

## Topic: Staff Training

### Activity: Addressing the Needs of Refugee Seniors

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<b>Goal</b>	Service providers will use the Refugee Seniors video as a tool to inspire staff members to consider how they might address the needs of refugee seniors.
<b>Objective</b>	<ul style="list-style-type: none"><li>✓ Participants will be able to identify refugee seniors' strengths</li><li>✓ Participants will be able to identify refugee seniors' challenges and fears</li><li>✓ Participants will be able to identify how staff can help refugee seniors address their challenges and fears</li></ul>
<b>Lesson Time</b>	60 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> <i>Refugee Seniors in the United States</i> video, online at _____</li><li><input type="checkbox"/> Projector or some other way to show video to group</li><li><input type="checkbox"/> Interpretation assistance and/or scripts of the video, as appropriate</li></ul> <p>Note: You can download the script in Arabic, Burmese, English, Karen, Nepali, or Somali at <a href="#">__webpage__</a>. People literate in English may read the video's subtitles. All others will require interpretation.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Flipchart and markers</li></ul>
<b>Practice</b>	<p>Warm up: Strengths and Fears!</p> <ol style="list-style-type: none"><li>1. Ask the whole group to brainstorm senior refugees' strengths, and write them down on a flip chart. Anticipated answers are resiliency, strength, problem-solving ability, resourcefulness, previous work and life experience, knowledge and ability in more than one language, determination, patience, humor, ability to take the long view, and so on.</li><li>2. Ask the participants to brainstorm refugee seniors' challenges, hopes, and fears, write these down on another flip chart page. Anticipated answers are lack of English ability, slowness in learning new skills (including language or job skills), poor health, possible limited previous education and work experience, lack of transportation, possible lack of engagement, fear of being a burden to their families, lack of understanding about how systems and processes work in the United States, fear of not having enough money, and fear in general.</li></ol> <p>Presentation: Video Presentation and Discussion</p> <ol style="list-style-type: none"><li>1. Tell the group that they will watch a video about refugee seniors in the United States. Ask participants to notice what the seniors identify as their fears and challenges, and what their advice is for other seniors.</li><li>1. Briefly discuss as a group the fears and challenges brought up in the film. Are there any additional challenges that the seniors mentioned that are not on the flipchart list? If so, add them. (Although it is not addressed in the video, you may want to note that attaining citizenship requires some English listening, speaking, reading, and writing skills. Since citizenship is necessary in order to receive Supplemental Security Income (SSI) and medical insurance after seven years in the United States, service providers will want to encourage refugee seniors to learn English in order to pass the exam, as well as to facilitate their integration into their new home.)</li></ol>

2. Briefly discuss as a group the advice of the seniors. Write down on another piece of flip chart their suggestions, including practice and learn English, get exercise, stay healthy, get a job, and be patient.
3. Place all the flipchart lists on the wall so the whole group can see them, including the strengths, fears, and challenges, and advice.

#### Practice: Responding to Fears and Challenges

1. Break the whole group into small groups to discuss one or two of the problems. Ask each group to discuss the following with relation to their selected problem (e.g., health, lack of English, job, money, isolation, etc). How might the staff help refugee seniors overcome these fears and challenges? What can they do individually and as a group to help the refugee seniors?
2. Bring the full group back together and ask each group to share their responses to the problem(s) their group addressed. On a fourth sheet of flip chart paper, list the problem and the suggested action.
3. When all groups have reported, lead a final brainstorming on all the problems. You may want to direct the group's attention to the strengths of the refugee seniors and the advice given by the refugees in the video, to make sure that these factors being taken into account as the group explores ways to help the refugee seniors.

#### Application/Assessment

1. Have the group decide on at least one new activity the agency will undertake for each identified challenge to help their refugee seniors. Possible activities could be looking into free tutors for seniors, setting up social hours for refugee seniors to converse and mingle, setting up appointments to visit local English language classes for adults, and so on. Point persons could be named for each challenge, and, if appropriate, progress made towards addressing each issue could be reported at the next staff meeting.