

Development and Use of *Making Your Way: A Reception and Placement Orientation Curriculum* [Webinar]

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December 17, 2013

Download *Making Your Way: A Reception and Placement Orientation Curriculum*:
www.culturalorientation.net/content/download/2590/14767/version/7/file/Making+Your+Way.pdf

Context: The CO Continuum



CO Objectives and Indicators (O&I): Background

- ▶ Goal: To strengthen orientation throughout the continuum
- ▶ Key question: What do refugees need to know to successfully resettle?
 - ▶ Knowledge, skills, attitudes
 - ▶ Before resettlement and during the R&P period
- ▶ Two documents:
 - ~ Overseas CO O&I
 - ~ Domestic CO (R&P) O&I

Why were CO O&I documents developed?

- ▶ Establish clarity regarding key messages
- ▶ Facilitate continuum between overseas and domestic
- ▶ Guide development of resources (curricular, assessment, staff training)



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 Descriptors (included)
- The U-Curve of Cultural Adjustment (included)
- Ball of yarn or string
- Balloon
- Optional: Scissors
- Optional: Flipchart paper, markers, and tape

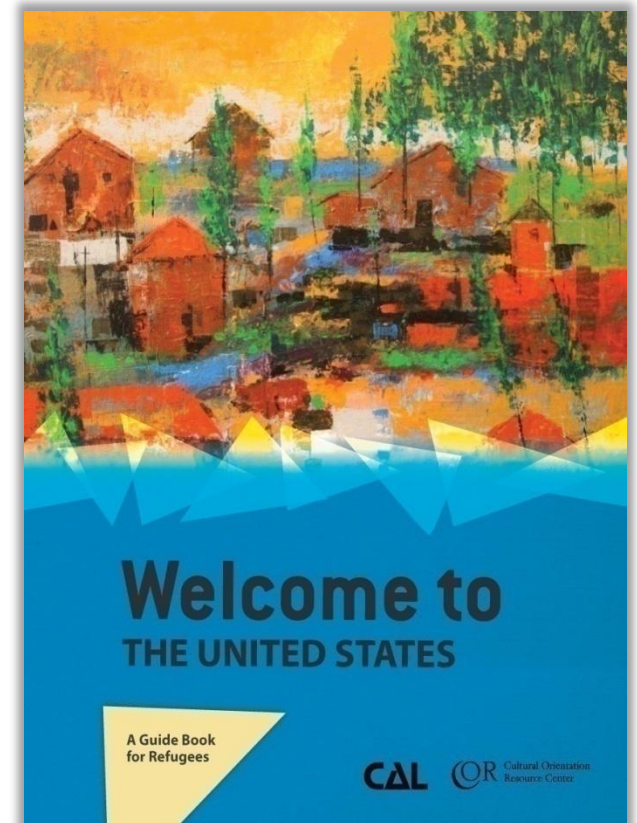
Key English Vocabulary

- culture
- culture shock
- support
- I feel _____ (excited, sad, tired) today.

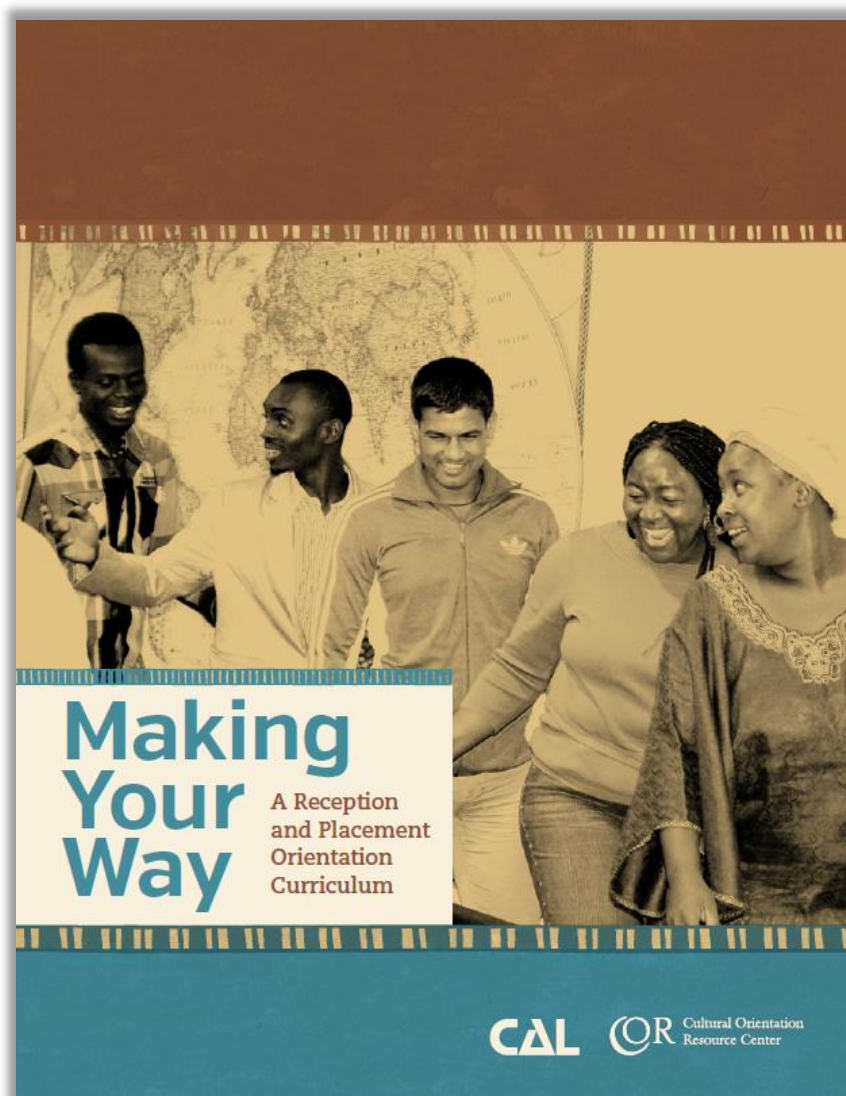
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How are CO O&I to be used?

- ▶ Full document: Key knowledge, skills, and attitudes (KSA) of O&I to be conveyed to refugees during the orientation (overseas and R&P period)
- ▶ Alignment with Welcome book and R&P CO Curriculum
- ▶ Reflects what should be taught, not what should/can be assessed



- ▶ What are one or two key things you hope to learn during this webinar?
- ▶ Please type your response into the question box.



Making Your Way

A Reception and Placement Orientation Curriculum

CAL COR Cultural Orientation Resource Center

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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

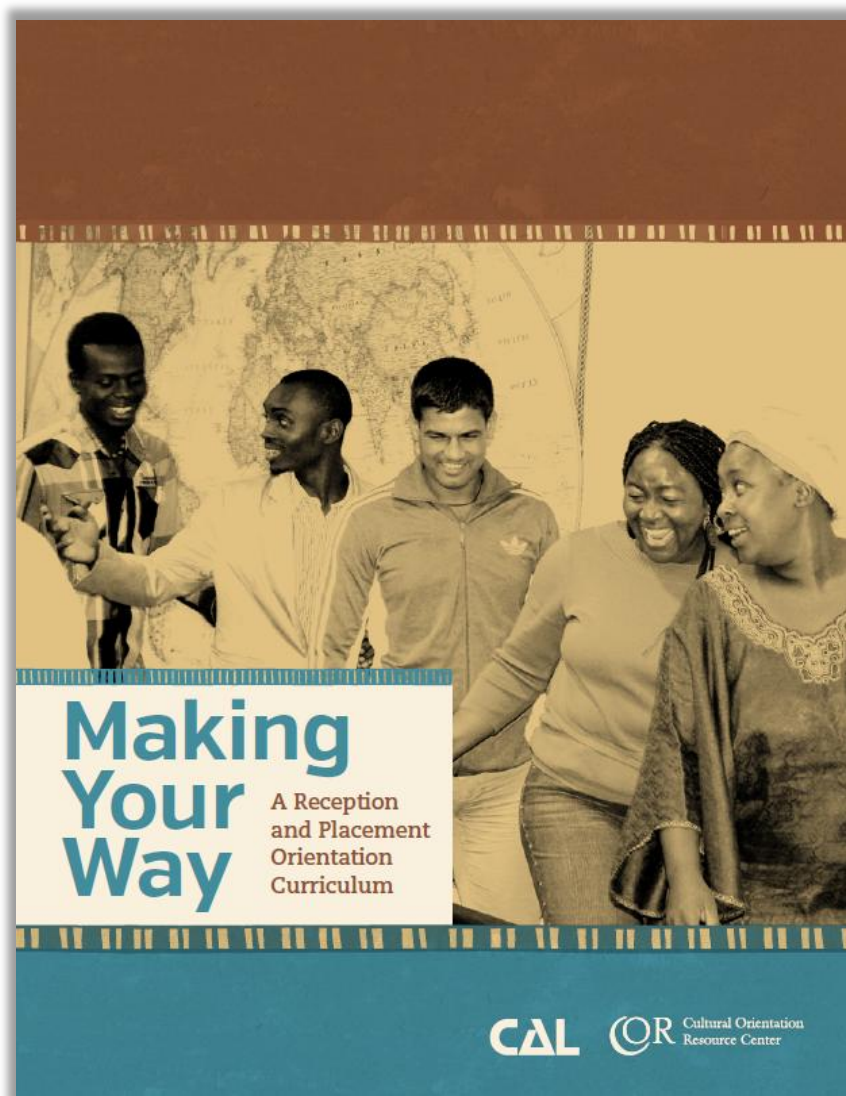
- The Basics: Community Services and Public Assistance
- Types of Services
- Social Involvement in Your Community

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



Terms



▶ Orientation



▶ Trainer



▶ Participant

Term: Orientation



Term: Orientation



CO

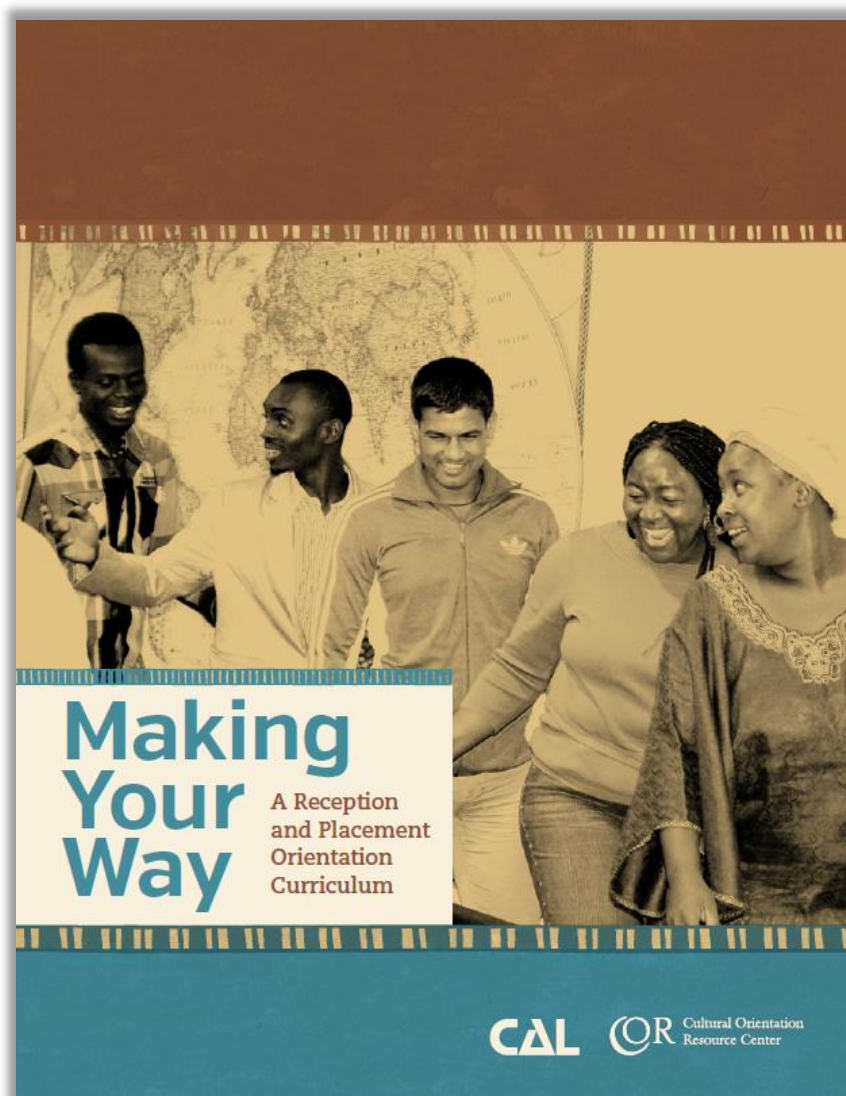


Term: Trainer



Term: Participant





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Staff Preparation

Attributes of an Effective Trainer

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List of Units and Activity Plans

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

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.

R&P Orientation O&I Chart

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 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 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 Basics Activity Plans

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

Key English Vocabulary

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.



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

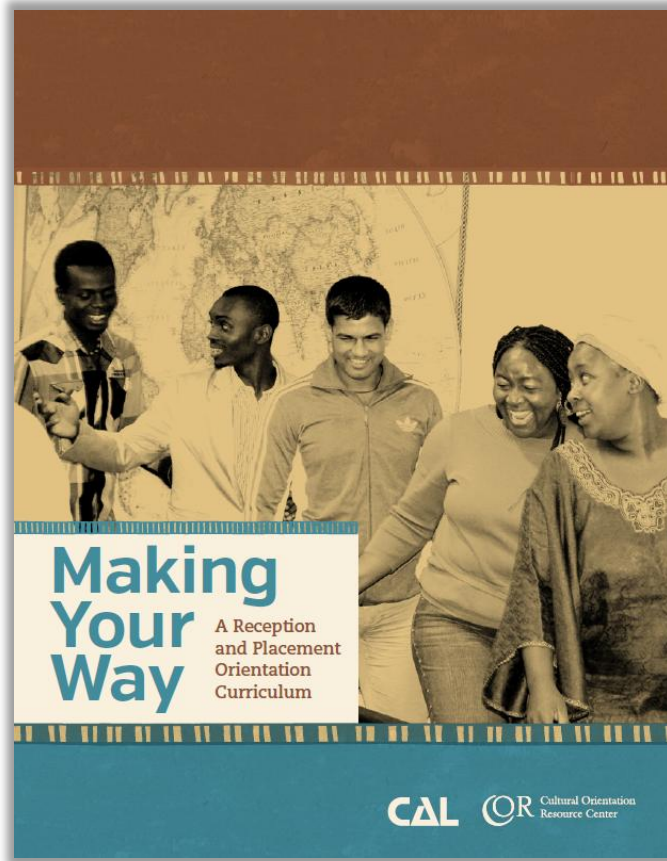
- ▶ *certificate*
- ▶ *diploma*
- ▶ *education*
- ▶ *I want to enroll _____ [my child/child's name] in school.*



Where Do You Deliver Orientation?



Activity Plans Addressed



- ▶ Needs Assessment
Topical Signs and Pictures
- ▶ Role of the Local Resettlement Agency
The Basics: Role of the Local Resettlement Agency
- ▶ Housing
Being a Good Neighbor
- ▶ Employment
Finding a Job

Needs Assessment



- ▶ When have you seen a needs assessment before?
- ▶ Please type your response into the question box.

List of Units and Activity Plans

Needs Assessment

	Topical Signs and Pictures
	Movement and Pictures
	Topic Headers and Interests

Needs Assessment: Employment



Needs Assessment: Cultural Adjustment



Needs Assessment: Topical Signs



The Basics: Role of the Local RA

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

The Basics: Role of the Local RA

- ▶ 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.

* This is an example of a false statement to help the trainer check for understanding and identify the need to correct any misconceptions.

The Basics: Role of the Local RA



Role of the Local Resettlement Agency

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20 minutes

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

Housing: Being a Good Neighbor

- ▶ How did you get along with neighbors in places you lived before?
- ▶ Were you friendly with your neighbors?
- ▶ Were there certain things you were supposed to do, or not do?

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?

Housing: Being a Good Neighbor



Housing

Being a Good Neighbor

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35 minutes

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

Employment: Finding a Job



Right



Not Right

Employment: Finding a Job



Employment: Finding a Job



Right



Not Right



Employment: Finding a Job



Right



Not Right





Employment

Finding a Job

Introduction for the Trainer

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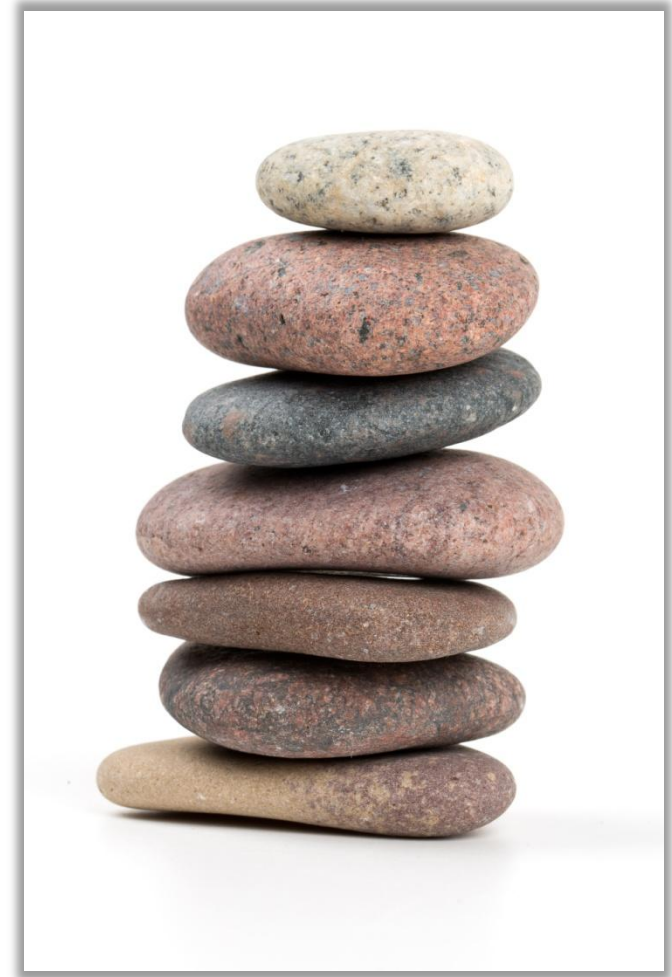
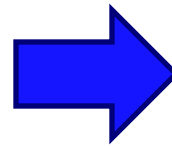


35 minutes

Learner Assessment



Learner Assessment and Needs Assessment



- ▶ Who delivers orientation to refugees?
 - A. CO trainers
 - B. Case workers/managers
 - C. Both

- ▶ Why is it important to have interactive orientation sessions?
 - A. Because it is more fun.
 - B. Because people retain more information when they are actively involved in their own learning.
 - C. Telling people what they need to know through lecture is equally as effective as an interactive orientation session.

- ▶ Why does *Making Your Way: A Reception and Placement Orientation Curriculum* include a lot of pictures?
 - A. Because pictures look better.
 - B. Because pictures help those who are illiterate understand the information better.
 - C. Because pictures help most people understand the information better.

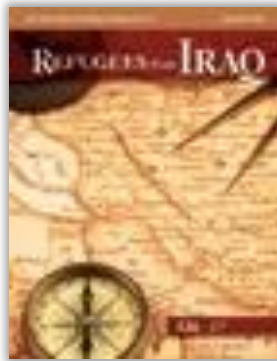
- ▶ On a scale of one (not very) to five (very), how comfortable do you feel with using curricula in your orientation delivery?
 - A. 1 (not very comfortable)
 - B. 2
 - C. 3
 - D. 4
 - E. 5 (very comfortable)

Ongoing Resource Development and Next Steps

- ▶ Rollout of R&P Curriculum
- ▶ CO Assessment tools in development
- ▶ Staff Training
- ▶ Supporting Materials



COR Center Resources



Refugees from the DEMOCRATIC REPUBLIC OF THE CONGO

Over the next 5 years, the United States expects to resettle tens of thousands of refugees from the Democratic Republic of the Congo (DRC), some of some of the world's worst violence and human rights abuses in recent years. The refugees are part of a population of more than 3 million Congolese refugees and internally displaced persons forced by war and unrest to flee their homes. The refugees, mostly ethnic minorities from eastern DRC, will be resettled out of neighboring first asylum countries, where conditions are difficult and often unsafe. In the United States, the refugees will be joining more than 10,000 Congolese who have been resettled since 2003.

This background provides U.S. resettlement communities with basic information about the new refugee arrivals. It looks at the causes of the refugee crisis, life in the DRC and countries of first asylum, the basic background characteristics of the refugees and their resettlement experiences in the United States. The background also notes the strengths incoming Congolese refugees bring and the challenges they may face upon resettlement.

Causes of the Refugee Crisis
The ongoing Congolese civil conflict is the product of nearly 50 years of armed conflict and unrest in the DRC, with the eastern provinces of North Kivu and South Kivu seeing the most of the violence. By the end of 2002, more than 2.6 million Congolese were internally displaced and more than 400,000 fled to neighboring countries. The high conflict levels, which at times have reached the areas of their countries and dozens of other armed groups, first reached off as 1996 when Rwanda invaded the DRC in pursuit of the genocide. The population of the DRC includes many ethnic groups and nations DRC, and were engaging in order to make political leadership in Rwanda. Tens of conflicts followed including the first and second Congo wars in 1996 and 1998. The 1998 war is sometimes called "Rwanda's second war" because of the number of countries involved in the conflict.

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- 2 ETHNIC COMPOSITION OF THE CASeload
- 2 THE DRC: THE LAND AND THE PEOPLE
- 2 CONDITIONS IN FIRST-ASYLUM COUNTRIES
- 3 THE CONGOLESE CASeload
- 6 CULTURAL ORIENTATION
- 7 RESETTLEMENT
- 11 SOURCES
- 12 AT A GLANCE

Photo: Donor: The World Bank/World Bank Photo Library

When I Came to America
Refugees in the United States

A New Day
Refugee Resettlement in the United States

By Who? Counting
Refugee Resettlement in the United States

Training for the New Teacher: Tips and Tools

Background
As the number of new teachers entering the workforce grows, it is essential to provide them with the skills and knowledge needed to succeed in the classroom. This report provides a comprehensive overview of the current state of teacher education and offers practical strategies for improving the quality of teacher preparation.

Introduction: Preparing the Next Generation
The future of our nation depends on the quality of our teachers. This report explores the challenges facing teacher education and offers solutions to ensure that all students have access to high-quality instruction.

The Background
This report provides a comprehensive overview of the current state of teacher education and offers practical strategies for improving the quality of teacher preparation.

www.culturalorientation.net

Questions?

- ▶ Please write any questions you may have into the question box.



Download *Making Your Way: A Reception and Placement Orientation Curriculum* here:
www.culturalorientation.net/providing-orientation/toolkit/r-p-orientation-curriculum