes that you heard about during this session?
- ▶ What are some ways your family might manage these role changes in a healthy way?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, skip the introductory exercise. Choose two to three of the Family Roles Critical Incidents based on the family make-up of the individual participant or the small group. Read one Family Role Critical Incident aloud and discuss the questions with the individual or small group. Conclude with the debriefing questions, if appropriate.

Variations and Considerations

When working with a less literate group, consider using the Age Group Pictures in addition to the Age Group Signs. After printing and cutting the pictures along the dotted lines, hang them next to the corresponding Age Group Sign.

When working with more literate participants, print and cut out Family Roles Critical Incidents, in English or a language the participants can read. Make sure there is one literate participant in each small group during the introductory exercise. distribute one family roles critical incident to each small group for the activity discussion.

Family Roles Critical Incidents

Family Roles Critical Incident 1

Severin's daughter Aude learns English quickly at school and is able to help Severin do things, such as talk to store clerks and ask for directions. Severin does not feel confident going places alone, but he does not want to depend on his daughter.

Discuss the critical incident and consider the following questions:

- ▶ How do you think Severin feels?
- ▶ How would you feel if you were Severin?
- ▶ How might Aude feel about this situation?
- ▶ What are some things Severin could do to improve his situation?

Family Roles Critical Incident 2

Chit Aung and Eh Paw are proud of their teenage son, Kyaw Oo, and are happy that he has been doing well in school, learning English quickly, and making new friends. Last week, however, Kyaw Oo arrived home on a school night after 10:00 pm. Chit Aung and Eh Paw asked him where he had been, and Kyaw Oo told them he had been studying. While they support his school work, Chit Aung and Eh Paw were upset that Kyaw Oo had not asked for permission or told them he would be out late.

Discuss the critical incident and consider the following questions:

- ▶ How would you feel if you were the parents?
- ▶ How do you think the son feels?
- ▶ What are some things each member of the family could do to avoid this situation in the future?

Family Roles Critical Incident 3

Arjun and his wife Rupali resettled in their new community. Rupali quickly found a full-time job with benefits as a housekeeper at a hotel. After 6 months, Arjun was able to find a part-time job working at a grocery store. Arjun felt uncomfortable with the situation because Rupali had never worked outside the home before, and, as the family's main source of income, she was feeling more confident.

Discuss the critical incident and consider the following questions:

- ▶ How would you feel if you were Arjun or Rupali?
- ▶ What would you do?
- ▶ What could Arjun and Rupali do to deal in a positive way with the situation?

Family Roles Critical Incident 4

Waabberi moved to the United States with his son, daughter-in-law, and four grandchildren. He was happy for his family, who seemed to be adjusting well to their new community. However, Waabberi did not have any friends and had very little to do during the day. He was also surprised by the disrespectful behaviors his grandchildren were developing, and felt sad that they wanted to speak only in English.

Discuss the critical incident and consider the following questions:

- ▶ How would you feel if you were Waabberi?
- ▶ What are some things Waabberi's family could do to help him?
- ▶ What could Waabberi do to help himself?
- ▶ What could he do about his grandchildren's behavior?

Family Roles Critical Incident 5

William and Nicia were both able to find jobs quickly when they arrived in the United States. However, their work schedules did not allow William and Nicia to take care of their two young children during the day. Their case worker/manager suggested they find a child care center for the younger child and a preschool for the 4-year-old, or a group of working parents who could share child care responsibilities. William and Nicia had never had anyone but family look after their children and felt uncomfortable with these ideas.

Discuss the critical incident and consider the following questions:

- ▶ What are some options that William and Nicia have?
- ▶ What would you do if you were William or Nicia?

Family Roles Critical Incident 6

Majid and his wife Ala resettled in the United States with their children, ages 4, 7, 9, and 13. Ala found a part-time job quickly and started working, leaving Majid home to care for their 4-year-old. Ala was often tired when she arrived home, so Majid cooked dinner for the family and did a lot of the household chores. Over time, Majid became frustrated with his new role in the family. Some evenings when he was feeling frustrated, Majid would hit Ala.

Discuss the critical incident and consider the following questions:

- ▶ Would you consider this home situation serious? Why?
- ▶ How would you feel if you were Majid? How would you feel if you were Ala?
- ▶ What are some things that Majid or Ala could do to help themselves or their family?

Family Roles Critical Incident 7

Moe Win, Naw Ku, and their two school-age children resettled in their new community. The adults both found jobs, and the children were doing well in school. However, they all missed their home country and their friends and family. To feel better, Moe Win started drinking alcohol regularly.

Discuss the critical incident and consider the following questions:

- ▶ What is the problem in this incident?
- ▶ How would you feel if you were Moe Win? How would you feel if you were Naw Ku?
- ▶ How do you think the children feel about the situation?
- ▶ What are some things Moe Win could do to feel better?

Family Roles Critical Incident 8

Sita Maya's son Kazi was not doing well in school. Sita Maya met with Kazi's teachers and tried to help Kazi with his homework, but he was not interested. Soon Kazi's teacher called Sita Maya to report that Kazi had not attended school that day. When Kazi arrived home, Sita Maya asked him what happened. Kazi did not respond, frustrating Sita Maya even more, so she slapped him.

Discuss the critical incident and consider the following questions:

- ▶ What is the problem in this incident?
- ▶ Do you think Sita did the right thing?
- ▶ How would you feel if you were Sita Maya? How do you think Kazi feels?
- ▶ What are some things Sita Maya or Kazi could do to help their family?

Family Roles Critical Incident 9

Evrard and Cecile resettled in the United States with their three school-age children and their 22-year-old son Renan. Evrard, Cecile, and Renan were able to find jobs while the three younger children started school. Evrard and Cecile felt overwhelmed in their new community and were barely able to pay their rent and other bills. One day Renan told them that he wanted to study at the local community college instead of work. While Evrard and Cecile wanted Renan to be happy, their family needed Renan's income.

Discuss the critical incident and consider the following questions:

- ▶ How would you feel if you were Evrard or Cecile? How do you think Renan feels?
- ▶ What are some options for Evrard, Cecile, and Renan?
- ▶ If your family were in this situation, what would your family do?

Age Group Pictures



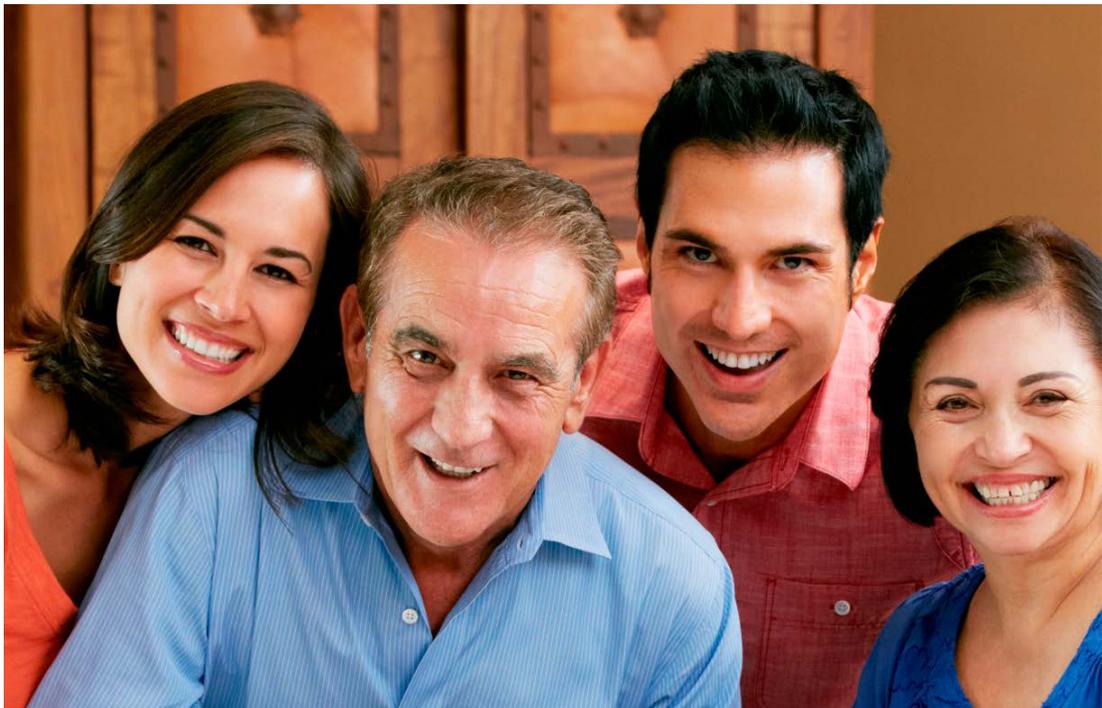
Ages 0-12



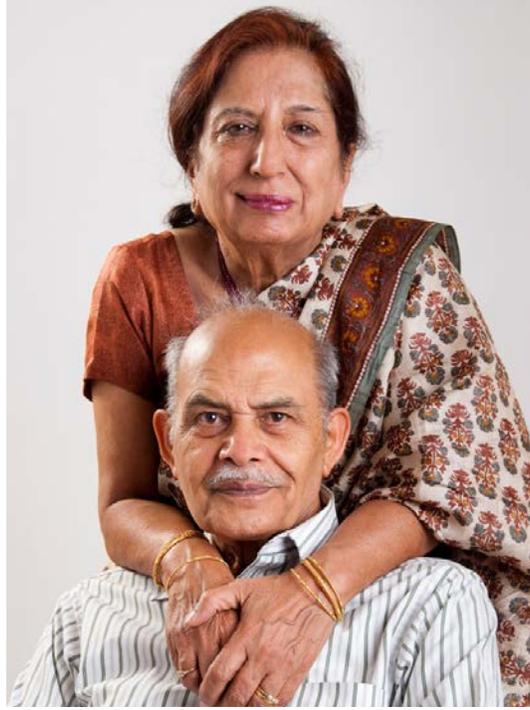
Ages 13-18



Ages 19-25



Ages 26-65



Ages 66-100

Cultural Adjustment

Parenting Practices

Introduction for the Trainer

Key Content

During this session, participants will learn about common parenting practices in the United States.

Main Messages

Refugee parents may face challenges as their children adjust to the new culture faster and differently than they do. Parents may not like some of the things their children want to do or some of the ways they talk and act. Yet some of their parenting practices may be unacceptable or even illegal in the United States. If refugee parents think about the challenges they might face in the future, they may be better prepared to meet them.



30 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe how they might feel in certain situations that might arise with their children
- ▶ Discuss some acceptable ways to control and discipline their children

Key English Vocabulary

- ▶ *appropriate*
- ▶ *children*
- ▶ *play*
- ▶ *Tell me about _____ [it, school, the playground, other kids, your homework, what happened, etc.].*

Materials

- Parenting Practice Scenarios (included)
- 4 pieces of blank paper
- Markers and tape

Note to Trainer

When working with participants who are parents, this is a good follow-up session to the activity plan "Cultural Adjustment: Family Roles."

Session Preparation

Label each of the blank papers "A," "B," "C," and "D." The letters should be large and visible from anywhere in the training space. Tape the four letters to the walls in different places so that they are spread out around the training space.

Review the Parenting Practice Scenarios and choose three to four that would be of most interest to the group.

Trainer's Introduction of Session to Participants

Raising children is always a challenge, but raising children in a culture that is not your own brings special challenges. During this session, we will consider some situations you may face as parents in the United States. You will think about the situation and how you would handle it. Then you will consider whether the way you would handle the situation is acceptable and legal in the United States, and whether there are other ways of handling the situation.

Parents everywhere have strong ideas about the best way to raise their children. Try to keep an open mind during this session. If you do, you may leave the session with some good ideas to help you deal in an acceptable and effective way with the challenge of raising your children in a culture that is not your own.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Read a Parenting Practice Scenario aloud to the full group. Then read the possible ways to handle the situation. Participants listen to the options, think about what they would do, and move to stand under options A, B, C, or D to show their responses.

Ask participants if their response is legal or illegal in the United States. To get the discussion going, invite one participant to stand under each of the A, B, C, and D responses and explain her or his response. Tell the participants the acceptable and legal response or responses. Then ask participants if there are any other acceptable ways to handle the situation.

Continue in the same way with the next Parenting Practice Scenario.

When finished, debrief the session with participants using the questions below.

Debriefing Questions

- ▶ Which of the scenarios that we discussed during this session would be hardest for you to deal with? Why?
- ▶ What is one helpful thing you learned about managing a parenting challenge during this session?
- ▶ How are you feeling about the changes in culture and parent-child relationships that were discussed during this session?

Working With Individuals or Very Small Groups

When working with one to three participants, distribute four pieces of paper labeled "A," "B," "C," and "D" to each participant. Read a Parenting Practice Scenario aloud. Participants share their responses by holding up one of their labeled papers, and then explain their responses. Continue with the rest of the scenarios this way.

Variations and Considerations

If needed, use translated versions of the Parenting Practice Scenarios.

Parenting Practice Scenarios

Parenting Practice Scenario 1

Your infant, Rahim, has not been feeling well or sleeping well for the last week. You are feeling very tired and frustrated with Rahim for not sleeping. How would you handle this situation?

Possible responses:

- A. Make an appointment with Rahim's doctor to discuss the problem.
- B. Leave Rahim in the crib for a few hours and ignore the crying, hoping he will fall asleep.
- C. Have your older child or a neighbor take care of Rahim so you can take a break.
- D. Continue singing to Rahim. Eventually, he will have to go to sleep.

Parenting Practice Scenario 2

Your 2-year-old, Leela, has been running all over the apartment, and you are tired of chasing her. Leela keeps opening the cabinet with the cleaning supplies and taking them out when you are not looking. How would you handle this situation?

Possible responses:

- A. Spank Leela and tell her to stop opening the cabinet.
- B. Move your cleaning supplies so they are out of Leela's reach.
- C. Put child safety locks on the cabinet doors where the cleaning supplies are kept.
- D. Have your 9-year-old child watch Leela to make sure she does not open the cabinet.

Parenting Practice Scenario 3

Your 9-year-old daughter, Mi Mi, tells you that another girl at school has been making fun of the lunches you pack for her and pushing her on the playground at recess. How would you handle this situation?

Possible responses:

- A. Start sending Mi Mi to school with money for the lunch provided by the school.
- B. Talk to Mi Mi's teacher about what has been happening.
- C. Call the other girl's parents to complain about the issue.
- D. Tell Mi Mi to ignore it; things will get better.

Parenting Practice Scenario 4

Your son, Sherab, has been happy at his new elementary school and has made some good friends whom you like. He is invited to his friend Charles's birthday party, and Charles's mother offers to drive Sherab home after the party. When Sherab returns home, he asks you why Charles has two mothers instead of a mother and a father. How would you handle this situation?

Possible responses:

- A. Tell Sherab not to be friendly with Charles anymore.
- B. Ask Charles' parents about their family situation.
- C. Ask Sherab more about the party and Charles's family.
- D. Discuss the matter with your case worker/manager.

Parenting Practice Scenario 5

Your 13-year-old son, Asad, brings his first report card home from school, and his grades are very bad. You did not realize Asad was struggling so much. How would you handle this situation?

Possible responses:

- A. Punish Asad for his bad grades.
- B. Ask Asad why his grades are so poor.
- C. Talk to Asad's teacher about what he needs to do to improve.
- D. Find another school for Asad to attend.

Parenting Practice Scenario 6

Your teenage daughter, Grace, has been unhappy since you moved to your new community. She has not made many friends, and has been having trouble learning English. Grace tells you she is going to meet a friend to go and watch a movie. How would you handle the situation?

Possible responses:

- A. Tell Grace she cannot go to the movies without a family member.
- B. Say okay.
- C. Ask Grace about her friends, their families, and their backgrounds.
- D. Offer to bring Grace to the movies so you can meet her friends before they go to the movie.

Parenting Practice Scenario 7

Your teenage daughter, Juliana, made friends very quickly and seems happy in your new community. One day she has plans to meet some friends and go to a nearby mall. Your neighbor told you that the mall is safe and many teenagers hang out there with their friends. When Juliana is ready to leave, she is wearing a short skirt. How would you handle this situation?

Possible responses:

- A. Tell Juliana she is not allowed to see her friends.
- B. Tell Juliana she has to change her clothes or she cannot go.
- C. Do not say anything.
- D. Ask Juliana to invite her friends to your home instead.

Parenting Practice Scenario 8

Your teenage son, Cardel, is on the high school soccer (football) team. He is keeping up with his schoolwork and making friends. Cardel asks if he can go to a party at his friend Jonah's house with some of his teammates the next Saturday. You say yes. You later find out from a neighbor that there will probably be alcohol at the party. How would you handle this situation?

Possible responses:

- A. Ask Cardel about the party again and if alcohol will be served.
- B. Forbid Cardel to go to the party, but do not give him a reason. You don't have to: You are the parent, and he must obey you.
- C. Suggest Cardel spend some time with his friends during the day instead.
- D. Call Jonah's parents and ask if they will be home during the party and if alcohol will be served.

Cultural Adjustment

Adjusting to Changes and Challenges

Introduction for the Trainer

Key Content

During this session, participants will learn about common challenges they may face as they adjust to a new country and culture, and some ways to handle these challenges.

Main Messages

It can take 2 to 5 years for refugees to adjust to life in the United States. There will be challenges along the way, such as changes in family roles. Trainers should stress the importance of understanding and following common U.S. practices, such as being on time. Understanding the challenges they may face and ways to manage them can help participants adjust more easily.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Consider some common adjustment challenges
- ▶ Identify different points of view regarding them
- ▶ Discuss various ways to manage these adjustment challenges

Key English Vocabulary

- ▶ *call*
- ▶ *cultural adjustment*
- ▶ *feelings*
- ▶ *How do you feel about _____?*

Materials

- Managing Adjustment Game Board (included), 1 per playing group (as described in the session preparation)
- Managing Adjustment Cards (included), 1 per playing group
- Markers or highlighters, 4 different colors
- Playing pieces (stones, pieces of paper, etc.), 4 per playing group
- Managing Adjustment Spinner Mat (included), 1 per playing group
- Pencil, 1 per playing group
- Optional: Managing Adjustment Color Game Board (included), 1 per playing group
- Optional: Reviewing Adjustment Cards (included), 1 per playing group

Session Preparation

Determine the number of teams that will play based on how you want to group participants for this topic. Grouping can be by literacy level, language background, age, gender, family make-up, or some other way. Participants can play the game as individuals or on teams of two to three people (or more, if necessary), with up to four teams (or individual players) per game. There may be two or more games going on at the same time.

If possible, place at least one person in each small group who can read. If there are not enough literate participants, divide the full group into four teams, and play the game as a full group. The trainer then reads the cards aloud to the full group while showing the pictures.

Prepare the Managing Adjustment Game Board for each group by printing the pages and marking the squares with the markers or highlighters so that all squares labeled “1” (including the “Start” square) are the same color, all squares labeled “2” are the same color, all squares labeled “3” are the same color, and all squares labeled “4” (including the “End” square) are the same color. Look at the Managing Adjustment Color Game Board as an example.

The Managing Adjustment Cards are organized into four categories: Asking for Help, Communication, Responsibilities, and Social Adjustment. First, print a full set (cards from all four categories) for each group. Cut the cards along the dotted lines, keeping sets together. Assign a color to each category that matches one of the four colors of the Managing Adjustment Game Board, and mark the back of each card with the color it belongs to. For example, Asking for Help Cards might be blue, Communication Cards might be green, Responsibilities Cards might be yellow, and Social Adjustment Cards might be red. Keep each set of Managing Adjustment Cards divided into the four separate categories.

Trainer’s Introduction of Session to Participants

Adjusting to life in the United States will be a long process, and there are many things that will feel new or different to you. During this session, we will play a game, and in the game you will consider some of the changes you might face as you adjust to life in your new community. You will think about how the changes might feel and how you might handle them.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into the teams and small groups you chose during the session preparation. Distribute a Managing Adjustment Game Board, a set of Managing Adjustment Cards, playing pieces, a Managing Adjustment Spinner Mat, and a pencil to each group.

Each group places the Managing Adjustment Game Board on a flat surface in the center of the group. Each team in the group places its playing piece on the “Start” square. *[As noted earlier, a game can have either individual players or teams made up of two or more players. For convenience, we will use only the word team in these instructions, but trainers should keep in mind that a team might have just one player.]* The set of Managing Adjustment Cards, stacked in four piles, should be placed near the board.

Small groups put the Managing Adjustment Spinner Mat flat on the table near the board and place the pencil in the middle of the spinner mat.

The first team spins the Managing Adjustment Spinner Mat by holding the middle of the pencil and twisting it while dropping it near the middle of the spinner mat. Whatever number the point of the pencil is pointing closest to is the number chosen. The team then moves its playing piece that number of spaces.

The team takes note of the color square it has landed on, and picks up the card from the top of the same colored pile. The team reads the card, and gives an answer. The group considers the answer, deciding if it is good enough, and discusses other possible answers.

If other teams feel the team’s answer was good enough, at its next turn the team spins the Managing Adjustment Spinner Mat. If the answer is not good enough, at its next turn the team must remain on the same space and pick another card from the same pile.

After the group has decided whether an answer is good enough or not, the next team takes its turn by spinning the Managing Adjustment Spinner Mat and the game continues as already described.

The trainer should listen to small group discussions during the game to be sure that participants understand the information.

When groups are finished, bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ What discussions did your group have during this session? What did you learn?
- ▶ What are some aspects of cultural adjustment we have discussed that you have not yet faced?
- ▶ How has your experience so far been similar to the experiences of other participants? How has it been different?

Working With Individuals or Very Small Groups

When working with an individual, choose five to ten Managing Adjustment Cards that are relevant to the participant. Cut them up and put them into a box, basket, or envelope. The participant draws one card, and the trainer and participant discuss the question. When finished, the participant draws another card to discuss. Continue until all of the cards have been discussed.

When working with two or three participants, the game can be played as a two- or three-player game. The trainer can also participate as a player, sharing answers from either personal experiences or those of other refugees s/he has worked with.

Variations and Considerations

Instead of preparing the Managing Adjustment Game Boards with markers or highlighters, print the Managing Adjustment Color Game Board for small groups to use.

Create cards on different topics to be used with the Managing Adjustment Game Boards.

Make this session a review or wrap-up for the cultural adjustment unit by using the suggested Reviewing Adjustment Cards and adding others to discuss topics relevant to the group. The trainer should choose between the First Time Worker Cards and the New Job Cards—or use both—depending on the work backgrounds of participants.

If needed, use translated versions of the Managing Adjustment Cards or the Reviewing Adjustment Cards.

Managing Adjustment Game Board

| | | | | | |
|--------------|---|---|---|---|---|
| 2 | 2 | 2 | 3 | 3 | 3 |
| 2 | 2 | 2 | 3 | 3 | 3 |
| 2 | 2 | 2 | 3 | 3 | 3 |
| 1 | 1 | 1 | 4 | 4 | 4 |
| 1 | 1 | 1 | 4 | 4 | 4 |
| START | 1 | 1 | 4 | 4 | 4 |

Managing Adjustment Cards

Asking for Help Cards

| | |
|---|---|
| <p><i>If you are at a store and do not know what product you need, or cannot find the product you need, you can ask a salesperson for help. How do you feel about doing this?</i></p> | <p><i>If you are having trouble with something in your home, you should call your landlord/landlady. How do you feel about doing this?</i></p> |
| <p><i>If you are lost or cannot find your way, you can ask someone on the street for directions. How would you feel about doing this?</i></p> | <p><i>If you feel you might be in danger, you could ask a police officer for help. How would you feel about doing this?</i></p> |
| <p><i>If you have a question about where something is in your community, you could ask a neighbor. How do you feel about doing this?</i></p> | <p><i>If you need to buy something and don't know where to find it, you can ask your case worker/manager, a volunteer from the resettlement agency, or a neighbor for advice. How do you feel about doing this?</i></p> |

Communication Cards

| | |
|---|---|
| <p><i>Americans consider eye contact when talking to another person respectful behavior. How is this similar to or different from body language in your culture?</i></p> | <p><i>Being polite and respectful to service providers often makes it easier for you to accomplish tasks and get help. How do you feel about this?</i></p> |
| <p><i>If someone is bothering you or making you feel uncomfortable, you have the right to ask that person to stop. How would you feel about doing this?</i></p> | <p><i>If you need to talk to your case worker/ manager, but s/he is not available, you should leave a message (even if it is not in English). Why do you think this is important?</i></p> |
| <p><i>Polite and respectful body language is important when communicating with others. From what you have seen in the United States, what are some examples of body language that are different from those you are used to?</i></p> | <p><i>When you don't understand what a service provider tells you, you should say, "I'm sorry. I don't understand." How do you feel about this?</i></p> |

Responsibilities Cards

Case workers/managers, health care professionals, and other service providers cannot share with other people any personal information that you tell them. How does this make you feel?

Even if you break a law you did not know about, you must pay the penalty. How do you feel about this?

If you choose to move to a new apartment, home, town, or state, you are responsible for notifying others about changing your address. How do you feel about this?

When you apply for a job, you have a right to know what the salary and benefits will be. How is this different from your previous experiences?

You may be able to apply for your family members overseas to join you in the United States. First, you must talk to your case worker/manager about it. How do you feel about this option?

You will receive assistance when you are resettled, but you may not get help right away on issues that are not very important. How do you feel about this?

Social Adjustment Cards

Americans usually shake hands when meeting for the first time. Practice this with another player.

If you do not understand something that someone tells you, you should ask them to say it again. How would you do this?

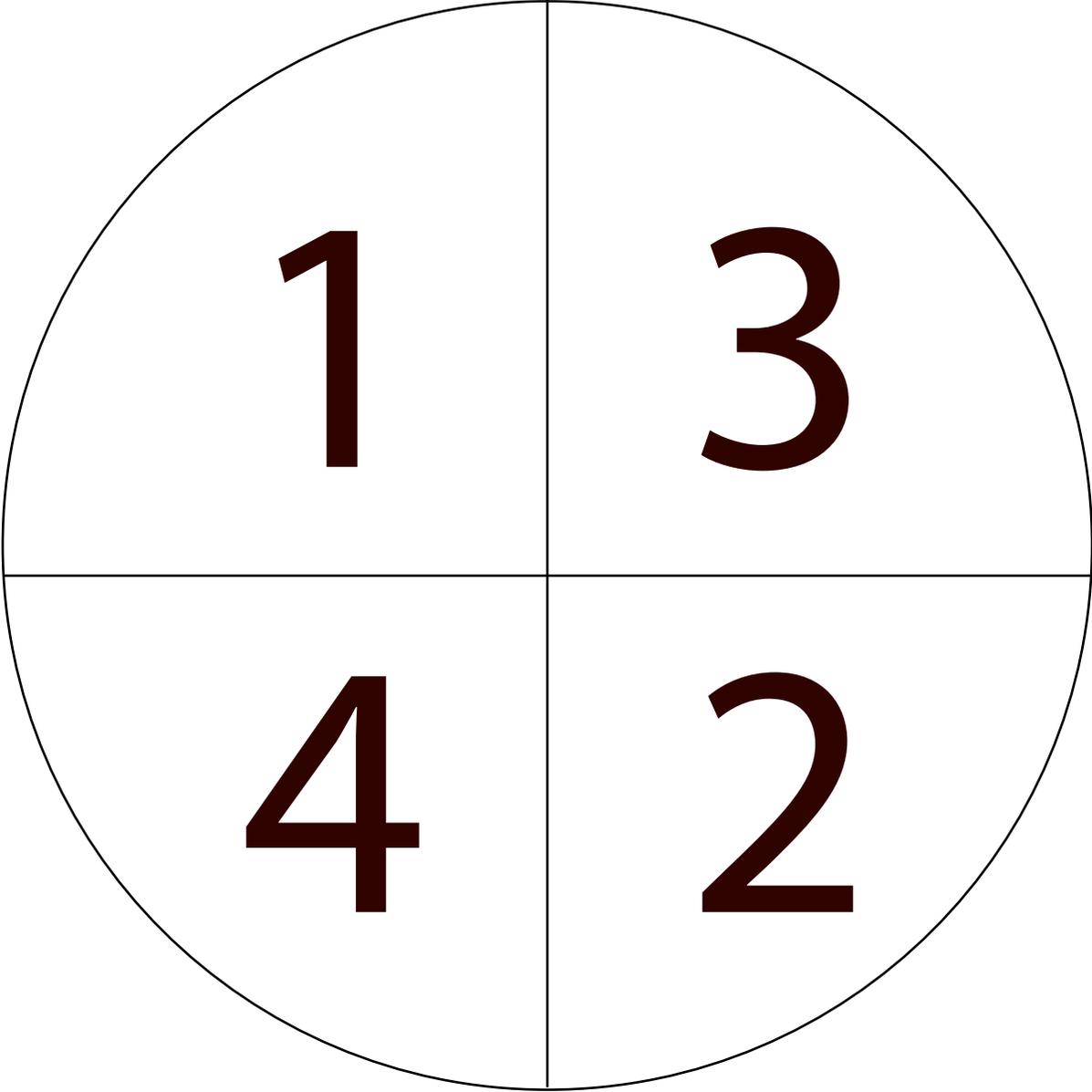
Most Americans want you to call before going to their house. How does this differ from the custom where you are from?

When Americans talk to one another, they don't stand as close to each other as do people from some other cultures. With another player, show the distance that people in your country stand from one another when they talk to one another, and then show the distance that Americans stand from one another.

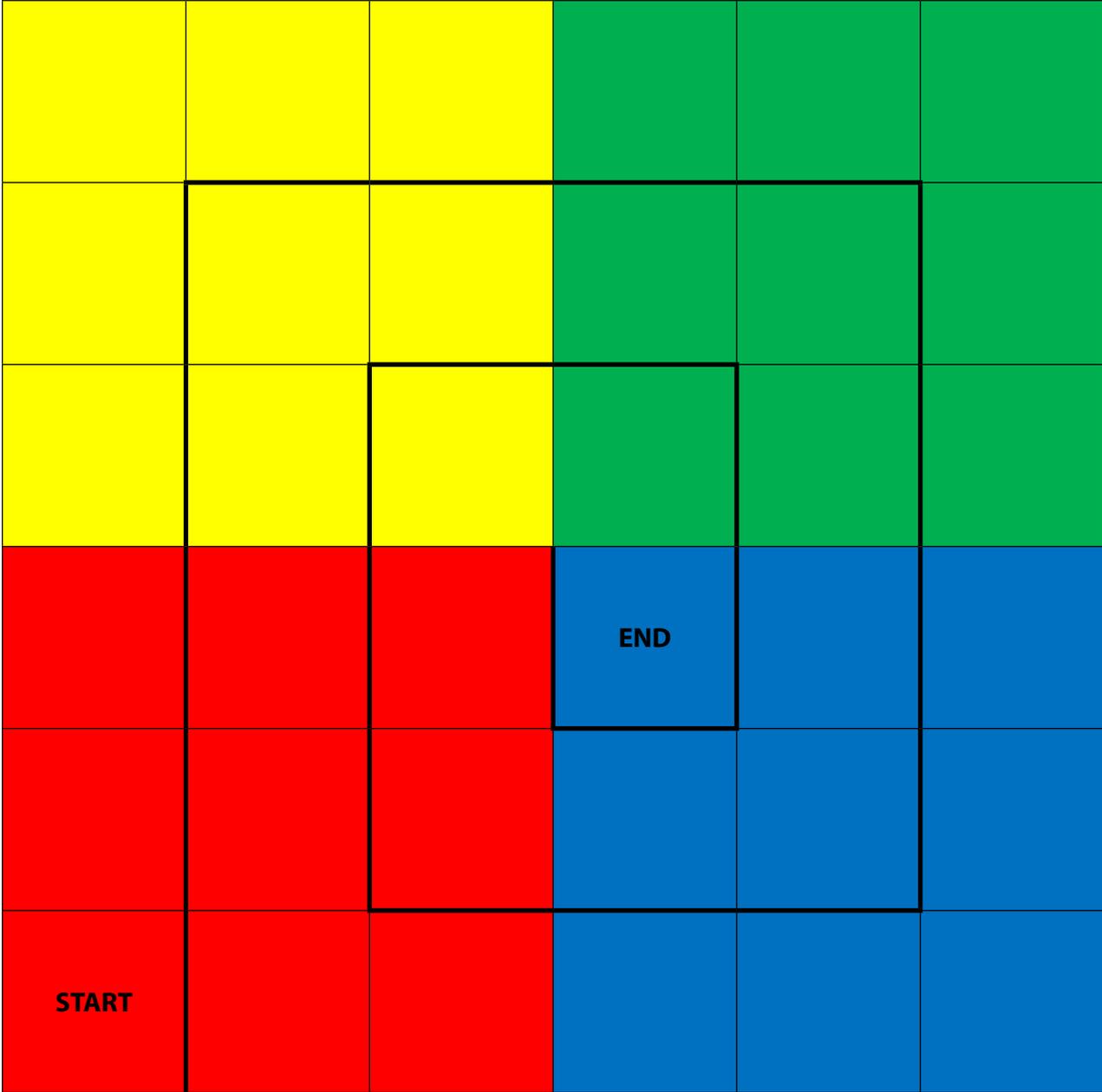
When talking with someone in the United States, a man or a woman, you should make eye contact. Practice this with another player.

Why do you think it will be important for you to learn English greetings as soon as you can?

Managing Adjustment Spinner Mat



Managing Adjustment Color Game Board



Reviewing Adjustment Cards

Family Role Cards

| | |
|--|--|
| <p><i>Elderly refugees often have trouble learning English and getting involved in the community. How could you help elderly people in your family or community?</i></p> | <p><i>If you are feeling uncomfortable with some of the role changes in your family, what would you do?</i></p> |
| <p><i>Most U.S. schools teach children that it is good to ask questions. What would you do if your children started asking you many questions about what you think or why you do something in a certain way?</i></p> | <p><i>Often children learn English faster than adults. How would you feel about this if it happened in your family, and how would you handle it?</i></p> |
| <p><i>One way parents in the United States punish their children is by taking away privileges, such as seeing friends or watching TV. What will your family do if your children do something wrong?</i></p> | <p><i>Sometimes in the United States the wife in the family is the primary breadwinner. How would you feel if this were the case in your family?</i></p> |

First Time Worker Cards

You are offered your first job. How would you feel about being out of the house so often?

You are working many hours and are very tired when you get home. You feel you need help with some of the household chores, but in the past you were the one who did all the chores. What do you do about this situation?

You have your first job interview. Your case worker/manager suggests you wear clothing that is different from what you usually wear. How would this make you feel?

You were able to find a job faster than other members of your family, and now you are financially supporting your family. How do you feel about this?

Your family decides that you need to work to support the family, but you have never held a job before. How would this make you feel?

Your new job requires you to wear a uniform. How would you feel about this?

New Job Cards

Americans value a strong work ethic. How would you describe someone with a strong ethic?

If you are offered a job and turn it down, you could lose your public assistance. How does this make you feel?

Many families in the United States find that both the husband and the wife need to work. How would you feel about this?

Refugees who had professional jobs in their own countries (for example, doctors, nurses, and office workers) usually can't work in their professions in the United States right away. Many have to take low-skilled or unskilled jobs (such as a housekeeper or factory worker) when they first arrive in the United States. How would you feel about working at this kind of job?

Which would be better: A low-paying job with health benefits or a higher paying job without health benefits?

Your supervisor could be a man or a woman. How would this make you feel?

Time Management Cards

Children are expected to attend school every day and arrive on time. How will you make sure that your children go to school every day on time?

If you are taking public transportation to work, how will you make sure that you are on time?

If you are very late or do not attend a doctor's appointment, you may be charged for the appointment anyway and the doctor may not be willing to see you again. How can you make sure this does not happen?

If you know you are going to be late for work or a meeting, what should you do?

Many families find their days very full and busy. How will your family manage this?

You are expected to arrive on time or a few minutes early for meetings. How will you handle this?

Working With Your Resettlement Agency Cards

The resettlement agency and other service providers offer different types of orientation classes. Why are they important? How do you feel about attending these?

The resettlement agency has a limited amount of money to help you resettle in your new community. What can you do to work with them during your first weeks and months in the United States?

The staff at your resettlement agency asks you for personal information about you and your family. How do you feel about this?

While many people may be telling you things about life in the United States, the most accurate information will come from resettlement agency staff. What do you think about this statement?

Working closely with your case worker/manager will help ease your resettlement process. How do you feel about this?

Your case worker/manager and other staff at the resettlement agency are not always available to help you. How does this make you feel?

Cultural Adjustment

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|--------------------|--|--|--|
| <i>adjust</i> | To change or get used to. | Ilyas finds it difficult to <i>adjust</i> to food in the United States. | What is difficult for you to <i>adjust</i> to? What is easier to adjust to? Why? |
| <i>appropriate</i> | Correct for a specific time or place; proper. | In some cultures it is <i>appropriate</i> to take off your shoes when you enter their home. | Do you think it is <i>appropriate</i> to shake hands when you meet someone? Why or why not? |
| <i>call</i> | To telephone someone. | Most Americans expect you to <i>call</i> them before you visit their home. They also expect you to <i>call</i> if you will be late or unable to attend an event. | In places you have lived before coming to the United States, is it acceptable to visit someone without <i>calling</i> them first? When did you need to <i>call</i> ? |
| <i>change</i> | To cause someone or something to become different in some way. | Tara is afraid her children are going to <i>change</i> and no longer respect her. | What do you think about <i>change</i> ? Is there any part of yourself you can <i>change</i> easily? |

| Vocabulary Word | Definition | Context | Partner Talk |
|----------------------------|---|---|---|
| <i>child/children</i> | A young human, either a girl or boy; plural of <i>child</i> . | In the United States, <i>children</i> are often called <i>kids</i> . | When do you think a <i>child</i> becomes an adult? Why? |
| <i>cultural adjustment</i> | The process of becoming familiar and comfortable with a new culture. | <i>Cultural adjustment</i> can take a long time. Balaram finds it helpful to talk to family about his feelings. | What are some things that you can do to make your <i>cultural adjustment</i> easier? |
| <i>culture</i> | Language, customs, beliefs, actions, and art of a group of people. | Sarah and Thom want to pass on some parts of the Congolese <i>culture</i> to their children. | What parts of your <i>culture</i> do you want to pass on to your children? |
| <i>culture shock</i> | Feelings of worry, confusion, and anger as a newcomer tries to function in an unfamiliar and often strange place. | Ella is experiencing <i>culture shock</i> . She finds it hard that she is supposed to look people in the eye. | What can you do if you or someone you know has <i>culture shock</i> ? |
| <i>diversity</i> | A variety of anything; for example, people, ideas, foods, and so on. | There is a lot of <i>diversity</i> of people in large cities such as New York and Los Angeles. | What are some good things about living in a place with lots of <i>diversity</i> ? What are some difficult things? |
| <i>early</i> | Before the usual, arranged, or expected time. | In the United States, many people like to arrive <i>early</i> to an appointment; for example, they might arrive at 3:45 for a 4:00 appointment. | Do people arrive <i>early</i> for appointments in places you have lived? Why or why not? |
| <i>eye contact</i> | Two people looking at each other's eyes. | In the United States, it is important to make <i>eye contact</i> when you speak with someone. | How do you feel about making <i>eye contact</i> with people when you speak to them? Why? |

| Vocabulary Word | Definition | Context | Partner Talk |
|----------------------|--|---|--|
| <i>family</i> | People who are related. These include parents, children, grandparents, aunts, uncles, nephews, nieces, and cousins. | Naw Baw and her <i>family</i> live together in their new home. | Who is part of your <i>family</i> ? |
| <i>feel/feelings</i> | To have a belief or opinion about something. Also, to experience through the sense of touch, or through a sense of the physical or mental state. | Sometimes Veronica <i>feels</i> sad about leaving her daughter at home with her grandmother while Veronica goes to work. | How do you <i>feel</i> about asking someone you don't know very well for help? |
| <i>friend</i> | A person who is close to another person and likes being with her or him. | <i>Friends</i> are important as well as family. | How do you think you can make <i>friends</i> in the United States? |
| <i>late</i> | After the expected time or deadline. | It is not good to arrive <i>late</i> for a business appointment or interview. It is better to be early or at least on time. | What is the attitude or feeling about being <i>late</i> in places you have lived? What do you think about that attitude? |
| <i>on time</i> | At the correct and precise time for an event. | Myo Myint is always <i>on time</i> for his English class. | What can you do so that you can arrive <i>on time</i> for all your events? |
| <i>play</i> | To take part in activities that are just for fun, that will relax and amuse you. | Children need to have time and space so they can <i>play</i> . | What games or sports do you like to <i>play</i> ? |
| <i>relationship</i> | The ways in which people act and connect with one another. | In the United States, the <i>relationship</i> between a student and teacher is usually less formal than in other countries. | What kinds of <i>relationships</i> are very special to you? |

| Vocabulary Word | Definition | Context | Partner Talk |
|------------------------------------|--|--|---|
| <i>to respect/to be respectful</i> | To show that you value someone. | In many cultures, people <i>respect</i> older people very much. | Who do you <i>respect</i> ? Why? |
| <i>roles</i> | The way people in certain situations are expected to act. | Ahmad thinks the <i>roles</i> of men and women in the United States are very different from their <i>roles</i> in Somalia. | Do you think the <i>roles</i> of men and women will be different in the United States from <i>roles</i> you have experienced elsewhere? Please explain. |
| <i>support</i> | To help someone when there are problems and troubles; to provide enough money for. | When Namina was ill, her mother <i>supported</i> her by taking care of her children and doing the housework. | Who can <i>support</i> you when you need help? |
| <i>tolerance</i> | A willingness to accept people whose race, religion, opinions, or habits are different from one's own. | Many people came to the United States looking for <i>tolerance</i> of their religion. | How can you show <i>tolerance</i> for people who are very different from you? |

Cultural Adjustment Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Cultural Adjustment Unit Vocabulary Worksheet 1

Directions: Look at the pictures in the word bank. Then read the sentences below. Decide which word matches the sentence and write it in the space.

Word Bank



family



early



relationship



friend



late



roles

1. Everyone in the Kallayoun family has different _____: Fatimah cleans, Karim cooks, and the children take out the garbage.
2. Sandra had to run to her meeting because she was _____.
3. The Cho family invites their neighbor to dinner. They have a good _____.
4. Prince came to the United States with his _____: his wife and his daughter.
5. Alexi arrives seven minutes _____ for his doctor's appointment so he waits.
6. Amina helps her _____ apply for a job.

Cultural Adjustment Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word bank to complete the sentences.

| Word Bank | | | |
|-----------|--------|---------|---------------|
| adjust | change | culture | culture shock |

Jessica and Prince moved to a new community with their family. At first, they had

c_____ sh_____ because the customs were so different from their own culture. They thought they would have to ch_____ how they dress and what they eat.

Now they know they have to ad_____, but they can still pass on their

c_____ to their daughter.



U.S. Laws and Refugee Status

Unit Overview for the Trainer

This unit provides participants with an overview of U.S. laws and of their legal status as refugees in the United States. It focuses on the following key points:

- ▶ The United States has laws regarding alcohol, tobacco, drugs, firearms, domestic violence, and child supervision and neglect, among many others. Refugees are responsible for knowing the laws and understanding what will happen to them if they break them.
- ▶ In the United States, refugees have rights and responsibilities. After refugees have lived in the United States for 1 year, they must apply to change their status from refugee to Lawful Permanent Resident.
- ▶ Refugees are responsible for their own safety and should know common safety procedures. They should also know how to access emergency services by dialing 9-1-1 and how to say their address and phone number in English.

Laws in the United States protect the rights of all people. Refugees should have a basic knowledge of their rights and responsibilities under U.S. law and of the process they will need to go through to adjust their legal status. They should also know common personal safety practices.

This unit includes seven activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The seven plans are as follows:

- ▶ *The Basics: U.S. Laws and Refugee Status.* This session discusses safety, the legal status of refugees, and some U.S. laws that participants should know.
- ▶ *Using Emergency Services.* In this session, participants learn what to do in an emergency situation.
- ▶ *Practicing Safety Procedures.* In this session, participants will learn to identify and respond to unsafe situations.
- ▶ *Common Safety Practices.* During this session, participants will learn about things they and their families can do to prevent being in an unsafe situation.
- ▶ *Your Rights and Your Responsibilities.* During this session, participants will learn about their legal rights and responsibilities.

- ▶ *Adjusting Your Status.* This session deals with the process of adjusting status from refugee to Lawful Permanent Resident. It also includes information about the process of becoming a U.S. citizen.
- ▶ *Learning Local Laws.* The activity in this session highlights the importance of learning about and following local laws.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

| | Content Objective | Learning Indicator | Activity Plan |
|--|---|---|--|
| Role of the Local Resettlement Agency | Assistance provided by the local resettlement agency and public assistance is limited and benefits vary across agencies, locations, and cases | Participants can articulate that the services they receive will be for a limited time | Your Rights and Your Responsibilities |
| | | Participants can consider the implications of moving away from their initial resettlement site | Your Rights and Your Responsibilities |
| | Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency | Participants know the caseworker/office contact info and how and when to contact them | Practicing Safety Procedures |
| Refugee Status | There are <i>rights</i> related to refugee status | Participants can name different kinds of refugee benefits and government assistance for which they are eligible | Your Rights and Your Responsibilities |
| | | Participants understand that as refugees they are authorized to work in the U.S. | The Basics: U.S. Laws and Refugee Status |
| | There are <i>responsibilities</i> related to refugee status | Participants understand their obligation to repay the travel loan | The Basics: U.S. Laws and Refugee Status |
| | | Participants know how to submit a change of address form | Your Rights and Your Responsibilities |
| | | Participants recognize that refugee and public assistance are limited in scope | Your Rights and Your Responsibilities |
| | Applying for permanent residency and naturalization are important steps in the status adjustment process | Participants can acknowledge that they are required to apply for permanent residency as soon as they become eligible and they may eventually apply for U.S. citizenship | Adjusting Your Status |
| There are immigration consequences to breaking U.S. laws | Participants know what behaviors may hinder their adjustment of status or naturalization or lead to deportation | The Basics: U.S. Laws and Refugee Status | |

| | Content Objective | Learning Indicator | Activity Plan |
|-----------|---|--|--|
| U.S. Laws | The U.S. is governed by the rule of law | Participants understand that they have a responsibility to know American laws | The Basics: U.S. Laws and Refugee Status Your Rights and Your Responsibilities Learning Local Laws |
| | | Participants understand that they have accountability under the law | The Basics: U.S. Laws and Refugee Status Learning Local Laws |
| | The U.S. has many laws governing behavior in public | Participants understand laws and norms for the use of alcohol, tobacco, drugs, and firearms | The Basics: U.S. Laws and Refugee Status Your Rights and Your Responsibilities |
| | | Participants understand laws and norms related to sexual harassment | Your Rights and Your Responsibilities |
| | There are legal rights and restrictions related to family life | Participants know laws regarding domestic violence | The Basics: U.S. Laws and Refugee Status |
| | | Participants know laws regarding child supervision, neglect, and abuse, including acceptable methods of disciplining a child | The Basics: U.S. Laws and Refugee Status |
| | There are rights and responsibilities related to U.S. residency and citizenship | Participants are aware of basic civil rights (e.g., right to free speech, assembly, worship, legal assistance) | Your Rights and Your Responsibilities |
| | | Participants understand that when they become citizens they will have the right to vote | Your Rights and Your Responsibilities |
| | | Participants understand the importance of selective service registration and implications if they do not register | Your Rights and Your Responsibilities |
| | | Participants understand that breaking the law may affect their legal status | The Basics: U.S. Laws and Refugee Status Your Rights and Your Responsibilities |

| | Content Objective | Learning Indicator | Activity Plan |
|---------------------------------------|--|---|---|
| Your New Community | The local resettlement agency will assist refugees in becoming acquainted with their new community | Participants understand where they live in the U.S. (region, state, city) | Using Emergency Services |
| Employment | Employees have rights as well as responsibilities in the workplace | Participants can acknowledge that they have the right to be paid for their work and to work in a safe environment free from discrimination and harassment | The Basics: U.S. Laws and Refugee Status |
| Budgeting and Personal Finance | Paying taxes is a legal obligation in the U.S. | Participants can acknowledge that paying taxes is a personal responsibility | Your Rights and Your Responsibilities |
| | | Participants understand when and how to pay taxes | Your Rights and Your Responsibilities |
| Housing | Understanding basic safety considerations and use of appliances/facilities will promote safety in the home | Participants understand fire prevention in the home, as well as the use of fire alarms and extinguishers | Practicing Safety Procedures |
| | There are additional domestic life skills that facilitate independent living | Participants know how to make and receive telephone calls | Using Emergency Services |
| Safety | Attention to personal safety is an important consideration for all people | Participants understand the concept of personal and family safety | Using Emergency Services Practicing Safety Procedures Common Safety Practices |
| | | Participants know that they need to protect their property | Common Safety Practices |

| | Content Objective | Learning Indicator | Activity Plan |
|--|--|--|--|
| Safety | Police and law enforcement agencies exist to help people if they become a victim of a crime | Participants understand the role of the police and know that police and other law enforcement officials are trustworthy and are there to help them | The Basics: U.S. Laws and Refugee Status Using Emergency Services Practicing Safety Procedures |
| | | Participants can identify crimes that are reportable as well as what incidents may not be serious enough to report to the police | Using Emergency Services Practicing Safety Procedures |
| | | Participants know how to report crime | Using Emergency Services Practicing Safety Procedures |
| | It is important to be prepared for emergencies | Participants understand basic fire safety | Practicing Safety Procedures Common Safety Practices |
| Participants know how to access emergency services and how to dial 9-1-1 | | Using Emergency Services | |
| | It is important to be familiar with safety procedures | Participants are familiar with general safety procedures related to traffic (as a driver, bike rider, public transit user, or pedestrian) | Common Safety Practices |
| Cultural Adjustment | Expectations regarding parenting practices may differ in the U.S. from what refugees are used to | Participants can identify parenting practices that are illegal or unacceptable in the U.S. | The Basics: U.S. Laws and Refugee Status |
| Education | There are legal and normative expectations regarding schooling in the U.S. | Participants can acknowledge that schooling is compulsory until at least the age of 16 for both boys and girls and is free in public schools | Your Rights and Responsibilities |
| Transportation | Owning or having access to a personal vehicle comes with benefits and responsibilities | Participants are aware of legal requirements such as a driver's license and insurance | Your Rights and Responsibilities |
| | | Participants are aware of safety issues and legal requirements, including the use of child seats | Learning Local Laws |

U.S. Laws and Refugee Status

The Basics: U.S. Laws and Refugee Status

Introduction for the Trainer

Key Content

During this session, participants will learn about some important U.S. laws, and their legal rights and responsibilities as refugees in the United States.

Main Messages

Because the United States is governed by the rule of law, there are many laws that refugees need to know. Refugees are responsible for knowing American laws, such as those related to alcohol, drugs, domestic violence, and child supervision. In the United States, all people (including refugees) must pay the penalty for breaking a law even if they didn't know that they did something wrong.



45 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe their rights and responsibilities as refugees in the United States
- ▶ Understand that there are laws about alcohol, tobacco, drugs, and firearms
- ▶ Describe laws about domestic violence, child supervision and neglect, and child abuse
- ▶ State that it is their responsibility to know U.S. laws and the consequences of breaking them
- ▶ State that law enforcement officials can be trusted
- ▶ Describe how to contact law enforcement officials

Materials

- Refugee Laws and Status Cards (included)
- Refugee Laws and Status Answer Key and Notes (included)

Key English Vocabulary

- ▶ *9-1-1*
- ▶ *emergency*
- ▶ *law*
- ▶ *Don't break the law!*

Session Preparation

Estimate the number of participants who will be attending the session. Then decide how many small groups there will be during the activity. Each group should have three to four people.

Review the Refugee Laws and Status Cards and edit, add to, or subtract cards based on the participants' needs and level of understanding. Find out about the laws in your area and, in the space provided in the Refugee Laws and Status Answer Key and Notes, include common challenges that refugees face. For example, allowing a young child to walk to a nearby store or laundromat by themselves could be considered neglect, hitting a child is often considered abuse, and leaving a child home alone while going grocery shopping is an example of poor child supervision.

Print the revised Refugee Laws and Status Cards. Cut out the cards along the dotted lines. Then cut each card in half, dividing the picture and the statement in half. Keeping pairs together, divide the cards into the number of groups there will be during the activity.

Trainer's Introduction of Session to Participants

During this session, we will talk about safety, refugee status, and U.S. laws that are very important for you to know.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the phrase. Throughout the session, emphasize the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into the small groups you chose during the session preparation. Distribute sets of Refugee Laws and Status Cards, as organized during the session preparation.

Small groups spend about 5 minutes reviewing the Laws and Refugee Status Cards. Participants look at the cards in the set they have been given and put the two halves together to complete the pictures shown on the cards. Participants then discuss what aspect of U.S. law or refugee status is being shown in the picture.

Bring the full group together. Small groups present their matched Refugee Laws and Status Cards to the full group and describe which aspects of safety, refugee status, and U.S. law are shown in each picture. During the presentations, add more information to the discussion by referring to the Refugee Laws and Status Answer Key and Notes. Answer questions and clarify information as needed.

When small groups have presented their matched cards, debrief the session using the questions below.

Debriefing Questions

- ▶ If there was an emergency where you lived before you came to the United States, who would people contact for help?
 - ▶ Would someone call the police in emergencies? If not, why not?
 - ▶ If there is an emergency in your new community, what number should you call?
 - ▶ If a police officer is walking toward someone, what should that person do?
 - ▶ What is a right that you have as a refugee in the United States? What is a responsibility that you have?
 - ▶ What laws about domestic violence and child supervision did you learn?
 - ▶ Why is it important that you learn the laws in the United States?
-

Working With Individuals or Very Small Groups

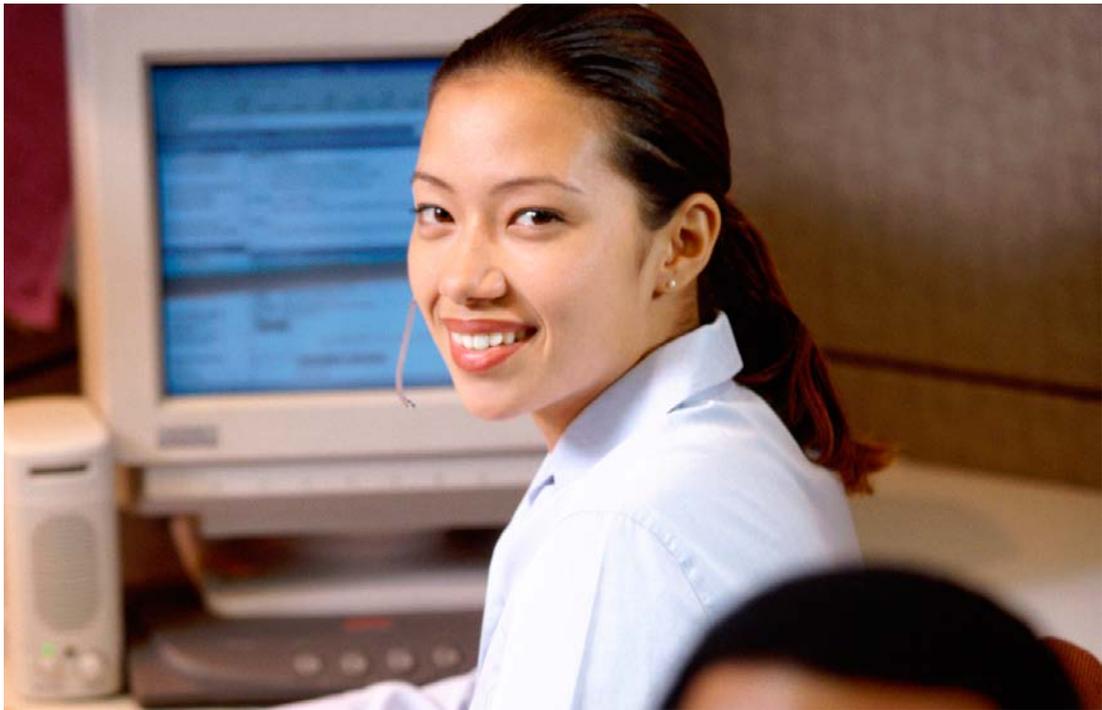
When working with one to four participants, participants should spread the Refugee Laws and Status Cards out on a table or on the floor and match the pictures together during the activity. As cards are matched, the trainer should ask participants questions about what they see in the pictures and what the pictures show. When finished, debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language background for the activity so that small groups can communicate in a common language.

If needed, use translated versions of the Refugee Laws and Status Cards.

Refugee Laws and Status Cards



As a refugee, you have the right to work in the United States.



Breaking the law could affect your legal status.



In an emergency, you should call 9-1-1.



It is your responsibility to learn U.S. laws.



There are laws about child supervision, neglect, and abuse.



There are laws about disciplining children.



There are laws about domestic violence.



There are laws about the use of alcohol, tobacco, drugs, and firearms.



You can trust police and other law enforcement officers to help you.

Refugee Laws and Status Answer Key and Notes



As a refugee, you have the right to work in the United States.

Participants should understand that, as refugees, they can work in the United States.

Notes on local laws:



Breaking the law could affect your legal status.

It is the responsibility of the individual to learn local, state, and federal laws and obey them. Refugees who break laws may pay a fine or go to jail; breaking the law could also affect a person's immigration status.

Notes on local laws:



In an emergency, you should call 9-1-1.

Explain to participants that in an emergency they need to pick up a phone and dial 9-1-1. Have participants practice saying, "fire," "police," and, "ambulance." Tell participants that if they need to call 9-1-1, they should answer as many questions as possible and stay on the line until the operator tells them to hang up. Participants who don't speak English should say, "No English," and tell the operator the language they speak.

Notes on local laws:



It is your responsibility to learn U.S. laws.

If you break a law, it can affect your freedom and immigration status, even if you did not know the law.

Notes on local laws:



There are laws about child supervision, neglect, and abuse.

Children in the United States need to be supervised at all times until they are considered old enough, by law, to look out for themselves. That age differs in different locations. Not supervising a child properly is considered neglect or abuse and is illegal.

Notes on local laws:



There are laws about disciplining children.

Americans usually discipline their children by taking away privileges, such as playing with friends or watching television. Most Americans believe that it is wrong to discipline children by hitting or hurting them. It is against the law for a parent to injure a child on purpose.

Notes on local laws:



There are laws about domestic violence.

Hitting or hurting a family member is considered a crime in the United States.

Notes on local laws:



There are laws about the use of alcohol, tobacco, drugs, and firearms.

These laws differ by state. You are responsible for obeying each state's laws when you are in that state.

Notes on local laws:



You can trust police and other law enforcement to help you.

If a law enforcement official is walking toward you, do not be afraid. They are there to help. If you see a crime or have a problem, tell a police officer.

Notes on local laws:

U.S. Laws and Refugee Status

Using Emergency Services

Introduction for the Trainer

Key Content

During this session, participants will learn how to use emergency services.

Main Messages

Refugees should know what is and is not an emergency. Refugees also need to know how to dial 9-1-1 in case of an emergency. Trainers should stress to participants the importance of knowing how to say their home address and phone number in English.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Say the number to call in an emergency
- ▶ State what situations require a call for emergency services
- ▶ Practice calling emergency services

Key English Vocabulary

- ▶ *ambulance*
- ▶ *fire*
- ▶ *police*
- ▶ *My address is _____ and my phone number is _____.*

Materials

- Emergency Service Responders Signs (included)
- Phone Pad (included), 1 per participant
- Using Emergency Services Script (included)

Note to Trainer

While this is a good stand-alone activity, it is also a good introduction to the activity plan "U.S. Laws and Refugee Status: Practicing Safety Procedures."

Session Preparation

If 9-1-1 is not available as an emergency service in the community, find out what emergency services are available in the area and adjust the session plan.

Trainer's Introduction of Session to Participants

During this session, we will talk about what to do in an emergency.

Introductory Exercise

Ask participants:

When there was an emergency such as a fire in your home country or country of asylum, what would someone do?

If there is an emergency such as a fire, a severe accident, or a crime in your new U.S. community, what should you do?

Gather responses from participants.

Tell participants:

In the United States, you should call 9-1-1. When you call 9-1-1, it is important to be calm, use as much English as you can, speak slowly, and remain on the phone until the operator tells you to hang up.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Tell participants:

When you call 9-1-1, you will need to give information, such as the type of emergency, your name, and the address where the emergency is taking place.

Hold up the Emergency Service Responders Signs one by one. Ask participants to identify the type of emergency responder that is being shown, and ask participants to practice saying the word in English.

Tell participants:

Even if you do not speak English, you will need to tell the operator what type of emergency is happening. You can say, "No English. I speak _____," and say the language you speak. The operator may get an interpreter for you. Do not hang up the phone until the operator tells you to do so.

Distribute a Phone Pad to each participant.

Tell participants:

We will now practice calling 9-1-1.

Follow the Using Emergency Services Script. The trainer should act as the operator, and prompt participants to participate in the script as described.

When finished, remind participants that it is important to remain calm, speak slowly, and use as much English as possible when calling 9-1-1. Debrief the session using the questions below.

Debriefing Questions

- ▶ What is the number you should call if there is an emergency?
- ▶ What type of emergency could it be? Please answer in English.
- ▶ When you call, what information will you need to provide?
- ▶ If you cannot speak English, what should you do? [Answer: Say, "No English. I speak _____."]
- ▶ What is important to remember when you call? [Answer: Stay calm, use as much English as possible, and stay on the phone until the operator says to hang up.]

Working With Individuals or Very Small Groups

This session can be conducted with an individual and very small groups, as well as with large groups.

Variations and Considerations

If possible, instead of the Phone Pads, use one or several cell phones that are turned off or landlines that are not connected to phone lines (to avoid accidental calls to 9-1-1). Distribute the phones to as many participants as possible, and give the rest of the participants Phone Pads for the activity. If there is time, give each participant the opportunity to practice using a phone.

For more detailed information on teaching and training about the use of emergency services, ProLiteracy has a Keys to Safety Campaign to promote fire prevention and safety education on their web page: <http://goo.gl/3BgB1x>. In particular, their Calling for Help in an Emergency tips and activities web page may be useful: <http://goo.gl/EwwXYM>.

Emergency Service Responders Signs



Ambulance



Fire



Police

Phone Pad



Using Emergency Services Script

Tell participants to pretend that there has been an emergency while they are at home. Ask participants to dial 9-1-1 on their Phone Pad.

Operator: 9-1-1. What is the nature of the emergency?

Participants should respond with "fire," "ambulance," or "police."

Operator: What is the location of the emergency?

Participants should say their home address.

Operator: Is anyone hurt?

Participants should respond "yes" or "no."

Operator: What is your name?

Participants should state their first and last name.

Operator: What is the phone number you are calling from?

Participants should say their phone number, whether it is a landline or a cell phone.

Operator: Okay. Please stay on the line.

Participants should stay on the line and not say anything.

Operator: Thank you. We will send someone right away. You can hang up the phone now.

U.S. Laws and Refugee Status

Practicing Safety Procedures

Introduction for the Trainer

Key Content

During this session, participants will discuss what they should do in situations that may be unsafe.

Main Messages

Refugees may face unsafe situations. In these situations, they will have to decide what they should do and who they should call. Trainers should remind participants that police can be trusted to help them.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe some unsafe situations they may face
- ▶ Describe what they should do in unsafe situations

Key English Vocabulary

- ▶ *fire extinguisher*
- ▶ *smoke alarm (or smoke detector)*
- ▶ *unsafe*
- ▶ *The power is out in my apartment.*

Materials

- Safety Procedures Signs (included)
- Safety Situations and Responses List (included)
- Tape
- Optional: Safety Situations List (included)

Note to Trainer

While this session is a good stand-alone activity, it is also a good follow-up to the activity plan "U.S. Laws and Refugee Status: Using Emergency Services."

Session Preparation

Review the Safety Procedures Signs and the Safety Situations and Responses List. Add or remove any situations based on local reality. Consider the possible responses as they apply to your community, and make any necessary changes.

Hang Safety Procedures Signs around the training space.

Trainer's Introduction of Session to Participants

You may find yourself in a situation that you feel is unsafe. During this session, we will talk about what you might do in different situations.

Introductory Exercise

Introduce and describe each of the Safety Procedures Signs to participants.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Read a situation from the Safety Situations and Responses List aloud to participants. Participants decide what action they would take if they were in that situation, and move to stand near the appropriate Safety Procedures Sign to show the action they have chosen.

Discuss the situation and the steps that should be taken. Refer to the responses in the Safety Situations and Responses List as needed. Then move on to the next situation.

When finished, debrief the session using the questions below.

Debriefing Questions

- ▶ What are some unsafe situations that were discussed in this session?
- ▶ What are some good ways to respond to the situations?

Working With Individuals

When working with an individual, introduce the Safety Procedures Signs to the participant, as described in the introductory exercise. Place the signs on the table or tape them to the wall. Read a situation from the Safety Situations and Responses List aloud. The participant decides which action s/he would take based on the Safety Procedures Signs. Discuss the participant's choice of action. Refer to the responses in the Safety Situations and Responses List as needed. Then read another situation and continue in the same way. When finished, debrief the session using the questions provided.

Variations and Considerations

If needed, use translated versions of the Safety Procedures Signs and/or the Safety Situations and Responses List.

When working with a literate group, consider giving each participant, or each group of participants, a copy of the Safety Situations List to read. Participants can decide how they would respond to the situations before discussing them as a full group.

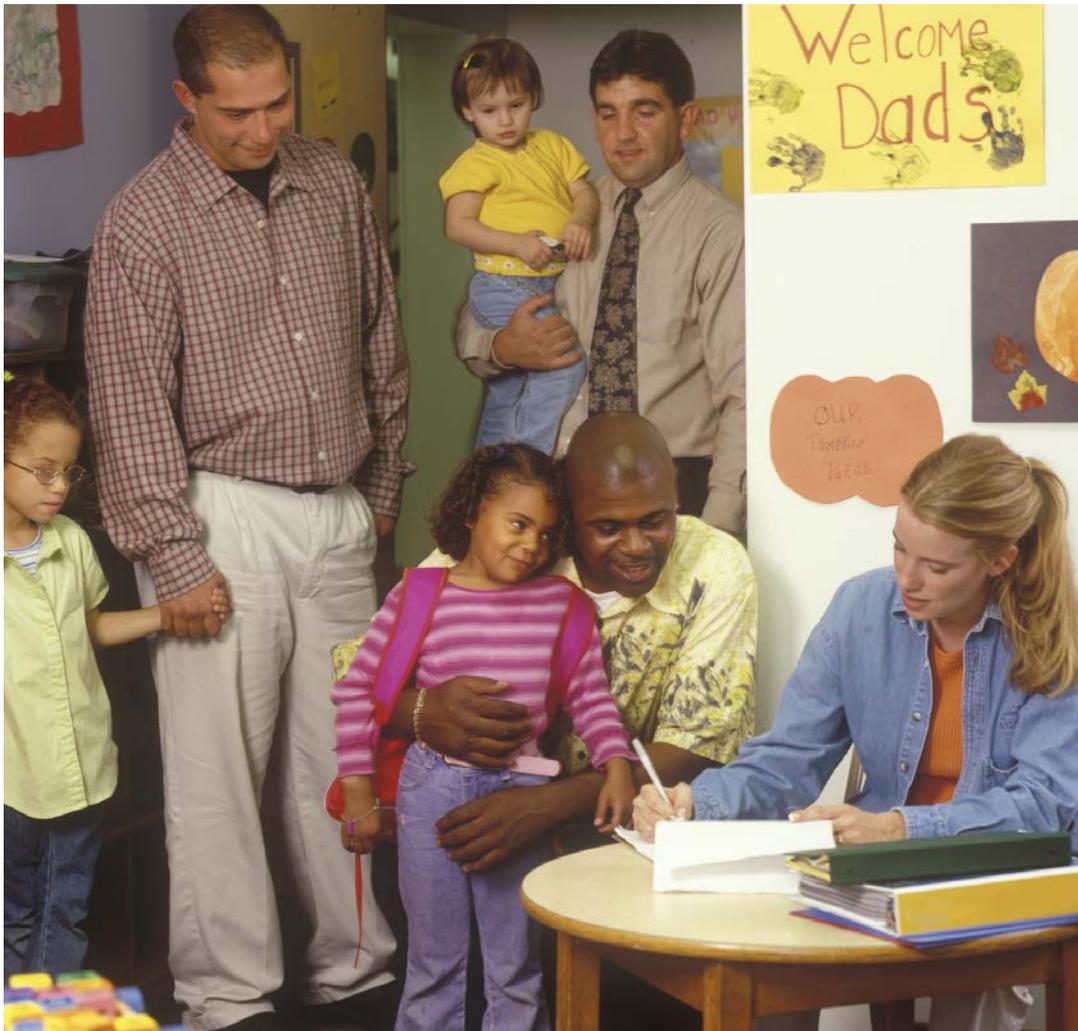
Safety Procedures Signs



Call 9-1-1



Call your case worker/manager



Call your child's teacher



Making Your Way: A Reception and Placement Orientation Curriculum



Call your doctor's office



Call your landlord/landlady



Call your neighbor



Making Your Way: A Reception and Placement Orientation Curriculum



Pull the fire alarm



Shout for help



Sit and wait for instructions



Use a fire extinguisher

Safety Situations and Responses List

Note to trainer: The possible responses after each situation are examples of how people in the U.S. commonly respond to that situation. The responses may not apply to your community, or there may be additional ways that people in your community deal with the situation.

A man ran by you and stole your bag.

Possible responses: Shout for help, call 9-1-1.

It is snowing heavily outside, and you are wondering if you should attend the meeting with your case worker/manager today.

Possible response: Call your case worker/manager.

The hot water is not working in your home.

Possible response: Call your case worker/manager; call your landlord/landlady.

The neighbors have a dog that barks very loudly and scares your children.

Possible response: Call (or talk to) your neighbor.

The smoke alarm in your home is making a beeping noise.

Possible response: Call your case worker/manager; call your landlord/landlady.

There is a large fire in your home.

Possible response: Call 9-1-1.

There is a small fire inside the oven in your home.

Possible response: Use a fire extinguisher.

You are afraid of getting hurt by someone in your family.

Possible responses: Call your case worker/manager, call 9-1-1.

You are pulled over by a police officer while you and a friend are driving.

Possible response: Sit and wait (in the car) for instructions (from the police officer).

You have had a headache for a few days that won't go away.

Possible response: Call your doctor's office.

You left your wallet on the bus.

Possible response: Call your case worker/manager.

You think your child has swallowed some poison.

Possible response: Call 9-1-1.

You think your spouse is having a heart attack.

Possible response: Call 9-1-1.

Your daughter is being made fun of at school.

Possible response: Call your child's teacher.

Your neighbor is playing loud music and you can't sleep.

Possible response: Call your neighbor.

Your son cuts his arm and is bleeding.

Possible responses: Call your case worker/manager, call your doctor's office.

Your son hits his head and is not conscious.

Possible response: Call 9-1-1.

Safety Situations List

1. A man ran by you and stole your bag.
2. It is snowing heavily outside, and you are wondering if you should attend the meeting with your case worker/manager today.
3. The hot water is not working in your home.
4. The neighbors have a dog that barks very loudly and scares your children.
5. The smoke alarm in your home is making a beeping noise.
6. There is a large fire in your home.
7. There is a small fire inside the oven in your home.
8. You are afraid of getting hurt by someone in your family.
9. You are pulled over by a police officer while you and a friend are driving.
10. You have had a headache for a few days that won't go away.
11. You left your wallet on the bus.
12. You think your child has swallowed some poison.
13. You think your spouse is having a heart attack.
14. Your daughter is being made fun of at school.
15. Your neighbor is playing loud music and you can't sleep.
16. Your son cuts his arm and is bleeding.
17. Your son hits his head and is not conscious.

U.S. Laws and Refugee Status

Common Safety Practices

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of personal safety and ways to stay safe in their new community.

Main Messages

As refugees learn to get around their new community, they will need to be familiar with common safety procedures to keep themselves, their family, and their property safe. They will need to learn how to be safe in their home, car, neighborhood, and community. Trainers should highlight the importance of personal safety since participants will often be on their own.



30 minutes

Objectives

Participants will be able to do the following:

- ▶ State that they are responsible for their own safety
- ▶ Identify situations that may be unsafe
- ▶ Describe some personal safety measures

Materials

- Flipchart paper, markers, and tape
- Common Safety Practices Memory Cards (included), 1 set per group of 4 to 5

- Common Safety Practices Memory Card Answer Key (included)

Key English Vocabulary

- ▶ *aware*
- ▶ *lock*
- ▶ *safety*
- ▶ *Fasten your safety belt.*

Session Preparation

Review the Common Safety Practices Memory Cards and add to or remove from the cards based on local reality. Print sets of the cards to be used and cut them along the dotted lines, keeping sets together.

Trainer's Introduction of Session to Participants

You will often be on your own in your new community, so you will need to know how to handle a situation that may be unsafe. Being safe is your responsibility. During this session, we will think about some unsafe situations you or your family may face. We will also talk about things you and your family can do to be safe in your new community.

Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about how they stayed safe in their home country or country of asylum. Ask participants to share their thoughts about this with a partner.

Bring the full group together and ask for highlights from the partner discussions. On flipchart paper, record notes on common safety practices participants used in their home country or country of asylum. Ask participants if there are other common safety practices they might add to the list.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same way with the rest of the words and the phrase. Throughout the session, continue to highlight the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of four to five people. Distribute a set of Common Safety Practices Memory Cards to each group.

Groups place the Common Safety Practices Memory Cards face down on the table in front of them as shown here:



Participants take turns turning over two Common Safety Practices Memory Cards at a time. The object is to find two cards that match. If a participant finds a set of cards showing a situation (such as walking outside at night) with a matching safety measure (such as walking in groups), they remove these two cards from the playing space, and it is the next person's turn. If the participant does not find a set of matching cards, the cards are turned back over so they are face down, and it is the next person's turn. Refer to the Common Safety Practices Memory Card Answer Key to help participants identify matches.

Allow groups to play for 10 to 15 minutes. If a group completes the game in less time, they can start the game over. Encourage participants to talk about the situations and different safety measures that people can take to protect themselves.

After 10 to 15 minutes (even if groups have not finished the game), bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ Why is safety your responsibility?
- ▶ What are some unsafe situations you may face?
- ▶ What are some things you did in your home country or country of asylum when you felt unsafe?
- ▶ What are some things you can do here when you feel unsafe?

Working With Individuals or Very Small Groups

When working with one to three participants, conduct the introductory exercise by asking participants how they stayed safe in their home country or country of asylum. Discuss some of these practices and how they may be useful in the United States. Then spread the Common Safety Practices Memory Cards out on a table. Together, match the cards and discuss what is shown on each card with participants. When finished, debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language background for the activity so that small groups can communicate in a common language.

Common Safety Practices Memory Cards



Carrying money and valuables



Keep the money tucked away, and do not show the valuables.



Children returning home from school



Be sure that you or someone else is home so your children are not left alone.



Crossing the street



Use a crosswalk, obey traffic signals, and be aware of cars and other moving vehicles.



Drinking alcohol



Drink in moderation and don't drive if you have been drinking.



Having a disagreement with a family member, friend, or co-worker



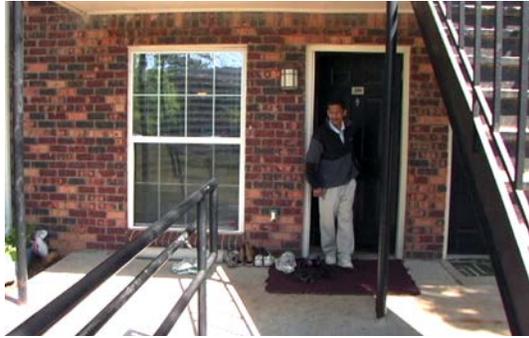
Take a break from the disagreement and do not become violent.



Keeping cleaning supplies and medicines



Lock them safely away from children.



Leaving home



Lock windows and doors.



Moving to a new community



Meet your neighbors.



Riding a bike



Always wear a helmet.



Riding in a car



Always put babies and young children in special car sets, and wear a safety belt.



Using the stove or oven



Stay at home while the stove or oven is on.



Walking at night



Walk in groups.

Common Safety Practices Memory Card Answer Key

| This card: | Matches this card: |
|--|--|
|  <p><i>Carrying money or valuables</i></p> |  <p><i>Keep the money tucked away, and do not show the valuables.</i></p> |
|  <p><i>Children returning home from school</i></p> |  <p><i>Be sure that you or someone else is home so your children are not left alone.</i></p> |
|  <p><i>Crossing the street</i></p> |  <p><i>Use a crosswalk, obey traffic signals, and be aware of cars and other moving vehicles.</i></p> |
|  <p><i>Drinking alcohol</i></p> |  <p><i>Drink in moderation and don't drive if you have been drinking.</i></p> |
|  <p><i>Having a disagreement with a family member, friend, or co-worker</i></p> |  <p><i>Take a break from the disagreement and do not become violent.</i></p> |
|  <p><i>Keeping cleaning supplies and medicines</i></p> |  <p><i>Lock them safely away from children.</i></p> |
|  <p><i>Leaving home</i></p> |  <p><i>Lock windows and doors.</i></p> |
|  <p><i>Moving to a new community</i></p> |  <p><i>Meet your neighbors.</i></p> |
|  <p><i>Riding a bike</i></p> |  <p><i>Always wear a helmet.</i></p> |
|  <p><i>Riding in a car</i></p> |  <p><i>Always put babies and young children in special car sets, and wear a safety belt.</i></p> |
|  <p><i>Using the stove or oven</i></p> |  <p><i>Stay at home while the stove or oven is on.</i></p> |
|  <p><i>Walking at night</i></p> |  <p><i>Walk in groups.</i></p> |

U.S. Laws and Refugee Status

Your Rights and Your Responsibilities

Introduction for the Trainer

Key Content

During this session, participants will learn about their rights and responsibilities in the United States.

Main Messages

Refugees in the United States have many basic civil rights. These rights include the right to worship as one chooses and the right to free speech. All rights come with responsibilities as well. Trainers should stress the balance of rights and responsibilities.



45 minutes

Objectives

Participants will be able to do the following:

- ▶ Explain why people in the United States have both rights and responsibilities
- ▶ Identify some of the rights they have in the United States
- ▶ Identify some of the responsibilities they have in the United States

Key English Vocabulary

- ▶ *Green Card*
- ▶ *responsibility*
- ▶ *right*
- ▶ *I have refugee status now.*

Materials

- Your Rights and Your Responsibilities Cards (included), 1 set per group of 4 to 5
- Your Rights and Your Responsibilities Answer Key (included)
- “Rights” and “Responsibilities” labels (included), 1 set per group of 4 to 5
- Optional: Tape

Session Preparation

Review the Your Rights and Your Responsibilities Cards. Edit to reflect local reality. Note the state and local laws, such as minimum wage and the ages for school attendance.

Prepare sets of Your Rights and Your Responsibilities Cards for groups by printing and cutting them along the dotted lines, keeping sets together.

Prepare sets of Rights and Responsibilities Labels for groups by printing and cutting them in half along the dotted lines, keeping sets together.

Trainer's Introduction of Session to Participants

As a refugee in the United States, you have many rights. You will have more rights after you become a Lawful Permanent Resident and then a U.S. citizen. A Lawful Permanent Resident is also known as an *LPR*. An LPR has a Green Card.

Responsibilities come with these rights.

This session will help you identify some important rights and responsibilities you have.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same manner with the rest of the words and the sentence. Throughout the session, continue to highlight the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Divide participants into groups of up to four to five people. Distribute Your Rights and Your Responsibilities Cards and Right and Responsibilities Labels to each group.

Ask participants to put the "Rights" and "Responsibilities" labels on a table or the floor a foot or two apart. Groups then review the Your Rights and Your Responsibilities Cards and decide which ones are rights and which are responsibilities. If it is a right, it is placed under the "Rights" label. If it is a responsibility, the card is placed under the "Responsibilities" label.

Activity

Choose the group whose work is the most accurate, and ask participants to stand around the work. Ask groups to look at the placement of cards and see if anything should be moved around. Refer them to the Your Rights and Your Responsibilities Answer Key as they make their decisions.

Ask participants to sit down.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What rights do you have now that you didn't have where you lived before?
- ▶ Are there any rights you had before that you don't have now?
- ▶ What new rights that you have now are you happiest about?
- ▶ What responsibilities do you have now that you didn't have where you lived before?
- ▶ Are there any responsibilities you had before that you don't have now?
- ▶ What will you do to be a responsible community member?

Working With Individuals or Very Small Groups

When working with an individual or a small group, tape the "Rights" and "Responsibilities" labels to the wall, keeping them about 3 feet apart. During the introductory exercise, participants tape Your Rights and Your Responsibilities Cards to the wall; have participants sort them by rights and responsibilities, with your help. During the activity, the trainer should review the placement of cards and move things as necessary, explaining the moves and answering any questions that come up. When finished, debrief the session using the questions provided.

Variations and Considerations

To conduct a shorter session, use fewer Your Rights and Your Responsibilities Cards.

If possible, group participants by language background for the introductory exercise so that they can communicate in a common language.

Your Rights and Your Responsibilities Cards



Citizens can vote in elections.



Everyone who lives in the United States has basic civil rights, such as freedom of speech, freedom of worship, and the right to legal assistance.



Families need to support themselves as soon as possible, especially because public assistance is limited for most refugees.



If you break the law, your immigration status could be affected.



If you move to a new home, you must fill out a change of address form.



In this state, minimum wage is \$___ an hour.



Job discrimination is illegal in the United States. No one can refuse to give you a job because of your race, country of origin, religion, age, gender, or sexual orientation.



Know the law: All children between the ages of _____ and _____ must attend school.



Know the law: Certain drugs are illegal to use.



Know the law: Hurting a child (yours or someone else's) is illegal.



Know the law: It is illegal to drink alcohol if you are under the age of 21.



Know the law: It is illegal to hit or hurt in any way anyone in your family.



Know the law: It is illegal to smoke tobacco if you are under the age of 18.



Know the law: Non-citizens cannot vote in any election.



Know the law: Sexual harassment is illegal.



Know the law: Young children must be supervised.



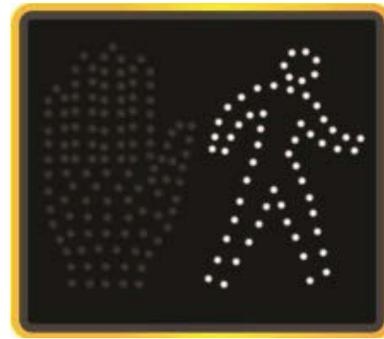
Men between 18 and 25 years of age must register for the Selective Service.



Parents must learn legal ways to discipline their children.



Public services and benefits are available to those who are eligible for them.



You can cross the road safely when you see the "walk" signal.



You can get help, such as advice and support, from your local resettlement agency.



You can move to a new community from your resettlement site.



You can work in the United States.



You must have a driver's license to operate a vehicle.



You must learn and know the laws.



You need to pay your own income taxes. You must fill out and send an income tax form to the government every year. You fill out the form yourself or find someone to help you.



Your resettlement agency will give you basic items for your first home, or will help you get the items.

Your Rights and Your Responsibilities Answer Key

Rights

- ▶ Citizens can vote in elections.
- ▶ Everyone who lives in the United States has basic civil rights, such as freedom of speech, freedom of worship, and the right to legal assistance.
- ▶ In this state, minimum wage is \$___ an hour.
- ▶ Job discrimination is illegal in the United States. No one can refuse to give you a job because of your race, country of origin, religion, age, gender, or sexual orientation.
- ▶ Public services and benefits are available to those who are eligible for them.
- ▶ You can get help, such as advice and support, from your local resettlement agency.
- ▶ You can move to a new community from your resettlement site.
- ▶ You can work in the United States.
- ▶ Your resettlement agency will give you basic items for your first home, or will help you get the items.

Responsibilities

- ▶ Families need to support themselves as soon as possible, especially because public assistance is limited for most refugees.
- ▶ If you break the law, your immigration status could be affected.
- ▶ If you move to a new home, you must fill out a change of address form.
- ▶ Know the law: All children between the ages of ___ and ___ must attend school.
- ▶ Know the law: Certain drugs are illegal to use.
- ▶ Know the law: Hurting a child (yours or someone else's) is illegal.
- ▶ Know the law: It is illegal to drink alcohol if you are under the age of 21.
- ▶ Know the law: It is illegal to hit or hurt in any way anyone in your family.
- ▶ Know the law: It is illegal to smoke tobacco if you are under the age of 18.
- ▶ Know the law: Non-citizens cannot vote in any election.
- ▶ Know the law: Sexual harassment is illegal.
- ▶ Know the law: Young children must be supervised.
- ▶ Men between 18 and 25 years of age must register for the Selective Service.
- ▶ Parents must learn legal ways to discipline their children.
- ▶ You can cross the road safely when you see the "Walk" signal.
- ▶ You need to pay your own income taxes. You must fill out and send an income tax form to the government every year. You fill out the form yourself or find someone to help you.
- ▶ You must have a driver's license to operate a vehicle.
- ▶ You must learn and know the laws.

Responsibilities

Rights

U.S. Laws and Refugee Status

Adjusting Your Status

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of adjusting their status from refugee to Lawful Permanent Resident and the legal process for doing so.

Main Messages

Refugees arrive in the United States with refugee status. After 1 year they must apply to become a Lawful Permanent Resident. This change, or “adjustment”, of status is very important: It is required by law, and it is also the path to U.S. citizenship. Trainers should encourage participants to contact an authorized immigration specialist when it is time to adjust their status.



40 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe the importance of adjusting status
- ▶ State when the process of adjusting status should begin
- ▶ Identify the steps involved in adjusting status
- ▶ Describe some benefits of adjusting their status to a Lawful Permanent Resident
- ▶ Identify some benefits of adjusting their status to that of a citizen

Materials

- Flipchart paper, markers, and tape
- Steps for Refugees to Adjust Status (included)
- Steps for Refugees to Adjust Status Cards (included)
- Optional: Refugee Adjustment of Status Flowchart (included)

Key English Vocabulary

- citizen*
- Lawful Permanent Resident (LPR)*
- status*
- I want to adjust my status to _____.*

Session Preparation

Print the Steps for Refugees to Adjust Status on a large piece of paper to use as a poster, and print one handout per participant.

Print a set of Steps for Refugees to Adjust Status Cards. Then cut the cards along the dotted lines.

Create a T-chart on a piece of flipchart paper by drawing a line down the middle and labeling one side *Refugee (Form I-94)* and the other side *Lawful Permanent Resident (Green Card)*. The chart should look like this:

| | |
|----------------------------|---|
| <i>Refugee (Form I-94)</i> | <i>Lawful Permanent Resident (Green Card)</i> |
|----------------------------|---|

Trainer's Introduction of Session to Participants

You arrived in the U.S. with Form I-94, as a refugee. One year after your arrival, you must apply to become a Lawful Permanent Resident (LPR). This change from refugee status to LPR status is called *adjustment of status*. Adjusting (or changing) your status is an important part of resettling into the United States. It is important both for legal reasons and for your own personal reasons.

During this session, we will talk about the process of adjusting status. We will talk about what the process is like, who you should work with, and when the process should start. We will discuss why it is important to keep your vaccination records so you can use them while adjusting your status. We will also talk about the process of becoming a U.S. citizen.

Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about what it means to be a refugee and what it means to be a Lawful Permanent Resident.

Ask participants to share their thoughts about this with a partner.

Bring the full group together and ask participants to share what they or their partner said. Using the prepared flipchart, record accurate information and clarify inaccuracies.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same way with the rest of the words and the sentence. Throughout the session, continue to highlight the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Ask participants what some of the benefits of adjusting status to a Lawful Permanent Resident (LPR) are. Here are some possible answers: an LPR can apply for family reunification of more family members, such as adult children; the document is valid for more than 1 year; and an LPR can join the U.S. military. Record the answers on a separate piece of flipchart paper.

Tell participants that refugees are required to apply to adjust their status to an LPR after they have been in the United States for 1 year. Tell them that they should work with an authorized immigration specialist in order to assist them, and that they can ask their resettlement agency for a referral to such a specialist.

Distribute the Steps for Refugees to Adjust Status Cards, one for each participant. (If there are not enough cards, participants can share.) Tell participants that the cards show the steps required to adjust status to that of a Lawful Permanent Resident. Ask participants to stand and arrange themselves in the correct order. Encourage participants to discuss the order.

When the group has finished, reorder participants as needed, explaining corrections.

Ask participants to sit down.

Tell participants that any male members of their family from the age of 18 through the age of 25 must register with the Selective Service. When a male turns 18, he must register. Those who don't register may have problems becoming a U.S. citizen.

Distribute the Steps for Refugees to Adjust Status Handouts and show participants the Steps for Refugees to Adjust Status Poster. Answer any questions about the process, and briefly describe the path to citizenship.

Debrief the session using the questions below.

Debriefing Questions

- ▶ Why is adjusting your status to a Lawful Permanent Resident important?
- ▶ When should you begin the process of adjustment? What is the first step you should take?
- ▶ Why is it important to complete your vaccination course when you first arrive in the United States?

- ▶ What are some of the benefits of adjusting your status?
- ▶ What are some benefits to becoming a U.S. citizen? When could you start that process?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, conduct the introductory exercise by asking participants what it means to be a refugee and a Lawful Permanent Resident (LPR). Tell participants that the main difference between the two is that LPRs have more rights than refugees, such as the ability to apply for a spouse or young, unmarried children to come to the United States, and to apply for U.S. citizenship after being in the United States for 5 years.

For the activity, place the Steps for Refugees to Adjust Status Cards on a table or the floor. Participants should arrange the cards in the right order. The trainer should ask questions along the way to help participants find the correct order. When finished, distribute the Steps for Refugees to Adjust Status Handouts and show participants the Steps for Refugees to Adjust Status Poster. Answer any questions about the process, and briefly describe the path to citizenship. Debrief the session using the questions provided.

Variations and Considerations

Provide participants with a copy of the Refugee Adjustment of Status Flowchart so they can learn more about the process of adjusting their status to become an LPR.

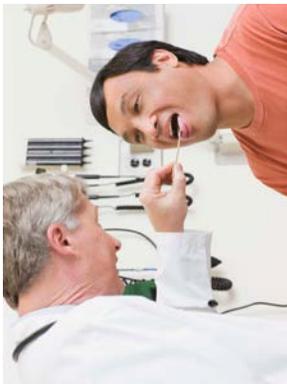
The Department of Homeland Security's U.S. Citizenship and Immigration Services (USCIS) division has prepared materials to help immigrants and refugees learn how to avoid immigration service scams. The USCIS video *The Wrong Help Can Hurt* (this link brings you to the video: <http://goo.gl/lwd6Fx>) highlights immigration scams, the problems they can cause, and ways to avoid becoming a victim. Print and web materials in various languages can also be found on the USCIS website (accessible through this link: <http://goo.gl/7cqeXp>).

If participants are interested in learning more about the process of becoming a U.S. citizen, consider providing them with a copy of the Becoming a U.S. Citizen Flowchart Poster available for automatic download here: <http://goo.gl/Ar1psz>.

Steps for Refugees to Adjust Status



1. Arrive in the United States with refugee status.



2. Attend all health appointments and get the immunizations you need. Avoid trouble with the law.



3. Make an appointment with an authorized immigration specialist.



4. With the help of an authorized immigration specialist, apply for adjustment of status to a Lawful Permanent Resident (LPR).



5. Receive LPR status and your Green Card.



6. Continue to learn English, avoid trouble with the law, and pay taxes.



7. After 4 years and 9 months in the United States, make an appointment with an authorized immigration specialist and apply for U.S. citizenship. You will need to take a written and oral test in English.



8. When the application is accepted, swear in as a citizen of the United States.

Steps for Refugees to Adjust Status Cards



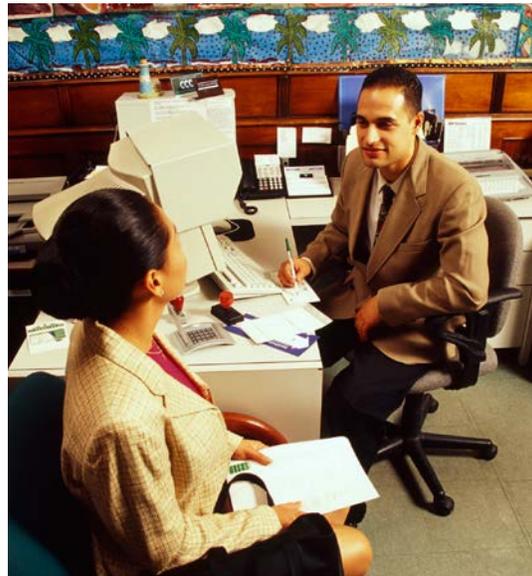
Arrive in the United States with refugee status.



Attend all health appointments and get the immunizations you need. Avoid trouble with the law.



Make an appointment with an authorized immigration specialist.



With the help of an authorized immigration specialist, apply for adjustment of status to a Lawful Permanent Resident (LPR).



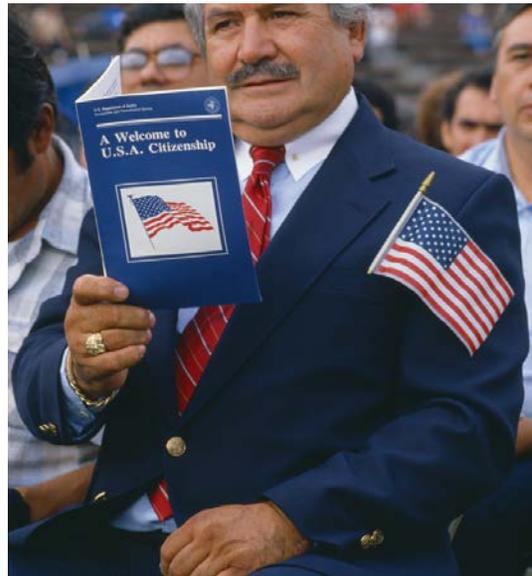
Receive LPR status and your Green Card.



Continue to learn English, avoid trouble with the law, and pay taxes.



After 4 years and 9 months in the United States, make an appointment with an authorized immigration specialist and apply for U.S. citizenship. You will need to take a written and oral test in English.



When the application is accepted, swear in as a citizen of the United States.

Refugee Adjustment of Status Flowchart

Adjusting Your Status from Refugee (I-94) to Lawful Permanent Resident (LPR; Green Card): Adjustment of status is required. Refugees who do not begin the process of adjustment of status are violating their immigration visa and are at risk of immigration penalties, including being expelled from the United States.



1. After 1 year in the United States, ask your case worker/ manager to refer you to an authorized immigration specialist.



2. Make an appointment with the authorized immigration specialist.



3. Meet with the authorized immigration specialist to find out what steps you need to take to adjust your status to that of a Lawful Permanent Resident.



4. With the help of the authorized immigration specialist, do the following:



- a. Make an appointment at a doctor's office to fill out the Vaccination Check (Form I-693).



- b. Fill out the application for permanent residency (Form I-485).



- c. Obtain two passport-style photos.



- d. Make a copy of your Form I-94 (proving your refugee status).



- e. Fill out the biographic form (Form G-325A).



5. Submit your application with all required documents for permanent residency.



6. You will receive a notice stating that U.S. Citizenship and Immigration Services (USCIS) received your application.



7. You will next receive an appointment for biometrics (fingerprints). You must attend the appointment to have your fingerprints taken.



8. You may receive a notice to go for an interview with USCIS.



9. USCIS will send you a letter telling you whether they have approved your application or not.

U.S. Laws and Refugee Status

Learning Local Laws

Introduction for the Trainer

Key Content

During this session, participants will learn the importance of finding out the local laws in their community.

Main Messages

Refugees are responsible for knowing U.S. laws, including local laws. This activity encourages participants to ask questions in order to seek information. Trainers should highlight the fact that asking questions in the United States is not seen as impolite, but rather as showing that you are trying to learn.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why it is important to learn the local laws
- ▶ State that it is their responsibility to learn the laws
- ▶ Ask questions about local laws

Key English Vocabulary

- ▶ *cell phone*
- ▶ *local laws*
- ▶ *smoke; no smoking*
- ▶ *What's the speed limit here?*

Materials

- Local Law Critical Incidents (included)

Session Preparation

Review the Local Law Critical Incidents. Choose three to four that would apply in your area. Find out about the local laws in your area that relate to the chosen Local Law Critical Incidents and write notes on this information in the space provided. Be prepared to share this information when leading the discussions during the activity.

Trainer's Introduction of Session to Participants

In the United States, there are federal laws, state laws, and local laws. Federal laws apply throughout the United States. State laws apply in the individual states, and local laws apply in towns or counties. When you go to a different area, it is important that you learn and know the laws there. If you break a law, you can face penalties even if you did not know the law.

During this session, we will learn about local laws.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same way with the rest of the words and the question. Throughout the session, continue to highlight the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into pairs or groups of three.

Read the first chosen Local Law Critical Incident aloud to the full group. Participants then take turns asking their partner or group members a question about the laws being discussed in the critical incident. For example, they could ask, "Whose responsibility is it to take care of the ants in the kitchen—the tenant or the landlord/landlady?" or, "Who should you contact about the problem?"

After a minute, bring the full group together. Ask for a volunteer to ask a question about the law discussed in the Local Law Critical Incident aloud. Then provide participants with information about the critical incident based on what you found out about the local context.

Then read the next chosen Local Law Critical Incident aloud and continue in the same manner explained above.

Do this until all of the chosen Local Law Critical Incidents have been discussed.

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

Debriefing Questions

- ▶ What are some of the local laws you learned about during today's session?
- ▶ How did you find out about the laws?
- ▶ How did it feel to ask questions about the local laws?
- ▶ Why is it important to learn the local laws?
- ▶ If you do not know a law or something about a law, what should you do? Who can you ask?

Working With Individuals or Very Small Groups

When working with an individual, read a chosen Local Law Critical Incident aloud. The participant then asks the trainer a question to learn more about the law. The trainer should give the correct information before moving to the next Local Law Critical Incident.

When working with two or three participants, this activity can be conducted as already described. Within a small group, participants practice asking questions to learn the law, and then one participant asks the trainer about the law. The trainer should supply the information before moving to the next Local Law Critical Incident.

Variations and Considerations

If possible, group participants by language background for the activity so that small groups can communicate in a common language.

A follow-up session to help participants identify and learn more about local laws is the COR Center's activity plan, "U.S. Law, Rights, and Responsibilities: Local Laws and Customs," on page 21 of the *Extended and Enhanced Orientation Curriculum*, available for automatic download here: <http://goo.gl/roJtnj>.

Local Law Critical Incidents

The Bigome family has a problem with ants in their kitchen.

- ▶ Laws to find out about and discuss: landlord and tenant responsibilities
- ▶ Local notes:

Khine buys a soda. It says she can return the bottle when she is finished and receive 10 cents.

- ▶ Laws to find out about and discuss: recycling programs
- ▶ Local notes:

Prabin would like to build a shed in his backyard.

- ▶ Laws to find out about and discuss: zoning laws and tenant rights
- ▶ Local notes:

The Gurung family, made up of a mother, father, and 6-year-old, recently bought a car. They are wondering what they should do so that their child can ride in the car.

- ▶ Laws to find out about and discuss: child safety seat requirements
- ▶ Local notes:

Chit Cho Hla is talking to her cousin on her cell phone while driving to visit a friend in another state.

- ▶ Laws to find out about and discuss: the use of cell phones while driving
- ▶ Local notes:

Zaid is following the speed limit while driving on the highway and crosses the border into another state.

- ▶ Laws to find out about and discuss: speed limits
- ▶ Local notes:

Rishi and his wife went out to eat at a local restaurant. They were surprised when Rishi was told he must put out his cigarette.

- ▶ Laws to find out about and discuss: smoking and public places
- ▶ Local notes:

Yamu is hoping to get a job and expects to make minimum wage.

- ▶ Laws to find out about and discuss: minimum wage requirements
- ▶ Local notes:

Abida goes to work before the sun comes up and gets home from English classes after the sun goes down. She would like to get some exercise at the park nearby before work or after English class.

- ▶ Laws to find out about and discuss: the use of public spaces
- ▶ Local notes:

Berihun's friends have been hanging out at a convenience store after school, and he would like to hang out with them.

- ▶ Laws to find out about and discuss: loitering laws
- ▶ Local notes:

Djany would like to fish in the river at the park near her house.

- ▶ Laws to find out about and discuss: fishing laws
- ▶ Local notes:

So Rey would like to carry a concealed firearm.

- ▶ Laws to find out about and discuss: firearm laws
- ▶ Local notes:

U.S. Laws and Refugee Status

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

| Vocabulary Word | Definition | Context | Partner Talk |
|------------------|--|--|--|
| 9-1-1 | The telephone number you call to get emergency assistance. | When there was a fire in her apartment, Naw Gay called 9-1-1. | What are some reasons to dial 9-1-1? Why? |
| <i>ambulance</i> | A car or truck that carries people who are sick or hurt to a hospital. | When Adam fell down the stairs and couldn't get up, his mother called the <i>ambulance</i> . | How do you call an <i>ambulance</i> in other countries or places you know? |
| <i>aware</i> | To know or be conscious of. | When Fatima was driving to school last night, she was not <i>aware</i> that there was a bicyclist in her lane, and she almost hit him. | Why do you think it is important to be <i>aware</i> of your surroundings when you are out at night or in an unfamiliar neighborhood or area? |
| <i>benefit</i> | An object, action, or sum of money that improves someone's life; aid. | One <i>benefit</i> of LPR status is that an LPR can travel outside the United States without special permission. | What is another <i>benefit</i> to being an LPR in the United States? |

| Vocabulary Word | Definition | Context | Partner Talk |
|-------------------|--|---|---|
| <i>cell phone</i> | A telephone without wires that works through radio signals; a mobile phone. | When Rose is shopping, she uses her <i>cell phone</i> to call her husband and find out if they need milk. | Do you have a <i>cell phone</i> ? How is it useful? |
| <i>citizen</i> | A person who belongs to a country either by birth or naturalization. | You must be a <i>citizen</i> to vote in the United States. | What are some of the benefits to being a <i>citizen</i> in the United States? What are some reasons a person may choose not to become a <i>citizen</i> ? |
| <i>emergency</i> | A sudden dangerous situation that requires immediate action or help. | This is an <i>emergency</i> ! The apartment is on fire! | What can you do when there is an <i>emergency</i> ? |
| <i>fire</i> | The heat, light, and flames that are made when something burns. | Smoking in bed can cause a <i>fire</i> . | Have you or someone you know ever been in a <i>fire</i> ? What happened? |
| <i>fire alarm</i> | A device that makes a noise and sometimes flashes to signal that there is a fire. A <i>fire alarm</i> may be automatic, as it is in your apartment, or it may be manual, as it is in a public building. If it is manual, you need to pull the red bar of the alarm to let others know there is a fire. | Leonce pulled the <i>fire alarm</i> when he saw the fire in the hallway of his apartment building. | Where is the <i>fire alarm</i> in your apartment? |

| Vocabulary Word | Definition | Context | Partner Talk |
|---|---|--|--|
| <i>fire extinguisher</i> | A container for chemicals that can be sprayed on a fire to put it out. | In most public buildings there are <i>fire extinguishers</i> near the elevators. Everyone should have a small <i>fire extinguisher</i> in the kitchen. | Where is the <i>fire extinguisher</i> in this building? |
| <i>Green Card</i> | A registration card that allows someone not born in the United States to live and work in the United States. | Maya was surprised when she got her <i>Green Card</i> and found it wasn't actually green. | When should you apply for your <i>Green Card</i> ? Who do you need to talk to for help with the application? |
| <i>law</i> | Rules in a society that must be followed. | Local <i>laws</i> are rules for the town or city where you live. | What do you think will happen if you break a <i>law</i> in the United States? |
| <i>Lawful Permanent Resident (or LPR)</i> | Someone who is allowed by law to stay in the United States. | Dawit adjusted his status to <i>LPR</i> this month. | When will you be eligible to apply to become an <i>LPR</i> ? |
| <i>local laws</i> | A law for a smaller place than a nation or a state, such as a county or a town. | In Shogun's town, <i>local laws</i> say you cannot ride a bike on the sidewalk. | Do you know what a <i>local law</i> in your new community is? |
| <i>lock</i> | A mechanical device for keeping others from opening a door, window, or a safe. You can open <i>locks</i> with a key or a combination. | It is important to <i>lock</i> your home when you leave for work or school in the morning. | How many <i>locks</i> do you have on your apartment door? |
| <i>police</i> | The government department that protects people and their property and makes sure people obey laws. | Mrs. Rodriguez called the <i>police</i> when she got home and saw that the lock on her apartment door was broken. | What are some reasons to call the <i>police</i> ? |

| Vocabulary Word | Definition | Context | Partner Talk |
|------------------------------------|---|---|---|
| <i>responsibility</i> | Something a person is supposed to do. | It is your <i>responsibility</i> as a good member of the community to follow the local laws. | What are some <i>responsibilities</i> you have as a parent? As an employee? |
| <i>right</i> | A benefit you receive from living or working in a certain place. | Dinesh was surprised to learn that he had the <i>right</i> to not let police search his home without a warrant. | What are some <i>rights</i> you think all people should have? Why? |
| <i>safety</i> | The condition of being free from harm and danger. | One important rule of <i>safety</i> is to lock your doors. | What are some other ways to increase the <i>safety</i> of your family? |
| <i>selective service</i> | A system of registering people for the possibility of military service. In the United States, men do not have to serve in the military, but they must register for <i>selective service</i> . | All men must register for <i>selective service</i> by their eighteenth birthday. | Was there <i>selective service</i> registration in other places you have lived? What were the rules? |
| <i>smoke,</i> <i>no smoking</i> | To put a lit cigarette, cigar, or pipe in your mouth and breathe in the smoke. <i>No smoking</i> means you cannot smoke here. | In the United States there are <i>no smoking</i> signs in many public areas. | Why do you think there are so many <i>no smoking</i> signs in the United States? Do you think it is a good thing? Why or why not? |

| Vocabulary Word | Definition | Context | Partner Talk |
|---|---|--|--|
| <i>smoke alarm</i> (or <i>smoke detector</i>) | A device, usually in one's home, that makes a loud noise to warn people of smoke or fire. This device uses batteries. | Abdullah's <i>smoke alarm</i> went off when he burned the chicken on top of his stove and the apartment filled with smoke. | Where is the <i>smoke alarm</i> in your home? Does it have batteries in it? |
| <i>speed limit</i> | How fast you can legally drive your car. | The <i>speed limit</i> on Ubah's street is 25 miles per hour. | What do you think can happen to you if you are in a car and the driver drives faster than the local <i>speed limit</i> ? |
| <i>status</i> | A person's condition or position in view of the law. | What is our immigration <i>status</i> ? | Do you think it is a good idea to adjust your <i>status</i> to become a U.S. citizen? Why or why not? |
| <i>unsafe</i> | Dangerous, not safe. | The fireman said there were many <i>unsafe</i> conditions in the apartment building. | What can you do if you see <i>unsafe</i> conditions in your apartment building or at work? |

U.S. Laws and Refugee Status Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

U.S. Laws and Refugee Status Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

Words

ambulance

fire

police

fire extinguisher

fire alarm

Green Card

lock

9-1-1

Pictures



Orientation Wrap-Up

Unit Overview for the Trainer

This unit reviews all the information participants have learned during the entire orientation course. The unit includes two wrap-up activity plans, “Answer Cards” and “Choose-Your-Topic Game.” Trainers need only conduct one of the two, choosing the activity they prefer. Through either activity plan, participants will be able to do the following:

- ▶ Review the information they learned throughout the orientation course
- ▶ Explain specific aspects of the orientation sessions they have attended
- ▶ Show knowledge and understanding of different aspects of their resettlement and adjustment process

Trainers can also use the wrap-up plans to assess what has been learned in an individual unit, choosing those questions that are specific to the unit.

Ideally, trainers will have time to ask one question from each session they conducted over the course of the orientation program. If there is not enough time to do this, we recommend that trainers at least ask questions from “The Basics” plans of each unit covered and add questions as time permits on topics that were discussed for longer periods of time and/or are especially important for refugees to remember. Questions do not need to be asked in the order they appear in this unit or the order in which orientation programs were conducted.

While conducting a wrap-up activity, trainers should correct any wrong responses from participants. Trainers should also note the gaps in participant understanding and consider these gaps when planning future orientation sessions and programs on similar topics. (For a further discussion of learner assessment, see p. 27 of the User’s Guide.)

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan’s key concepts and main messages.

Orientation Wrap-Up

Answer Cards

Introduction for the Trainer

Key Content

During this session, participants will review information and demonstrate what they have learned throughout the orientation course.

Main Messages

Participants will review, explain, and demonstrate their understanding of various aspects of orientation and their resettlement process. Trainers should encourage participants to share what they have learned.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Review the information they learned throughout the orientation course
- ▶ Explain specific aspects of the orientation sessions they attended
- ▶ Explain different aspects of their resettlement process

Materials

- Green printer paper, 1 piece per 4 participants
- Pink printer paper, 1 piece per 4 participants
- Answer Card Wrap-Up Statements and Follow-Up Questions (included)

Session Preparation

Review the Answer Card Wrap-Up Statements and Follow-Up Questions and edit according to the topics covered and issues that came up. Review the responses to the statements, check for accuracy in your area, and fill in the spaces with relevant local information.

Cut the pieces of green and pink paper into quarters.

Trainer's Introduction of Session to Participants

During this session, we will review the information you have learned during the orientation.

Activity

Distribute sheets of green and pink paper that have been cut into quarters to each participant.

Tell participants that you will ask a question about something they have learned in the orientation sessions. If participants think the answer is “yes,” they should raise their green piece of paper. If participants think the answer is “no,” they should raise their pink piece of paper. Participants must respond to each question.

If participants seem to be watching for others to respond before choosing a color, ask them to either close their eyes, or raise their papers when you count to three.

Read the first statement from the Answer Card Wrap-Up Statements and Follow-Up Questions and give participants enough time to respond. Refer to the Answer Card Wrap-Up Statements and Follow-Up Questions for correct responses to the statements. Ask participants to respond to the follow-up question. Discuss correct answers as needed.

When all of the questions have been asked, answered, and discussed, debrief the session with participants using the questions below:

Debriefing Questions

- ▶ What are some of the most important things you have learned during these orientation sessions?
- ▶ What remaining questions do you have about the material covered?
- ▶ What would you like to learn more about? How will you find out this information?

Working With Individuals or Very Small Groups

This session can be conducted with an individual or very small groups, as well as with larger groups.

Variations and Considerations

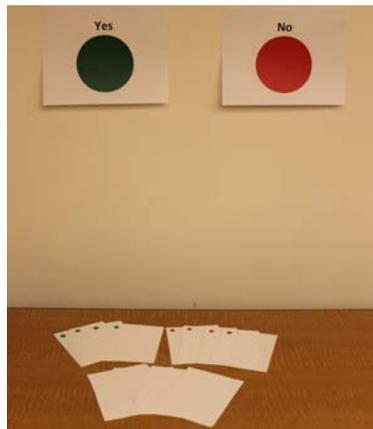
This wrap-up game can go on for as long as necessary or as time permits and can be used for any topic that lends itself to yes/no questions.

If you do not have easy access to green and pink printer paper, do one of the following:

- ▶ Use different colors that are easier to find, making it clear to participants which color represents “Yes” and which one represents “No.” Consider putting signs on the wall as shown here:



- ▶ Use colored index cards or Post-It notes.
- ▶ Put different marks on white paper with markers (red and green dots would be ideal) or by drawing simple shapes. Refer to the example here:



If needed, use translated versions of the Answer Card Wrap-Up Statements and Follow-Up Questions.

Answer Card Wrap-Up Statements and Follow-Up Questions

These statements and follow-up questions were developed based on the full reception and placement (R&P) Orientation Curriculum. Add or remove questions based on the material you covered during the orientation sessions.

| Unit | Activity Plan | Statement | Answer Key | Follow-Up Question |
|---|---|---|-----------------------|--|
| Role of the Local Resettlement Agency | The Basics: Role of the Local Resettlement Agency | The resettlement agency is responsible for providing basic services to you and your family. | Yes | Name two of the basic services that your resettlement agency will provide. |
| | Initial Resettlement Assistance and Services Provided | If you do not receive a television or computer when you first arrive in the United States, you should complain to your case worker/ manager about getting one from the resettlement agency. | No | What are two services that will be provided to you during your first few months in the United States? |
| | Attending Orientation Classes | You must attend orientation. It is required. | No | What are three reasons why a refugee should attend orientation classes? |
| | A New Partnership | Communication styles are the same around the world. | No | What are two things to remember when trying to communicate respectfully with your case worker/ manager in the United States? |
| | Overcoming Challenges | If you have an issue with something your case worker/ manager does, you should discuss it with her or him. | Yes | When you have a challenging situation with your case worker/manager, what are two things to remember? |
| Community Services and Public Assistance | The Basics: Community Services and Public Assistance | There are many community services available in your area, but they are all expensive to use. | <i>Local response</i> | Name two community services available in your area and what they can provide to you. |
| | Types of Services | You can use things like books and computers for free at the public library. | Yes | Besides books and computers, what are two other things you can use the library for? |
| | Social Involvement in Your Community | Getting involved in your community will help you practice English. | Yes | What are two ways to get involved in your community? |

| Unit | Activity Plan | Statement | Answer Key | Follow-Up Question |
|-------------------------|-------------------------------------|--|----------------------------------|---|
| Housing | The Basics: Housing | Your resettlement agency is responsible for providing you with furniture when you first arrive in the United States. | Yes | In the area of housing, what are two responsibilities your resettlement agency has? |
| | Housing Rights and Responsibilities | It is the responsibility of your case worker/manager to keep your home clean. | No | Give one responsibility that a landlord or landlady has and one responsibility that a tenant has. |
| | Being a Good Neighbor | All neighbors in the United States are friendly and respectful. | No | Describe two ways to be a respectful neighbor. |
| Transportation | The Basics: Transportation | The best form of public transportation in the area is the bus. | Local response | What are two forms of transportation that are available to you in your new community? |
| | Getting Around Your New Community | You will need to learn to use public transportation to get around. | Local response | Describe how you will get from your home to the grocery store? |
| | Owning and Driving a Car | Owning and driving a car is expensive. | Yes | What are two challenges of having a car? |
| Employment | The Basics: Employment | You will need to get a job as quickly as possible. | Depends on the individual | How will you find a job? |
| | Working in the United States | You can learn English while working. | Yes | What are two reasons why it is important to have a job in the United States? |
| | Finding a Job | You will need to be active in looking for a job. | Yes | What are two ways you will look for a job? |
| Learning English | The Basics: Learning English | English is the language that most people in the United States speak. | Yes | Give three reasons why learning English is important. |
| | Ways to Learn English | It is very easy to learn English. | No | Why is it helpful to learn English in more than one way? |
| | Benefits of Learning English | Learning English can help your adjustment process. | Yes | What are two reasons to attend English class even after you have found a job? |

| Unit | Activity Plan | Statement | Answer Key | Follow-Up Question |
|---------------------------|---|--|------------|--|
| Education | The Basics: Education | Most Americans think of education as a lifelong process. | Yes | Name two things that U.S. schools expect of parents. |
| | Getting Involved in Your Child's School | Being involved in your child's school can help your child succeed. | Yes | Name three ways you can be involved in your child's education. |
| | Dealing With Issues at School | Parents should not talk to school administrators or teachers. | No | If a child does not understand the material being discussed at school, what should the parent do? |
| | Employment Versus Education for Adults | For most adult refugees who have just arrived in the United States, employment is more necessary than education. | Yes | Give one challenge and one benefit of working versus going to school. |
| Health and Hygiene | The Basics: Health and Hygiene | There are many different places to go for health care in the United States. | Yes | What are two places that provide health care services in your area? What would be a good medical reason for going to each one? |
| | A Doctor's Visit: What to Expect | If you tell your doctor something, by law s/he must not talk to others about it without your permission. | Yes | Who are two people at the doctor's office that you will probably talk to? |
| | Personal Hygiene | Personal hygiene is very important in the United States. | Yes | What are three personal hygiene practices in the United States? |
| | Addressing Emotional Health Challenges | There are professionals you can talk to if you are feeling sad or upset. | Yes | It is normal to feel upset or sad sometimes. But if someone feels this way a lot of the time, what should s/he do? |

| Unit | Activity Plan | Statement | Answer Key | Follow-Up Question |
|---------------------------------------|---|--|------------|---|
| Budgeting and Personal Finance | The Basics: Budgeting and Personal Finance | Having a job is one way to help your family become self-sufficient. | Yes | What are two sources of income that you could access when your initial assistance ends? Are these short-term or long-term? |
| | Banks and Paychecks | It is safest to save your money at home in the United States. | No | What are two things that are taken out of each paycheck? |
| | Budgeting and Prioritizing | It is important to be realistic about things your family needs. | Yes | Why is it important to figure out the most important expenses for your family? |
| Cultural Adjustment | The Basics: Cultural Adjustment | Most refugees are very happy when they first arrive in the United States and they usually stay that way for a long time. | No | What are the four common phases of cultural adjustment? |
| | Diverse Communities | All of your neighbors will be friendly and helpful all the time. | No | What are two ways you can communicate with people you disagree with? |
| | Punctuality | If you are late for a doctor's appointment, you may need to pay for the appointment anyway. | Yes | Name two things for which it is important to arrive on time. |
| | Family Roles | Children often learn English faster than their parents. This can be challenging for the family. | Yes | Why do some families experience role changes when they resettle in the United States? |
| | Parenting Practices | Taking away privileges, such as seeing friends, is one common method of disciplining children in the United States. | Yes | Describe a parenting challenge you might face in the United States. What is a legal and acceptable way that your family might manage the challenge? |
| | Adjusting to Changes and Challenges | If you are feeling sad, an appropriate thing to do is lock yourself in a room for many days. | No | If your first job were not the job you wanted, how would you feel? If you were unhappy, what would you do about it? |

| Unit | Activity Plan | Statement | Answer Key | Follow-Up Question |
|------------------------------|--|---|------------|---|
| U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status | If you do not know the law, it is okay to break it. | No | Why do you need to learn U.S. laws? |
| | Using Emergency Services | If there is an emergency, such as a fire, you should call 9-1-1. | Yes | What three key English words should you know and be able to use in an emergency situations? |
| | Practicing Safety Procedures | Shouting for help is one way to handle some unsafe situations. | Yes | What are two unsafe situations you may face? If you found yourself in these situations, what should you do? |
| | Common Safety Practices | You will always feel safe in your new community. | No | What are two things you should do to avoid an unsafe situation? |
| | Your Rights and Your Responsibilities | It is the responsibility of your case worker/manager to make sure you know all of the local laws. | No | What are three rights you have in the United States? |
| | Adjusting Your Status | You have to adjust your status to a Lawful Permanent Resident. | Yes | When should you apply to adjust your status to that of a Lawful Permanent Resident (LPR)? |
| | Learning Local Laws | All communities in the United States have the same laws. | No | Why is it important to learn local laws? |

Orientation Wrap-Up

Choose-Your-Topic Game

Introduction for the Trainer

Key Content

During this session, participants will review information and show what they have learned throughout the orientation sessions.

Main Messages

Participants will review, explain, and show their understanding of different aspects of orientation and their resettlement process. Trainers should encourage participants to share what they have learned.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Review the information they learned throughout the orientation course
- ▶ Explain specific aspects of the orientation sessions they have attended
- ▶ Show knowledge and understanding of various aspects of their resettlement

Materials

- Flipchart paper, markers, and tape
- Choose-Your-Topic Headers (included)
- Choose-Your-Topic Questions (samples included)
- Blank paper, 2 pieces
- Optional: Point Cards (included), 2 copies
- Optional: Choose-Your-Topic Game PowerPoint (available for automatic download from the COR Center website here: <http://goo.gl/V6ccBe>)
- Optional: Laptop, projector, and screen

Session Preparation

Review Choose-Your-Topic Headers and the Choose-Your-Topic Questions. There are seven topics headers, covering the 11 orientation units (with four of the topic headers combining orientation units). For each topic header, chose four questions, selecting those that relate best to the content that was covered during the orientation. You will have 28 questions in total.

Prepare the game board by doing the following:

- ▶ Print the Choose-Your-Topic Headers. Cut along the dotted lines and tape or glue them to the top of a piece of flipchart paper. (Use more than one piece of flipchart paper or a wall if needed.)
- ▶ Create question cards by printing and cutting out the Choose-Your-Topic Questions that you have chosen to use for the session.
- ▶ Tape the question cards face-down under the Choose-Your-Topic Headers.
- ▶ The Game Board should look similar to a *Jeopardy!* board, like this:

| Role of the Local Resettlement Agency | Community Services and Public Assistance and Housing | Transportation and Employment | Learning English and Education | Health and Hygiene and Budgeting and Personal Finance | Cultural Adjustment | U.S. Laws and Refugee Status |
|--|---|--------------------------------------|---------------------------------------|--|----------------------------|-------------------------------------|
| Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card |
| Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card |
| Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card |
| Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card | Back of Question Card |

Prepare answer cards by folding the two blank pieces of paper in half lengthwise and writing the team letters (A and B) on top of each half.

Prepare a scoreboard using flipchart paper and markers:

| | |
|---------------|---------------|
| <i>Team A</i> | <i>Team B</i> |
|---------------|---------------|

Hang the scoreboard in front of the training space.

Trainer's Introduction of Session to Participants

During this session, we will review the information you have learned during this course.

Activity

Divide participants into two groups. Distribute answer cards to one person in each group. Groups sit in a circular or U-shaped formation. The group's spokesperson will change with each question.

Teams decide who will be their first spokesperson. Spokespeople hold the team's answer card. The person sitting to that person's right will go next.

Decide which team will choose the first question. That team's spokesperson chooses a Choose-Your-Topic Header (such as Cultural Adjustment or Learning English and Education). Take a Question Card off the Game Board and read the question printed on it aloud. Teams discuss the possible answer among themselves. The team's spokesperson who raises the team's Answer Card first gets to answer the question.

The trainer should decide if the response is correct or incorrect. If the answer is right, tape the question card back to where it belongs on the scoreboard. If the answer is wrong, ask the full group what the correct answer should be. Teams do not receive any points if the answer is wrong, and the question card you are holding is set aside. The full group should come up with a correct answer to the question before continuing.

Teams take turns choosing the Choose-Your-Topic Header from the remaining questions.

When all of the questions have been answered, debrief the session with participants using the questions below:

Debriefing Questions

- ▶ What are some of the most important things you have learned during these orientation sessions?
- ▶ What remaining questions do you have about the material covered?
- ▶ What would you like to learn more about? How will you find out this information?

Working With Individuals or Very Small Groups

When working with a single individual, play the Choose-Your-Topic Game as already described, with the participant choosing the questions and the trainer discussing it with the participant to help come up with the best answer.

When working with two participants, have them play on two separate teams. The two participants and the trainer discuss the questions and answers as needed.

Variations and Considerations

When working with large groups, consider having more than two teams, so that there are no more than five to six participants on a team. Each team receives an answer card. The trainer can have one or two participants (or other volunteers) help judge who held up the answer card first, and have these two participants also help decide whether the answer is right or wrong.

This wrap-up game can go on for as long as necessary or as time permits, and can be used for different topics, as long as the questions lend themselves to correct and incorrect answers.

If needed, use translated versions of the Choose-Your-Topic Headers and/or Choose Your Topic Questions.

Instead of creating the board, use the Choose-Your-Topic Game PowerPoint with a laptop, projector, and screen.

To make the game more challenging, cut and tape the Point Cards to the game board under the Choose-Your-Topic Headers in place of the questions. Give different points (10, 20, 30, and 40) to the questions, based on their difficulty. The teams take turns choosing a Topic Header and a level of difficulty. The trainer reads the question, and the team that answers it correctly gets the points shown on the Point Cards, as in *Jeopardy!* The Game Board should look like this:

| Role of the Local Resettlement Agency | Community Services and Public Assistance and Housing | Transportation and Employment | Learning English and Education | Health and Hygiene and Budgeting and Personal Finance | Cultural Adjustment | U.S. Laws and Refugee Status |
|---------------------------------------|--|-------------------------------|--------------------------------|---|---------------------|------------------------------|
| 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| 40 | 40 | 40 | 40 | 40 | 40 | 40 |

If a team answers a question incorrectly, the question can be offered to the other team.

If needed, create a time limit (such as 2 to 3 minutes) for teams to answer a question.

Participants decide on team names to promote camaraderie and fun amongst team members.

Choose-Your-Topic Headers



Role of the Local Resettlement Agency



Community Services and Public Assistance and Housing



Transportation and Employment



Learning English and Education



Health and Hygiene and Budgeting and Personal Finance



Cultural Adjustment



U.S. Laws and Refugee Status

Choose-Your-Topic Questions

These questions were developed based on the full R&P Orientation Curriculum. Add or remove questions based on the material covered during the orientation sessions you provided.

| Unit | Activity Plan | Question |
|---|---|--|
| Role of the Resettlement Local Agency | The Basics: Role of the Local Resettlement Agency | Who is your first contact in the United States when you need advice or services? |
| | Initial Resettlement Assistance and Services Provided | What are two additional things you would like to learn about resettlement? |
| | Attending Orientation Classes | What are two reasons it is important to attend orientation sessions? |
| | A New Partnership | What are two things you can do that will help you work better with resettlement agency staff? |
| | Overcoming Challenges | Why might you receive different services than other refugees receive? |
| Community Services and Public Assistance | The Basics: Community Services and Public Assistance | If your family needs public assistance, who should you talk with to find out if your family is eligible for low-income assistance? |
| | Types of Services | What two community services will be most useful to your family? Why? |
| | Social Involvement in Your Community | Name two benefits of community involvement. |
| Housing | The Basics: Housing | If you do not pay your rent or utility bills on time, what are two things that could happen? |
| | Housing Rights and Responsibilities | Name two rights and two responsibilities that you have as a tenant. |
| | Being a Good Neighbor | What are two reasons why it is important to be a respectful neighbor? |

| Unit | Activity Plan | Question |
|------------------|---|---|
| Transportation | The Basics: Transportation | Describe how to use one form of transportation that is available in your community. |
| | Getting Around Your New Community | Describe how to get from your home to the local elementary school. |
| | Owning and Driving a Car | What are two benefits of using public transportation versus owning a car? |
| Employment | The Basics: Employment | Why is it important to stay in a job for at least 6 months? |
| | Working in the United States | What are two important reasons for adults to work? |
| | Finding a Job | What are three ways to find a job in the United States? |
| Learning English | The Basics: Learning English | Give a situation where someone might need an interpreter. Describe how you would request an interpreter. |
| | Ways to Learn English | Describe three ways you can learn English. |
| | Benefits of Learning English | What are three places in your community where knowing some English will be helpful to you? |
| Education | The Basics: Education | What are two reasons that an adult should work rather than go to school? |
| | Getting Involved in Your Child's School | Name two ways a parent could get involved in her/his child's education. |
| | Dealing With Issues at School | If you receive a call from the school telling you that your child has not been attending school, what would you do? |
| | Employment Versus Education for Adults | For adults, what is one challenge and one benefit of working rather than going to school? |

| Unit | Activity Plan | Question |
|---------------------------------------|--|--|
| Health and Hygiene | The Basics: Health and Hygiene | Give an example of a routine health situation and an urgent health situation, and what you would do if you were in those situations. |
| | A Doctor's Visit: What to Expect | Why is it important to know that your doctor does not share your medical information with anyone else? |
| | Personal Hygiene | How can your hygiene affect your personal relationships in the United States? |
| | Addressing Emotional Health Challenges | What are two healthy ways to cope with sadness or worry? |
| Budgeting and Personal Finance | The Basics: Budgeting and Personal Finance | What is one way you will support your family now? What is a way you will do so in the long term? |
| | Banks and Paychecks | What are two things you can do at a bank? |
| | Budgeting and Prioritizing | What are two reasons that budgeting is important? |
| Cultural Adjustment | The Basics: Cultural Adjustment | If you are experiencing culture shock, what are two ways you could cope? |
| | Diverse Communities | What are two different types of diversity common in U.S. communities? |
| | Punctuality | If you were late to a doctor's appointment, what might happen? If your child were late to school, what might happen? |
| | Family Roles | What are two healthy ways your family could handle role changes? |
| | Parenting Practices | Describe a parenting challenge. What is a legal and acceptable way that your family might manage the challenge? |
| | Adjusting to Changes and Challenges | If your children learn English faster than you, how will you feel? If you feel bad, what will you do about it? |

| Unit | Activity Plan | Question |
|-------------------------------------|--|---|
| U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status | What are two examples of situations where you might need help from a law enforcement official? How would you get the help you needed? |
| | Using Emergency Services | If you call 9-1-1, what are two things you should remember while you are on the call? |
| | Practicing Safety Procedures | What are two unsafe situations you may face? If you were to find yourself in these situations, what should you do? |
| | Common Safety Practices | Give an example of an unsafe situation that you may find yourself in. |
| | Your Rights and Your Responsibilities | What are three legal responsibilities you have in the United States? |
| | Adjusting Your Status | When it is time to adjust your status, what should you do first? |
| | Learning Local Laws | What is an example of a question you might ask to learn about a local law? |

Point Cards

| | | | | | | |
|----|----|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| 40 | 40 | 40 | 40 | 40 | 40 | 40 |

Appendix A

Reception and Placement Orientation Objectives and Indicators

Role of the Local Resettlement Agency

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|--|---|--|
| The local resettlement agency is not a government agency | Participants can articulate the difference between the local resettlement agency and the government | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided |
| Assistance provided by the local resettlement agency and public assistance is limited and benefits vary across agencies, locations, and cases | Participants can articulate that the services they receive will be for a limited time | Role of the Local Resettlement Agency U.S. Laws and Refugee Status | Initial Resettlement Assistance and Services Provided Your Rights and Your Responsibilities |
| | Participants can state that the services they receive may not be the same as what other refugees will receive | Role of the Local Resettlement Agency | Overcoming Challenges |
| | Participants can verbalize that they will receive assistance but non-urgent issues may not be addressed immediately | Role of the Local Resettlement Agency Cultural Adjustment | Overcoming Challenges Adjusting to Changes and Challenges |
| | Participants can consider the implications of moving away from their initial resettlement site | U.S. Laws and Refugee Status | Your Rights and Your Responsibilities |
| There are a number of organizations that will work alongside local resettlement agencies to assist with access to locally-available programs and provision of services | Participants can identify the local resettlement agency as the first point of contact for accessing services | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided Overcoming Challenges |
| | Participants can articulate that the local resettlement agency may assist refugees with access to other agencies or organizations for services | Role of the Local Resettlement Agency Employment | Attending Orientation Classes Initial Resettlement Assistance and Services Provided The Basics: Employment Working in the United States |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|--|---|--|
| The local resettlement agency provides assistance to refugees through the provision of items and/or money to meet initial needs, a limited scope of services, and advocacy on refugees' behalf to receive services for which they are eligible | Participants can identify four types of items that will be provided soon after arrival: initial housing, basic furnishings, seasonal clothing as necessary, food or food allowance | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided Overcoming Challenges |
| | Participants can identify basic services provided by the local resettlement agency | Role of the Local Resettlement Agency Employment | The Basics: Role of the Local Resettlement Agency Attending Orientation Classes Overcoming Challenges The Basics: Employment |
| | Participants can state that they may receive money and/or money may be spent on their behalf | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided |
| The quality and quantity of items provided will vary | Participants can identify factors related to the quality and quantity of items they might receive, including the availability of resources, the need of the family, and budgets | Role of the Local Resettlement Agency Budgeting and Personal Finance | Overcoming Challenges Budgeting and Prioritizing |
| | Participants can state that the items they receive might not be new or what they would choose for themselves | Role of the Local Resettlement Agency | Overcoming Challenges |
| | Participants can state that the items or money they receive may not be the same as what other refugees will receive | Role of the Local Resettlement Agency | Overcoming Challenges |
| Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency | Participants can affirm that refugees and the local resettlement agency work in partnership and have rights and responsibilities with respect to each other | Role of the Local Resettlement Agency Employment | The Basics: Role of the Local Resettlement Agency Initial Resettlement Assistance and Services Provided Overcoming Challenges The Basics: Employment Finding a Job |
| | Participants can articulate that they are ultimately responsible for their success | Employment | The Basics: Employment Finding a Job |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|---|--|
| [Continued] Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency | Participants can name the local resettlement agency case manager as a source of reliable and accurate information | Role of the Local Resettlement Agency | The Basics: Role of the Local Resettlement Agency Initial Resettlement Assistance and Services Provided A New Partnership |
| | Participants know the caseworker/ office contact info and how and when to contact them | Role of the Local Resettlement Agency U.S. Laws and Refugee Status | The Basics: Role of the Local Resettlement Agency Practicing Safety Procedures |
| | Participants understand role of co-sponsor and US tie (if any) | N/A | N/A |
| There are rights related to refugee status | Participants can name different kinds of refugee benefits and government assistance for which they are eligible | U.S. Laws and Refugee Status | Your Rights and Your Responsibilities |
| | Participants understand that as refugees they are authorized to work in the U.S. | Employment U.S. Laws and Refugee Status | The Basics: Employment The Basics: U.S. Laws and Refugee Status |
| There are responsibilities related to refugee status | Participants understand their obligation to repay the travel loan | Budgeting and Personal Finance | Banks and Paychecks Budgeting and Prioritizing |
| | | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status |
| | Participants know how to submit a change of address form | U.S. Laws and Refugee Status | Your Rights and Your Responsibilities |
| | Participants recognize that refugee and public assistance are limited in scope | Role of the Local Resettlement Agency Employment U.S. Laws and Refugee Status | The Basics: Role of the Local Resettlement Agency The Basics: Employment Working in the United States Your Rights and Your Responsibilities |
| Applying for permanent residency and naturalization are important steps in the status adjustment process | Participants can acknowledge that they are required to apply for permanent residency as soon as they become eligible and they may eventually apply for U.S. citizenship | U.S. Laws and Refugee Status | Adjusting Your Status |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|------------------------------|--|
| There are immigration consequences to breaking U.S. laws | Participants know what behaviors may hinder their adjustment of status or naturalization or lead to deportation | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status |
| Refugees may be eligible to file for family reunification | Participants know where to get assistance in the filing process | Cultural Adjustment | Adjusting to Changes and Challenges |

English

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|--|---------------------|--|
| For both adults and children, learning English is critical to successful adjustment in the U.S. | Participants can list reasons why learning English is important for successful adjustment in the U.S. | Learning English | The Basics: Learning English Benefits of Learning English |
| | Participants can acknowledge that learning English is their responsibility | Cultural Adjustment | The Basics: Cultural Adjustment |
| Learning English will take time and the process may vary from person to person | Participants can acknowledge that they should not delay employment, enrolling in school, applying for assistance, or participating in community life until they have learned English | Learning English | Ways to Learn English |
| | Participants can acknowledge that they should not delay employment, enrolling in school, applying for assistance, or participating in community life until they have learned English | Learning English | Working in the United States |
| | Participants know their rights to interpretation services (e.g., in hospitals, schools, and courts) | Learning English | The Basics: Learning English |
| | Participants are aware that children may learn English faster than adults | Health and Hygiene | A Doctor's Visit: What to Expect |
| There are a variety of ways to learn English | Participants are aware that the relative fluency in English among members of the family may lead to changes in family roles | Health and Hygiene | Addressing Emotional Health Challenges |
| | Participants understand that they will be referred to free classes by the local resettlement agency, but these classes may have a waiting list and/or the schedule or location of the classes may not be ideal | Health and Hygiene | Addressing Emotional Health Challenges |
| | Participants are aware of other types of ESL classes for which there may be a fee to participate | Learning English | Ways to Learn English |
| | Participants understand the importance of attending ESL consistently | Learning English | Ways to Learn English Benefits of Learning English |
| | Participants can name additional ways that they can learn English outside of formal classes | Learning English | Ways to Learn English |

Public Assistance

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|---|---|
| Public assistance is available to help refugees pay for their needs, but is limited in amount and scope | Participants know that there are limitations on eligibility based on employment and marital status, income level, family size, etc. | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided |
| | Participants can acknowledge that assistance varies from state to state | Role of the Local Resettlement Agency | Overcoming Challenges |
| There are a variety of types of government assistance | Participants know that there is assistance available for low-income families (Temporary Assistance for Needy Families [TANF], Electronic Benefit Transfer [EBT, formerly food stamps], Medicaid, public housing assistance, unemployment) | Role of the Local Resettlement Agency Community Services and Public Assistance Budgeting and Personal Finance | Initial Resettlement Assistance and Services Provided The Basics: Community Services and Public Assistance The Basics: Budgeting and Personal Finance |
| | Participants know that there is assistance available for people with disabilities and the elderly (Social Security, Medicare) | Role of the Local Resettlement Agency Budgeting and Personal Finance | Initial Resettlement Assistance and Services Provided The Basics: Budgeting and Personal Finance |
| There are a variety of types of government assistance | Participants can identify types of assistance for families (e.g., WIC, Children's Health Insurance Program [CHIP], free/reduced school lunch program) | Role of the Local Resettlement Agency Education Budgeting and Personal Finance | Initial Resettlement Assistance and Services Provided The Basics: Education The Basics: Budgeting and Personal Finance |
| | Participants can identify types of assistance for refugees (R&P, Matching Grant, Wilson Fish) | Role of the Local Resettlement Agency Budgeting and Personal Finance | Initial Resettlement Assistance and Services Provided The Basics: Budgeting and Personal Finance |
| The local refugee agency will provide help in accessing public assistance services | Participants understand how to apply for or access assistance | Community Services and Public Assistance | The Basics: Community Services and Public Assistance |
| | Participants understand how to fill out forms or to get help in filling out forms | Community Services and Public Assistance Budgeting and Personal Finance | The Basics: Community Services and Public Assistance Banks and Paychecks |
| | Participants understand how to use assistance on an ongoing basis (e.g., EBT card) | N/A | N/A |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|--|---|
| There are responsibilities associated with some types of assistance | Participants can identify the responsibilities associated with the types of assistance they are receiving, such as community service or attending job readiness classes | Role of the Local Resettlement Agency | Attending Orientation Classes |
| | Participants understand the importance of maintaining communication with their public assistance caseworker (when applicable) | Role of the Local Resettlement Agency Cultural Adjustment | Initial Resettlement Assistance and Services Provided Overcoming Challenges Adjusting to Changes and Challenges |

U.S. Laws

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|---|--|--|
| The U.S. is governed by the rule of law | Participants understand that they have a responsibility to know American laws | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status Your Rights and Your Responsibilities Learning Local Laws |
| | Participants understand that they have accountability under the law | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status Learning Local Laws |
| The U.S. has many laws governing behavior in public | Participants understand laws and norms for the use of alcohol, tobacco, drugs, and firearms | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status Your Rights and Your Responsibilities |
| | Participants understand laws and norms related to sexual harassment | Employment U.S. Laws and Refugee Status | The Basics: Employment Your Rights and Your Responsibilities |
| There are legal rights and restrictions related to family life | Participants know laws regarding domestic violence | Health and Hygiene | Addressing Emotional Health Challenges |
| | | Cultural Adjustment | Family Roles |
| | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status | |
| Participants know laws regarding child supervision, neglect, and abuse, including acceptable methods of disciplining a child | Cultural Adjustment | Parenting Practices | |
| | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status | |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|------------------------------|---|
| There are rights and responsibilities related to U.S. residency and citizenship | Participants are aware of basic civil rights (e.g., right to free speech, assembly, worship, legal assistance) | U.S. Laws and Refugee Status | Your Rights and Your Responsibilities |
| | Participants understand that when they become citizens they will have the right to vote | U.S. Laws and Refugee Status | Your Rights and Your Responsibilities |
| | Participants understand the importance of selective service registration and implications if they do not register | U.S. Laws and Refugee Status | Your Rights and Your Responsibilities |
| | Participants understand that breaking the law may affect their legal status | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status Your Rights and Your Responsibilities |

Your New Community

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|--|--|---|
| There are community and public services that are available to support residents | Participants can identify community services relevant to their specific needs, such as senior services or child care/day care | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided |
| | | Community Services and Public Assistance | The Basics: Community Services and Public Assistance |
| | | Transportation | Getting Around Your New Community |
| | | Cultural Adjustment | Family Roles |
| | Participants can identify community services that refugees may need to access, such as food banks, family support services, and the local government | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided |
| | | Community Services and Public Assistance | The Basics: Community Services and Public Assistance |
| | | | Types of Services |
| | | Transportation | Getting Around Your New Community |
| | | Budgeting and Personal Finance | The Basics: Budgeting and Personal Finance |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|--|---|
| The local resettlement agency will assist refugees in becoming acquainted with their new community | Participants know where to find and how to use critical services such as stores and laundromats | Community Services and Public Assistance Transportation | The Basics: Community Services and Public Assistance Types of Services Getting Around Your New Community |
| | Participants know where to find and how to access other community services such as the library, houses of worship, area attractions, community recreation, banks, and the post office | Community Services and Public Assistance Transportation Budgeting and Personal Finance | The Basics: Community Services and Public Assistance Types of Services Getting Around Your New Community Banks and Paychecks |
| | Participants understand where they live in the U.S. (region, state, city) | U.S. Laws and Refugee Status | Using Emergency Services |
| Members of the refugee's ethnic or religious group who live in the area may be a good source of support | Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community | Role of the Local Resettlement Agency Community Services and Public Assistance Transportation Cultural Adjustment | Initial Resettlement Assistance and Services Provided Social Involvement in Your Community Getting Around Your New Community The Basics: Cultural Adjustment |
| | Participants can identify where to find neighborhoods, associations, or business establishments where they would be likely to find members of their home community | Community Services and Public Assistance | Social Involvement in Your Community |

Employment

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|---|--|
| Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women) | Participants can list positive consequences of early employment and negative consequences of delayed employment or lack of employment | Employment Learning English | The Basics: Employment Working in the United States Benefits of Learning English |
| | Participants can identify good interview skills such as firm handshake, eye contact, appropriate body language and also negative actions such as not answering questions well, stressing the need for a lot of money, or a disinterested expression | Role of the Local Resettlement Agency Employment | A New Partnership Finding a Job |
| | Participants can articulate that turning down any job could be used as a reason to lose benefits | Employment Cultural Adjustment | The Basics: Employment Adjusting to Changes and Challenges |
| | Participants understand the importance of retaining their job | Employment Education | The Basics: Employment Working in the United States Employment Versus Education for Adults |
| A person's initial job might not be in their chosen profession | Participants can articulate that employment is not static and that employment opportunities may expand based on skills acquired and good job performance | Employment | Working in the United States |
| | Participants can list positive consequences of accepting employment outside their chosen profession | Employment Health and Hygiene | The Basics: Employment Addressing Emotional Health Challenges |
| | Participants can identify types of jobs they may hold in the U.S. during the initial resettlement period | Employment | Finding a Job |
| The refugee plays a central role in finding/obtaining employment in the U.S. | Participants can explain the role of the resettlement agency and various outside service providers in assisting them with employment services | Role of the Local Resettlement Agency Employment | Initial Resettlement Assistance and Services Provided The Basics: Employment Finding a Job |
| | Participants (if employable adults) can identify themselves as responsible for obtaining employment in the U.S. | Employment | The Basics: Employment Finding a Job |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|---|---------------------------------------|---|
| A crucial way of finding better paying jobs is learning how to speak English | Participants can identify English language acquisition as a key to a better job | Role of the Local Resettlement Agency | Initial Resettlement Assistance and Services Provided |
| | | Employment | Working in the United States |
| | | Learning English | Benefits of Learning English |
| There are general characteristics of U.S. professional and work culture to which refugees must adapt in order to be successful in finding and maintaining employment | Participants can identify appropriate and desirable workplace behavior | Role of the Local Resettlement Agency | A New Partnership |
| | | Employment | Overcoming Challenges |
| | | Cultural Adjustment | Finding a Job Punctuality |
| | Participants can list effective ways to communicate with their employer and fellow employees | Role of the Local Resettlement Agency | A New Partnership |
| | | Employment | Overcoming Challenges |
| | | Employment | Finding a Job |
| Participants can list aspects of U.S. professional and work culture that may differ from their homeland | Employment | Working in the United States | |
| | Health and Hygiene | Personal Hygiene | |
| | | | |
| Employees have rights as well as responsibilities in the workplace | Participants can acknowledge that they have the right to be paid for their work and to work in a safe environment free from discrimination and harassment | Employment | The Basics: Employment |
| | | Budgeting and Personal Finance | Banks and Paychecks |
| | | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status |
| | Participants can acknowledge that they have the right to understand how they will be paid and what benefits they might receive | Employment | Finding a Job |
| | | Budgeting and Personal Finance | Banks and Paychecks |
| | | Employment | The Basics: Employment |
| Participants can list rights and responsibilities in the workplace | Employment | The Basics: Employment | |
| | Health and Hygiene | Personal Hygiene | |
| | | | |

Health

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|--------------------|----------------------------------|
| Only critical and immediate health care needs may be met in the initial weeks of resettlement | Participants can indicate they understand that only emergencies can be dealt with on arrival | Health and Hygiene | A Doctor's Visit: What to Expect |
| | Participants can distinguish between urgent and routine health care and identify where to go for each | Health and Hygiene | The Basics: Health and Hygiene |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|---|---|
| Initial health screenings and immunizations will be scheduled within 30 days of arrival | Participants can acknowledge that a basic health screening and immunizations will be scheduled for after their arrival | Role of the Local Resettlement Agency Health and Hygiene | Initial Resettlement Assistance and Services Provided A Doctor's Visit: What to Expect |
| | Participants can state that it is their responsibility to attend that health screening and any follow up appointments | Health and Hygiene | The Basics: Health and Hygiene A Doctor's Visit: What to Expect |
| The U.S. has no universal health care system and refugee medical assistance (RMA) differs state by state. In many cases RMA is available for eight months | Participants can acknowledge that health care in the U.S. is very expensive and that the government will only pay for this care for refugees up to their first eight months in the U.S. After that, it is the individual's responsibility to obtain insurance or pay for services | Health and Hygiene | A Doctor's Visit: What to Expect |
| | Participants can acknowledge that health insurance is generally tied to employment | Employment Health and Hygiene | Working in the United States A Doctor's Visit: What to Expect |
| | Participants recognize that after eight months, refugees not eligible for Medicaid and not receiving health insurance as a benefit of their job will be responsible to pay for their own health care | Health and Hygiene | A Doctor's Visit: What to Expect |
| | Participants can acknowledge that persons 65 or older and those with disabilities may qualify for government health insurance (Medicare) | Health and Hygiene | A Doctor's Visit: What to Expect |
| A variety of health care services are available in the U.S. | Participants can identify types of places where they might seek health services, including clinics, offices, and hospitals | Community Services and Public Assistance Transportation | The Basics: Community Services and Public Assistance Getting Around Your New Community |
| | Participants can identify types of health professionals that they may encounter, including pediatricians, dentists, and social workers | Health and Hygiene | The Basics: Health and Hygiene |
| | Participants understand how to use pharmacies to obtain prescriptions and over-the-counter medicine | Health and Hygiene | The Basics: Health and Hygiene |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|--|---|---|
| Preventative health care plays a large role in maintaining good health | Participants understand the importance of preventative health care to maintain good health | Health and Hygiene | The Basics: Health Care and Hygiene |
| | Participants understand the role of good nutrition and dental care in their overall health | Health and Hygiene Budgeting and Personal Finance | Personal Hygiene Budgeting and Prioritizing |
| | Participants understand the importance of immunizations and vaccines for themselves and their children | Transportation | Getting Around Your New Community |
| There are norms associated with health care services in the U.S. | Participants can acknowledge the importance of being on time for health appointments | Health and Hygiene Cultural Adjustment | A Doctor's Visit: What to Expect Punctuality |
| | Participants can acknowledge that personal medical information that is shared with a health provider is kept confidential | Health and Hygiene | A Doctor's Visit: What to Expect |
| | Participants understand how to effectively communicate with health care professionals | Role of the Local Resettlement Agency Health and Hygiene | A New Partnership A Doctor's Visit: What to Expect |
| U.S. health practices may differ from those of other cultures or countries | Participants can indicate how health practices are similar to or different from norms in their home country | Health and Hygiene | A Doctor's Visit: What to Expect |
| | Participants are aware that some traditional medicines or practices could be considered unsafe or even illegal by U.S. standards | Health and Hygiene | Personal Hygiene |
| | Participants can identify potential consequences of not adopting U.S. health practices | Health and Hygiene | Personal Hygiene |
| There are local resources available to support refugees' mental health | Participants understand that experiencing culture shock is a normal part of adjustment | Health and Hygiene | A Doctor's Visit: What to Expect Addressing Emotional Health Challenges |
| | | Cultural Adjustment | The Basics: Cultural Adjustment |
| | Participants understand that services are available to support their mental health | Health and Hygiene Cultural Adjustment | The Basics: Health and Hygiene A Doctor's Visit: What to Expect Addressing Emotional Health Challenges The Basics: Cultural Adjustment |

Budgeting and Personal Finance

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|--|---|
| Refugees are responsible for managing their personal finances | Participants know their total monthly income and expenses, including rent and utilities | Budgeting and Personal Finance | The Basics: Budgeting and Personal Finance Budgeting and Prioritizing |
| | Participants can explain and create their monthly budget, differentiating between wants and needs | Budgeting and Personal Finance | Budgeting and Prioritizing |
| | Participants can identify sources of income when initial assistance ends | Budgeting and Personal Finance | The Basics: Budgeting and Personal Finance |
| | Participants understand the importance of paying bills on time | Budgeting and Personal Finance | Banks and Paychecks Budgeting and Prioritizing |
| | Participants can acknowledge that employable members of the family may all have to work in order to meet their financial needs | Employment Budgeting and Personal Finance | Working in the United States Budgeting and Prioritizing |
| | Participants can acknowledge that their financial obligations in the U.S. (e.g., rent, travel loan) will affect their ability to remit money to relatives back home | Employment Budgeting and Personal Finance | Working in the United States Banks and Paychecks |
| | Participants have an understanding of their likely financial situation over time | Budgeting and Personal Finance | Budgeting and Prioritizing |
| In the U.S., financial transactions are mostly conducted through the banking system | Participants can identify the different denominations of U.S. currency | Health and Hygiene Budgeting and Personal Finance | A Doctor's Visit: What to Expect Banks and Paychecks Budgeting and Prioritizing |
| | Participants know how to open a bank account and use various bank products and services (including checking and savings accounts and ATMs) | Budgeting and Personal Finance | Banks and Paychecks |
| | Participants understand fees associated with using check cashing or remittance services | Budgeting and Personal Finance | Banks and Paychecks |
| | Participants understand how to build and maintain a good credit history | Budgeting and Personal Finance | Banks and Paychecks |
| | Participants can articulate measures to protect themselves from financial fraud and identity theft | Budgeting and Personal Finance | Banks and Paychecks |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|---|--|--|
| [Continued] In the U.S., financial transactions are mostly conducted through the banking system | Participants understand the benefits of direct deposit of their paychecks to a bank account | Budgeting and Personal Finance | Banks and Paychecks |
| | Participants understand that banking in the U.S. is safe and should be used | Community Services and Public Assistance Budgeting and Personal Finance | Types of Services Banks and Paychecks |
| | Participants understand the risks associated with using paycheck cashing stores and keeping large amounts of cash at home | Budgeting and Personal Finance | Banks and Paychecks |
| | Participants are familiar with financial institutions that can accommodate cultural beliefs (such as avoiding institutions that collect interest) | Budgeting and Personal Finance | Banks and Paychecks |
| Paying taxes is a legal obligation in the U.S. | Participants can acknowledge that paying taxes is a personal responsibility | Budgeting and Personal Finance U.S. Laws and Refugee Status | Banks and Paychecks Your Rights and Your Responsibilities |
| | Participants understand when and how to pay taxes | Budgeting and Personal Finance U.S. Laws and Refugee Status | Banks and Paychecks Your Rights and Your Responsibilities |
| | Participants understand the concept of withholding (for taxes, social security, etc.) on paychecks | Budgeting and Personal Finance | Banks and Paychecks |

Housing

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|---|--------------------------------|--|
| There are a variety of types of housing arrangements depending on affordability and the local context (including shared housing, apartment, house, etc.) | Participants can describe different types of housing | N/A | N/A |
| | Participants can acknowledge that the affordability of housing differs across and within localities and may affect the choices that are available to them | Housing | Housing Rights and Responsibilities |
| Housing comes with rights, responsibilities, restrictions and regulations | Participants understand the importance of and the process for paying rent and utilities | Housing | The Basics: Housing Housing Rights and Responsibilities |
| | | Budgeting and Personal Finance | Budgeting and Prioritizing |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|--|------------------------------|--|
| [Continued] Housing comes with rights, responsibilities, restrictions and regulations | Participants understand how to end their lease and the process for moving to a new residence | Housing | Housing Rights and Responsibilities |
| | Participants can list rights and responsibilities of landlords and tenants regarding housing and utilities | Housing | The Basics: Housing Housing Rights and Responsibilities |
| | Participants are aware of norms and rules that apply to common areas | Housing | Housing Rights and Responsibilities |
| | Participants are aware of factors that positively or negatively impact their rental history, including behaviors that may lead to eviction | Housing | Housing Rights and Responsibilities |
| The local resettlement agency provides assistance in home orientation, after which housekeeping and home maintenance are individual and family responsibilities | Participants are familiar with basic upkeep of a home, including preventative maintenance and prevention of pest infestations, and know who to contact for help with repairs | Housing | Housing Rights and Responsibilities |
| | Participants are familiar with basic household products, including their safe use and disposal | Housing | The Basics: Housing |
| | Participants understand how to clean their home and remove trash | Housing | The Basics: Housing Housing Rights and Responsibilities |
| | Participants know how to control utility costs through conservation | Housing | Housing Rights and Responsibilities |
| Understanding basic safety considerations and use of appliances/facilities will promote safety in the home | Participants can describe safe and appropriate use of basic appliances and bathroom facilities | Housing | The Basics: Housing |
| | Participants understand fire prevention in the home, as well as the use of fire alarms and extinguishers | U.S. Laws and Refugee Status | Practicing Safety Procedures |
| There are additional domestic life skills that facilitate independent living | Participants know how to identify and respond to mail | Housing | The Basics: Housing Housing Rights and Responsibilities |
| | Participants know how to make and receive telephone calls | U.S. Laws and Refugee Status | Using Emergency Services |

Hygiene

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|--|----------------------------------|-----------------------------------|
| There are norms for personal hygiene in the U.S. | Participants understand the norms of personal hygiene in the U.S. | Health and Hygiene | Personal Hygiene |
| | Participants understand the effect of personal hygiene on interpersonal relationships, particularly with those from outside their cultural group | Health and Hygiene | Personal Hygiene |
| | Participants understand the effect of personal hygiene on maintaining good health | Health and Hygiene | Personal Hygiene |
| There are norms and rules regarding public hygiene in the U.S. | Participants can identify potential legal consequences of behaviors such as spitting or urinating in public | Health and Hygiene | Personal Hygiene |
| | Participants can identify expectations in the workplace and other public spaces regarding public hygiene | Employment Health and Hygiene | Finding a Job Personal Hygiene |

Safety

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|--|--------------------------------|--|
| Attention to personal safety is an important consideration for all people | Participants understand the concept of personal and family safety | U.S. Laws and Refugee Status | Using Emergency Services Practicing Safety Procedures Common Safety Practices |
| | Participants know that they need to protect their property | U.S. Laws and Refugee Status | Common Safety Practices |
| | Participants know how to recognize and avoid scams and prevent fraud and identity theft | Budgeting and Personal Finance | Banks and Paychecks |
| Police and law enforcement agencies exist to help people if they become a victim of a crime | Participants understand the role of the police and know that police and other law enforcement officials are trustworthy and are there to help them | Cultural Adjustment | Adjusting to Changes and Challenges |
| | | U.S. Laws and Refugee Status | The Basics: U.S. Laws and Refugee Status Using Emergency Services Practicing Safety Procedures |
| | Participants can identify crimes that are reportable as well as what incidents may not be serious enough to report to the police | U.S. Laws and Refugee Status | Using Emergency Services Practicing Safety Procedures |
| | Participants know how to report crime | U.S. Laws and Refugee Status | Using Emergency Services Practicing Safety Procedures |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|--|--|
| It is important to be prepared for emergencies | Participants can ensure that all residents of the household know their address and phone number | Housing | The Basics: Housing |
| | Participants understand basic fire safety | Housing U.S. Laws and Refugee Status | The Basics: Housing Practicing Safety Procedures Common Safety Practices |
| | Participants have a plan and know what to do in the event of a natural or man-made disaster | N/A | N/A |
| | Participants know how to access emergency services and how to dial 9-1-1 | U.S. Laws and Refugee Status | Using Emergency Services |
| It is important to be familiar with safety procedures | Participants are familiar with general safety procedures related to traffic (as a driver, bike rider, public transit user, or pedestrian) | Transportation U.S. Laws and Refugee Status | The Basics: Transportation Common Safety Practices |
| | Participants are familiar with norms and laws related to animal care | N/A | N/A |
| | Participants know how to keep themselves safe and comfortable in unfamiliar weather conditions | Health and Hygiene | The Basics: Health and Hygiene |

Cultural Adjustment

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|---|--|---|
| There are core characteristics that define the American experience | Participants understand that the U.S. is a culturally diverse society and that there can be widely-varying cultural norms in different parts of the country | Housing | Being a Good Neighbor |
| | | Cultural Adjustment | Diverse Communities |
| | Participants are familiar with key philosophies that are the foundation of American culture and law, such as individualism, non-discrimination, and gender equality | Housing Health and Hygiene Cultural Adjustment | Being a Good Neighbor Addressing Emotional Health Challenges Diverse Communities Adjusting to Changes and Challenges |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|---|--|
| There are cultural norms and expectations that are fairly widespread throughout the U.S. | Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance | Role of the Local Resettlement Agency Housing Employment Health and Hygiene Cultural Adjustment | A New Partnership Housing Rights and Responsibilities Being a Good Neighbor Finding a Job Personal Hygiene Diverse Communities Punctuality |
| | Participants are familiar with patriotic and cultural customs and rituals | Housing | Being a Good Neighbor |
| The philosophies of self-sufficiency and self-advocacy are central to American culture and to refugees' cultural adjustment | Participants can acknowledge the importance of self-sufficiency | Employment Budgeting and Personal Finance | The Basics: Employment Finding a Job Budgeting and Prioritizing |
| | Participants understand the importance of politely communicating their needs and wants | Role of the Local Resettlement Agency | A New Partnership |
| There are numerous phases of cultural adjustment | Participants can indicate that cultural adjustment is a multi-step, long-term process | Health and Hygiene | Addressing Emotional Health Challenges |
| | | Cultural Adjustment | The Basics: Cultural Adjustment |
| Resettlement may have an impact on family roles and dynamics | Participants can identify situations in which current roles and family dynamics may be challenged upon resettlement in the U.S. | Health and Hygiene | Addressing Emotional Health Challenges |
| | | Cultural Adjustment | Family Roles Adjusting to Changes and Challenges |
| Expectations regarding parenting practices may differ in the U.S. from what refugees are used to | Participants can identify parenting practices that may be unfamiliar or challenging | Cultural Adjustment | Parenting Practices |
| | Participants can identify parenting practices that are illegal or unacceptable in the U.S. | Cultural Adjustment U.S. Laws and Refugee Status | Parenting Practices The Basics: U.S. Laws and Refugee Status |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|---|---|---|---|
| There are some basic coping mechanisms to deal with the stressors of adjustment | Participants can list possible coping mechanisms for themselves and their families | Health and Hygiene Cultural Adjustment | Addressing Emotional Health Challenges The Basics: Cultural Adjustment Family Roles |
| | Participants can articulate that honoring and preserving their home culture can help facilitate successful adjustment to life in the U.S. | Health and Hygiene Cultural Adjustment | Addressing Emotional Health Challenges The Basics: Cultural Adjustment |
| | Participants can identify the types of religious and/or cultural resources that may exist in the communities where they settle | Community Services and Public Assistance Health and Hygiene Cultural Adjustment | Social Involvement in Your Community Addressing Emotional Health Challenges The Basics: Cultural Adjustment |
| | Participants can state that learning English will facilitate their adjustment to life in the U.S. | Role of the Local Resettlement Agency Learning English Health and Hygiene | Initial Resettlement Assistance and Services Provided Benefits of Learning English Addressing Emotional Health Challenges |
| There are ways to seek assistance from others in your community | Participants can identify possible sources of assistance when facing adjustment challenges | Health and Hygiene | Addressing Emotional Health Challenges |
| | | Cultural Adjustment | The Basics: Cultural Adjustment |

Education

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|---|--|--|
| There are legal and normative expectations regarding schooling in the U.S. | Participants can acknowledge that schooling is compulsory until at least the age of 16 for both boys and girls and is free in public schools | Education U.S. Laws and Refugee Status | The Basics: Education Your Rights and Your Responsibilities |
| | Participants who have children can identify services and educational options that might be relevant for them (preschool, day care, special public school options) | Education | The Basics: Education Dealing With Issues at School |
| | Participants can identify the rights and responsibilities of parents and children in the school system | Role of the Local Resettlement Agency Education | Initial Resettlement Assistance and Services Provided The Basics: Education Getting Involved in Your Child's School Dealing With Issues at School |

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|--|---|--|
| [Continued] There are legal and normative expectations regarding schooling in the U.S. | Participants understand the concept of parental involvement in schooling | Role of the Local Resettlement Agency Education Cultural Adjustment | Initial Resettlement Assistance and Services Provided Getting Involved in Your Child's School Parenting Practices Adjusting to Changes and Challenges |
| | Participants understand that there are costs associated with free public education (e.g., school supplies) | Education | The Basics: Education Dealing With Issues at School |
| The value for adults and teenagers to continue formal education should be weighed against the need to work | Participants can acknowledge that education is a goal to be achieved but should be weighed against other factors such as need for income | Education | The Basics: Education Employment Versus Education for Adults |
| | Participants can identify education as a lifelong experience | Education Cultural Adjustment | The Basics: Education Employment Versus Education for Adults Family Roles |
| There are many options for continuing education and training beyond compulsory K-12 schooling | Participants can acknowledge that there are educational and training options that allow them to work while going to school | Education | The Basics: Education Employment Versus Education for Adults |
| | Participants understand the process for obtaining a high-school equivalency diploma (GED) | Education | Employment Versus Education for Adults |
| | Participants can identify types of higher education and training that might benefit them (including university study or vocational training) | Education | The Basics: Education Employment Versus Education for Adults |
| | Participants can acknowledge that some financial aid may be available for higher education | Education | The Basics: Education Employment Versus Education for Adults |
| | Participants understand options for continuing education and training related to their employment | Education | Employment Versus Education for Adults |

Transportation

| Content Objective | Learning Indicator | Unit | Activity Plan |
|--|---|---|--|
| Transportation options exist in most communities | Participants are aware of public transportation options in their locality | Role of the Local Resettlement Agency Transportation | Initial Resettlement Assistance and Services Provided The Basics: Transportation Getting Around Your New Community |
| | Participants understand how to navigate the public transportation system, including the use of maps and schedules and payment methods (tickets, passes, etc.) | Transportation | Getting Around Your New Community |
| | Participants understand how to safely board, ride, and exit the types of public transportation they are likely to use | Transportation | The Basics: Transportation |
| Owning or having access to a personal vehicle comes with benefits and responsibilities | Participants are aware of legal requirements such as a driver's license and insurance | Transportation U.S. Laws and Refugee Status | The Basics: Transportation Owning and Driving a Car Your Rights and Your Responsibilities |
| | Participants understand the importance and legal requirements for drivers' education | Transportation | The Basics: Transportation Owning and Driving a Car |
| | Participants are aware of safety issues and legal requirements, including the use of child seats | Transportation U.S. Laws and Refugee Status | The Basics: Transportation Learning Local Laws |
| | Participants understand that buying and maintaining a car can be very expensive | Transportation | The Basics: Transportation Owning and Driving a Car |

Appendix B

Vocabulary Index

The following lists all the unit vocabulary words that appear in the curriculum and the page numbers of the Unit Vocabulary sections where the words can be found.

For more information on the Unit Vocabulary section, see the Incorporating English Into Orientation section on p. 23 of the User's Guide.

| Word | Unit Vocabulary Section | Page Number |
|---|--|-------------|
| <i>9-1-1</i> | U.S. Laws and Refugee Status | 703 |
| <i>access</i> | Community Services and Public Assistance | 193 |
| <i>ache</i> | Health and Hygiene | 514 |
| <i>adjust</i> | Cultural Adjustment | 626 |
| <i>ambulance</i> | U.S. Laws and Refugee Status | 703 |
| <i>appliance</i> | Housing | 235 |
| <i>application</i> | Employment | 349 |
| <i>appointment</i> | Role of the Local Resettlement Agency | 147 |
| <i>appropriate</i> | Cultural Adjustment | 626 |
| <i>assignment</i> | Education | 431 |
| <i>assistance</i> | Role of the Local Resettlement Agency | 147 |
| <i>attend</i> | Learning English | 393 |
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