



# Cultural Orientation

## RSC East Asia

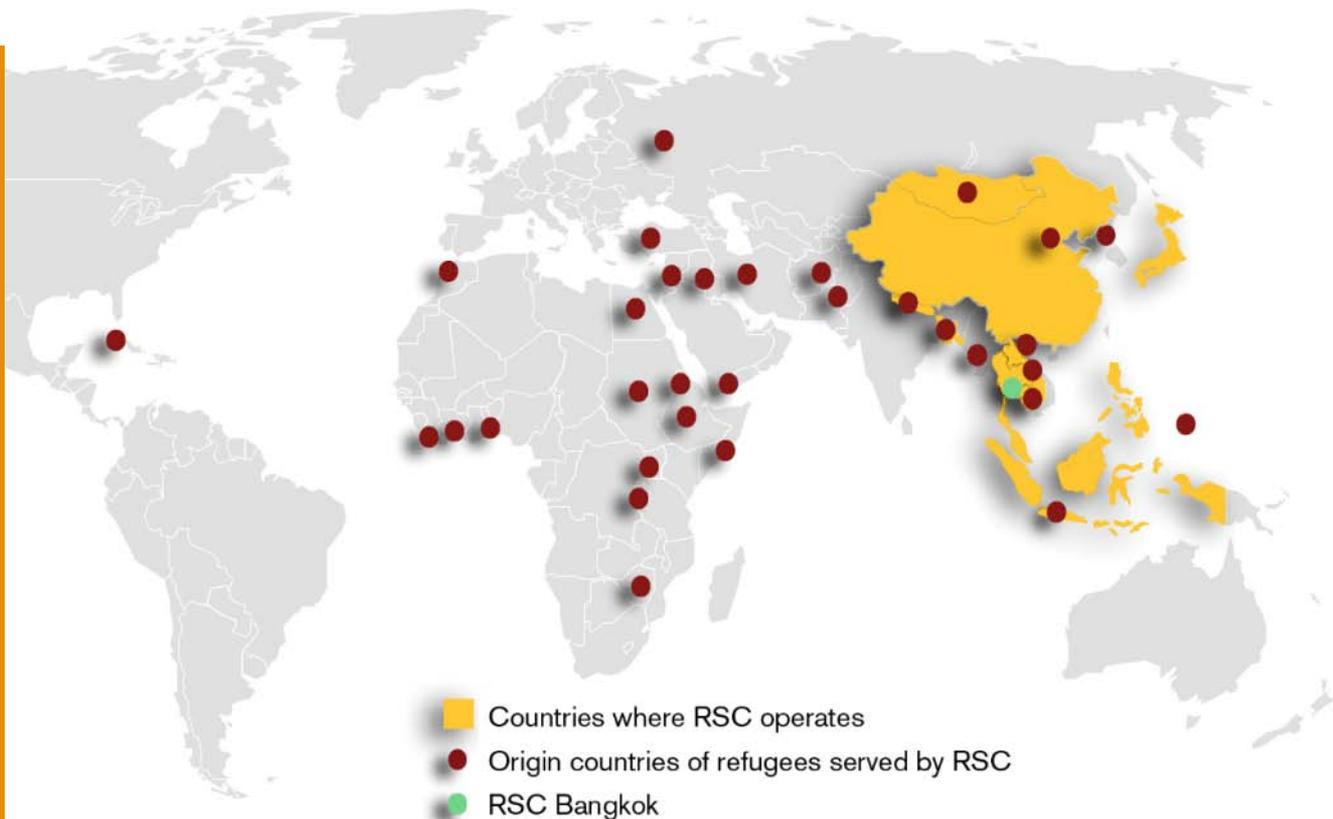




**RSC East Asia operates in 15 countries:** Bangladesh, Cambodia, China, East Timor, Hong Kong, Indonesia, Japan, Laos, Malaysia, Mongolia, Palau, Philippines, Singapore, Thailand, and Vietnam.

**And processes refugees from over 35 countries around the world:**

Afghanistan, Bangladesh, Burma, Cambodia, China, Cuba, the Democratic Republic of the Congo, Egypt, Eritrea, Ethiopia, Indonesia, Iran, Iraq, Ivory Coast, North Korea, Laos, Liberia, Morocco, Nepal, Pakistan, Palestine, Russia, Somalia, Sri Lanka (Ceylon), Sudan, Thailand, Togo, Turkey, Uganda, Vietnam, Yemen and Zimbabwe.





# CO Populations

## 10,840 individuals completed CO in FY 2012

### MALAYSIA - 6,029

- 4,283 Chin**
- 439 Kachin**
- 268 Karen**
- 222 Arakanese**
- 173 Mon**
- 158 Rohingya**
- 127 Shan**
- 115 Burman**



### THAILAND - 4,776

- 3,835 Karen**
- 489 Karenni**
- 141 Burman**
- 30 Mon**
- 30 Tamil**
- 22 Shan**
- 20 Korean**



# Background



**THAILAND**





# Background



Photo: Peter Biro



## MALAYSIA



Photo: Peter Biro





# CO Sites, Thailand





# CO Sites, Malaysia





# Demonstration Kitchen & Bathroom





# CO Training for Adults, Youth and Children



**Children**

**Youth**



**Adults**



# Making CO Work



**Interpreters**



**Runners**



**Child Care Providers**



# Mission Statement

The International Rescue Committee Cultural Orientation program is dedicated to the successful integration of refugees resettling to the United States by utilizing a student centered approach to provide accurate information, develop necessary skills, encourage self reliance, and create an attitude to succeed.





# CO Curriculum, Adult

IRC Resettlement Support Center  
East Asia  
Cultural Orientation  
Trainer's Manual  
Revised JUN 2012

Funded by the U.S. Department of State  
Bureau of Population, Refugees and Migration

**Units 9 & 10 - Employment**  
Who Would You Hire?

**Objective** By the end of this lesson, participants will be able to recognize and communicate factors that contribute to making a good first impression.

**Time** 15 - 20 minutes

**Materials** Picture Set, voting items for participants (any small item can be used such as stone, pen, etc.)

**Procedure**

- Tell participants that they are going to view a set of pictures and decide who they would like to hire for a job based on what they see in the pictures.
- Show pictures one by one, and display. (Leave space between the pictures.)
- Give a couple of minutes for participants to look at and discuss pictures.
- Give each participant an item for voting. Explain that they're going to "vote" by placing their item below the picture of the person they would hire. If participants point out that the pictures are all of the same person, trainer should explain that the same person can make a completely different impression depending on dress, body language, hygiene, etc.
- Do a quick visual tally of which picture got the most votes. Ask for input on why participants voted for each picture.
- Call attention to things like - smile, eye contact, posture, hygiene and dress. If participants voted for the candidate wearing traditional clothing, explain that while there will be times/situations for wearing traditional dress, it might not be appropriate for an interview. For example, work attire and formal dress may differ between US and Burmese culture, e.g., an employer may perceive a traditional Karen shirt as casual because it does not have a collar or buttons.
- Explain that an employer will look for the best employee to hire and that how a candidate presents themselves will be important.
- Show a picture of appropriate dress of whichever gender wasn't used in the voting exercise. Ask the class to confirm if he/she has good eye contact, smile, posture, hygiene and dress. If needed, the entire voting exercise could be repeated with multiple pictures.
- Conclude by reviewing what a US employer is likely to prefer - good hygiene, confidence, friendly body language, appropriate dress, etc.

Units 9 & 10: Who Would You Hire?

**Units 9 & 10 - Employment**  
Who Would You Hire? Picture Set

**Who Would You Hire? (MST Version)**

Proper dress with knee-length shirt  
Unkempt dress  
Proper dress with white collar  
No eye contact & non-affable

Proper & professional  
No eye contact

**Who Would You Hire? (KL Version)**

Clean clothing with Thai-style  
No eye contact and non-affable  
Proper and neutral attire  
Proper dress with Thai Top

Unkempt attire

Units 9 & 10: Who Would You Hire?



## CO Curriculum Units

\*Pre-Arrival

\*Travel

\*Hello America!

\*Resettlement Agency

\*Housing

\*Public Assistance and Community Services

\*Transportation

\* Education

\*Employment

\*Money Management

\*Healthcare

\*Rights and Responsibilities

\*Cultural Adjustment



# CO Curriculum, Children and Youth

RESETTLEMENT  
SUPPORT CENTER  
RSC EAST ASIA

IRC Resettlement Support Center  
East Asia  
Cultural Orientation  
Trainer's Manual for Children and Youth  
NOV 2012

Funded by the U.S. Department of State  
Bureau of Population, Refugees and Migration

**Unit 10 – Life Skills**  
**Making Friends**

**Objective** By the end of this lesson, participants will be able to:

- Recognize the need to take initiative in making new friends.
- State helpful behaviors for making friends.
- Communicate that friends in the U.S. can be from diverse cultures and backgrounds.

**Age** Children and Youth

**Time** 20 – 30 minutes

**Materials** Picture set, pencils/crayon (or flipchart paper and markers) optional, CO Memory Book

**Procedure**

- Refer back to any earlier conversations about making friends particularly from the Hopes and Fears lesson.
- Ask participants to share how they make friends in their current environments. This may be challenging for children who live in close communities and have never had to seek out new friends. If participants struggle to answer the question, ask if they have ever been in a situation in which they have had to make new friends.
- Using input from this conversation move on to talking about specific things participants can do to make friends in the U.S. Discuss helpful and unhelpful behaviors for making new friends. This could be done in small groups or as a class with everyone thinking about both helpful and unhelpful or assigning groups one or the other.
- If needed demonstrate some examples to get participants thinking such as standing in corner with arms crossed looking down or smiling and making eye contact.
- As a class create a list of behaviors that are helpful and unhelpful. Make sure to include the following helpful behaviors referring back to any earlier conversations about first impressions:
  - Make eye contact
  - Smile
  - Try to speak English (even if it's just hello!)
  - Make an effort to join in games and other activities
  - Practice good hygiene
  - Be open to making friends with children from other cultures and backgrounds.
- Continue with the last point above by saying you want to show the class some pictures to think about and discuss. Allow the class to look at the pictures either in small groups or as a class (use at least 5 photos).
- After the class has seen and discussed the pictures ask the class or groups to think about the message the pictures are communicating.

Unit 10: Making Friends

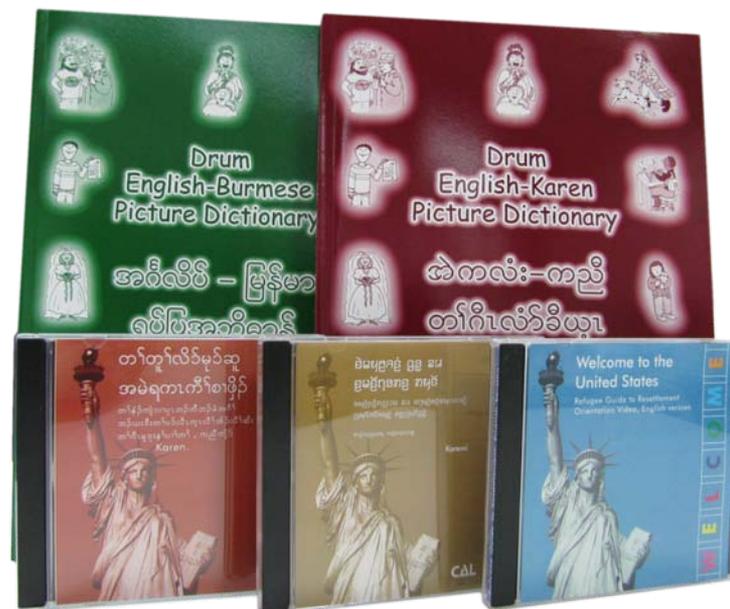
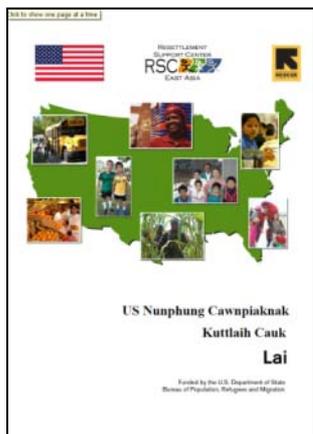
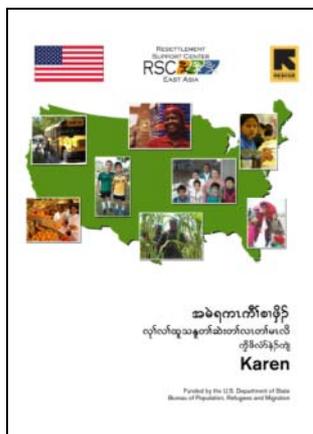
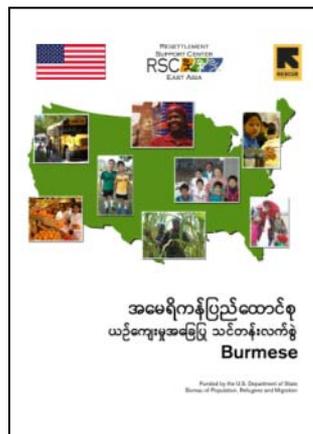
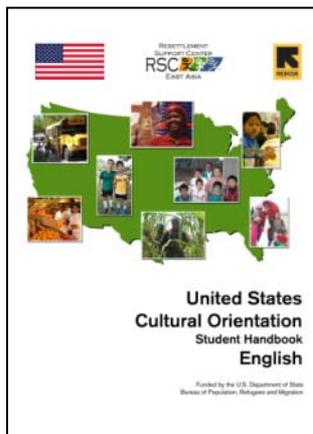
**Unit 10 – Life Skills**  
**Making Friends Picture Set**

**Making Friends**

Unit 10: Making Friends



# CO Materials & Resources





# Methodology



**Visuals**



**Situations,  
discussion,  
problem solving**



**Activities,  
games,  
sharing**



**Realia**





# CO Monitoring

## CO CLASS MONITORING – MONITOR GUIDE

**Instructions:** Monitor will observe full CO course and will score individual lessons in each of the following categories. (See observation notes sheet.) Trainer will receive average score of all lessons for each category. The maximum average score per category is 3, and the minimum is 1. The maximum total score for all four categories is 12, and the minimum is 4 – based on sum of averages for the four categories.

1. ADHERENCE TO CURRICULUM		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer adheres to lesson plan outlined in the CO Trainer Manual.		
<ul style="list-style-type: none"> <li>Trainer significantly changes lesson or skips lesson.</li> <li>Trainer takes significant class time teaching information outside lesson plan.</li> <li>Trainer often uses material from previous version of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer changes lesson slightly.</li> <li>Trainer takes some class time teaching information outside lesson plans, but it does not affect lesson substantially.</li> <li>Trainer rarely uses material from previous versions of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer teaches required lesson as outlined in current CO Trainer Manual.</li> <li>Trainer focuses class time on topics in the lesson plan.</li> </ul>
2. EMPHASIS ON KEY POINTS AND OBJECTIVES		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer emphasizes key points and objectives throughout lesson.		
<ul style="list-style-type: none"> <li>Trainer does not state key points or lesson objectives.</li> <li>Trainer often puts emphasis on topics other than key points or lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer usually states key points and lesson objectives.</li> <li>Trainer usually emphasizes key points and lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer always states key points and lesson objectives clearly.</li> <li>Trainer always emphasizes key points and lesson objectives.</li> </ul>
3. ACCURACY OF INFORMATION		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer presents accurate information about US resettlement.		
<ul style="list-style-type: none"> <li>Trainer often makes factual errors.</li> <li>Trainer often relies on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer often attempts to answer complex student questions outside curriculum without sufficient information.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer rarely makes factual errors.</li> <li>Trainer rarely relies on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer sometimes attempts to answer complex student questions outside curriculum without sufficient information.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer provides students with factual information only.</li> <li>Trainer does not rely on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer effectively directs students to other sources of information for complex questions outside of curriculum.</li> </ul>
4. APPROPRIATE USE OF TEACHING TOOLS		
(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer uses CO handbook, visual aids, DVDs and realia as outlined in CO Trainer Manual.		
<ul style="list-style-type: none"> <li>Trainer does not reference posters, realia, and supplemental units in CO handbook.</li> <li>Trainer does not discuss DVD content with students or highlight key points.</li> <li>Trainer often uses teaching tools not included in current CO curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer often references posters, realia, and supplemental units in CO handbook.</li> <li>Trainer often discusses DVD content with students and highlights key points.</li> <li>Trainer rarely uses teaching tools not included in current CO curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer always references posters, realia, and supplemental units in CO handbook.</li> <li>Trainer always discusses DVD content with students and highlights key points.</li> <li>Trainer only uses teaching tools included in current CO curriculum.</li> </ul>





# CO Trainers

