

# 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?

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## 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.

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## 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.*

# 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?

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## *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.

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## 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*

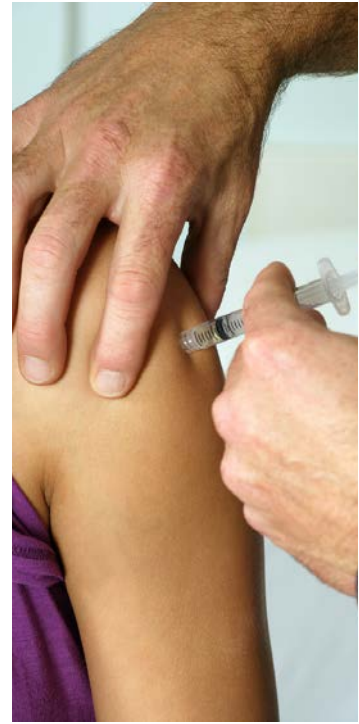


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*Government assistance office*

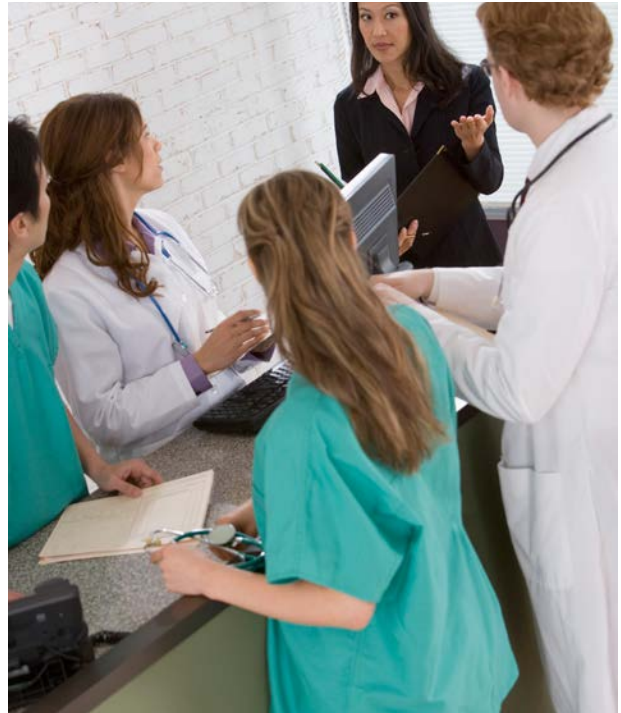


*Grocery store*



*Health clinic or doctor's office*





## Hospital



## Laundromat



## Library



## *Park*



*Pharmacy (drugstore)*



*Police*



*Post office*



## School



# 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.*]

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## **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.

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## 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

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*Use bathroom facilities.*

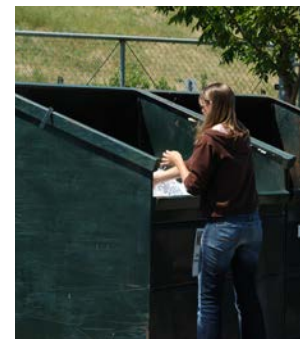
# Cleaning Products and How to Use Them

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



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*It is important to clean your home properly.*

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*It is important to throw away trash properly.*

# Cleaning the Bathroom and Kitchen

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*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

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*Use appliances safely.*

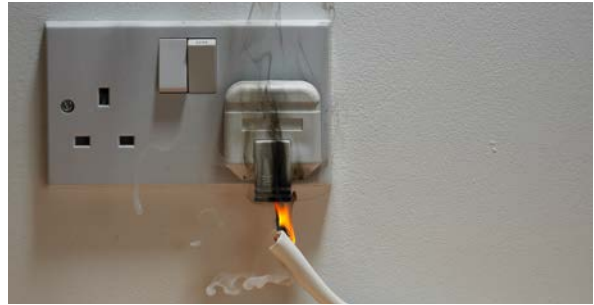
# Home Safety

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*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

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*Tenants and landlords/landladies have rights and responsibilities.*



## *Housing responsibilities*



## *Utility responsibilities*

# 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?
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## 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).

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## 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.*



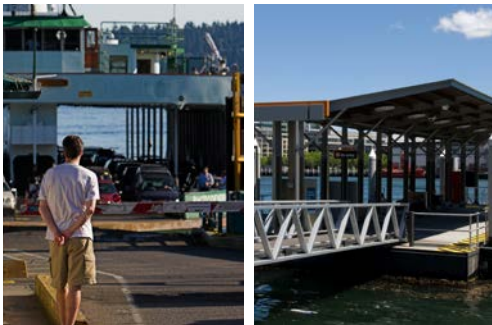
*Buy gas.*



*Maintain your car.*



*Buy a ticket or pass.*



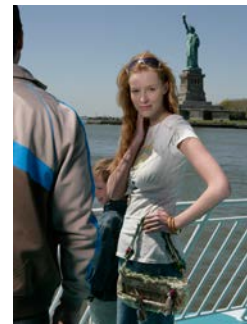
*Arrive early.*



*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.*



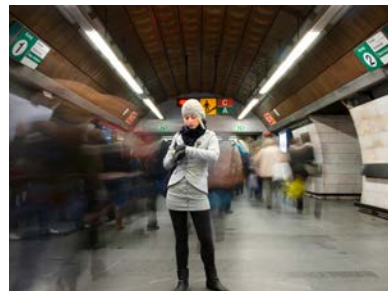
*Close the door.*



*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.*



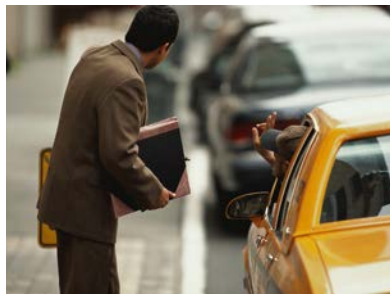
*Pay the driver when you arrive at your stop.*



*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.	

# 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.

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## 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?

# 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*



# 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?

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## *Working With Individuals or Very Small Groups*

This session can be conducted with an individual or very small groups, as well as larger groups.

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## 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



# 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?

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## *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.

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## 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.*



*Making Your Way: A Reception and Placement Orientation Curriculum*





---

*You have a small rash on your arm.*



*You have a small cut on your leg.*



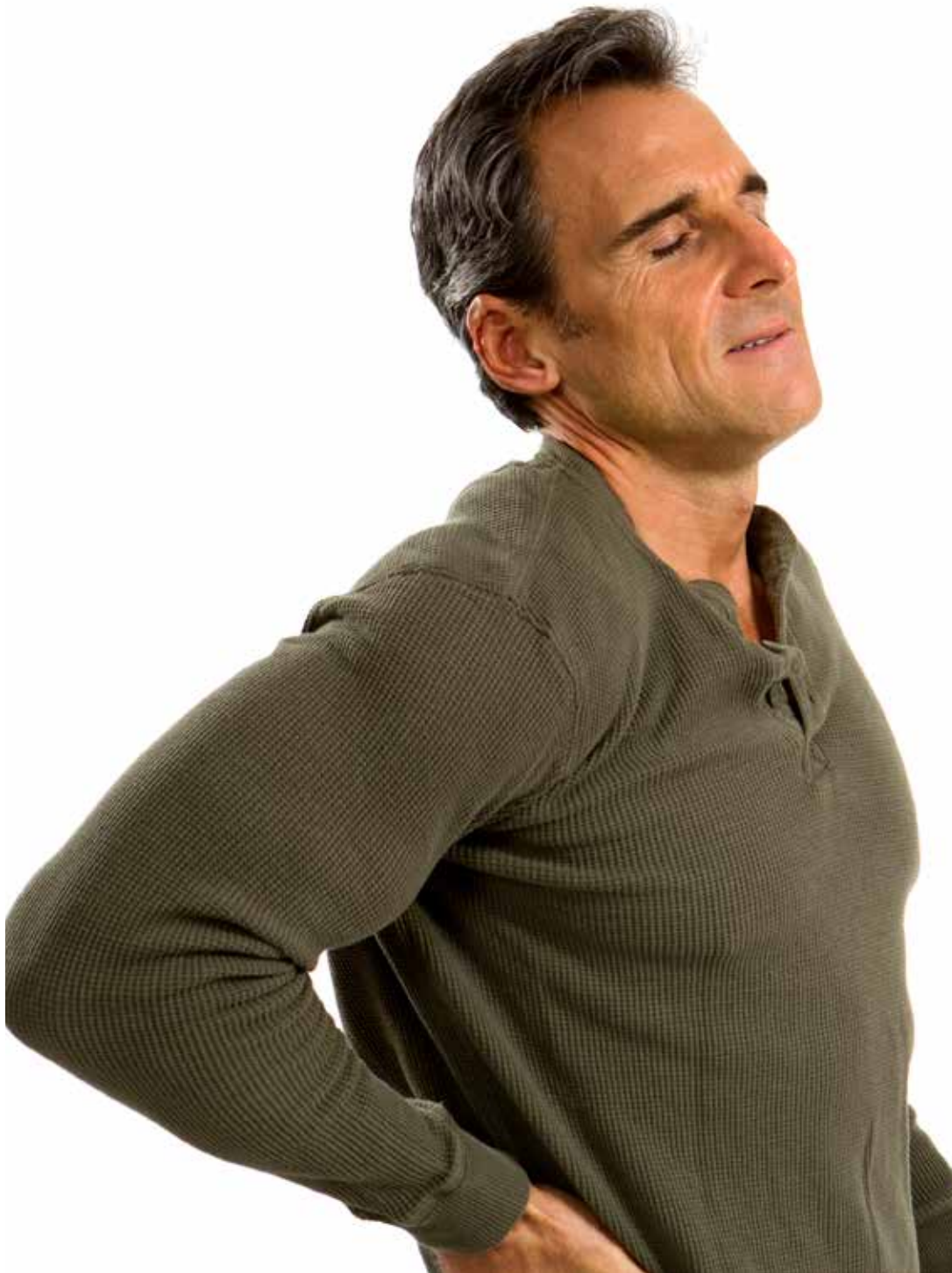
*You have a runny nose.*



*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.*



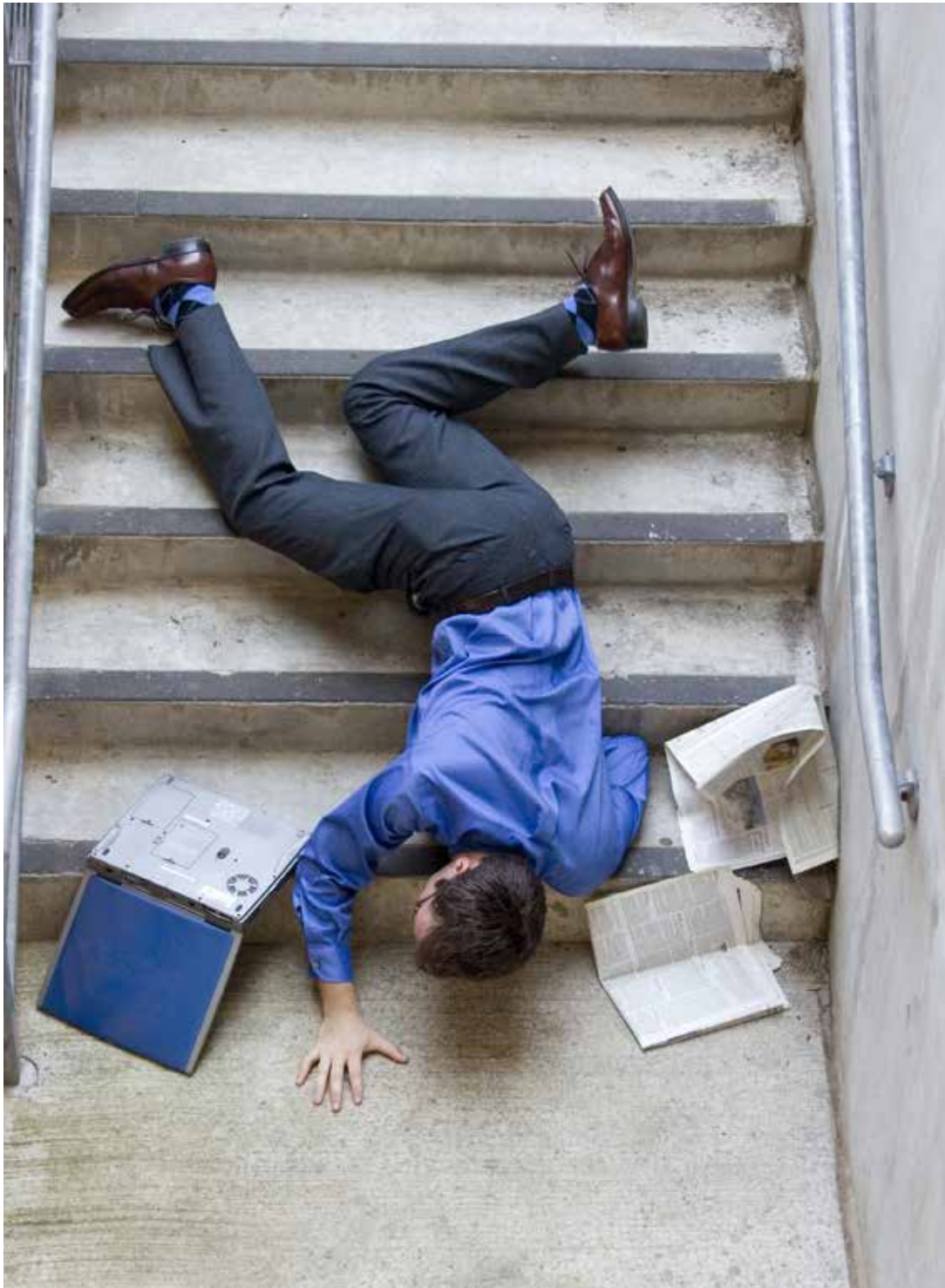


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*You have an earache.*



*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.*

# 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.

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# 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?

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## *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.

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## 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.

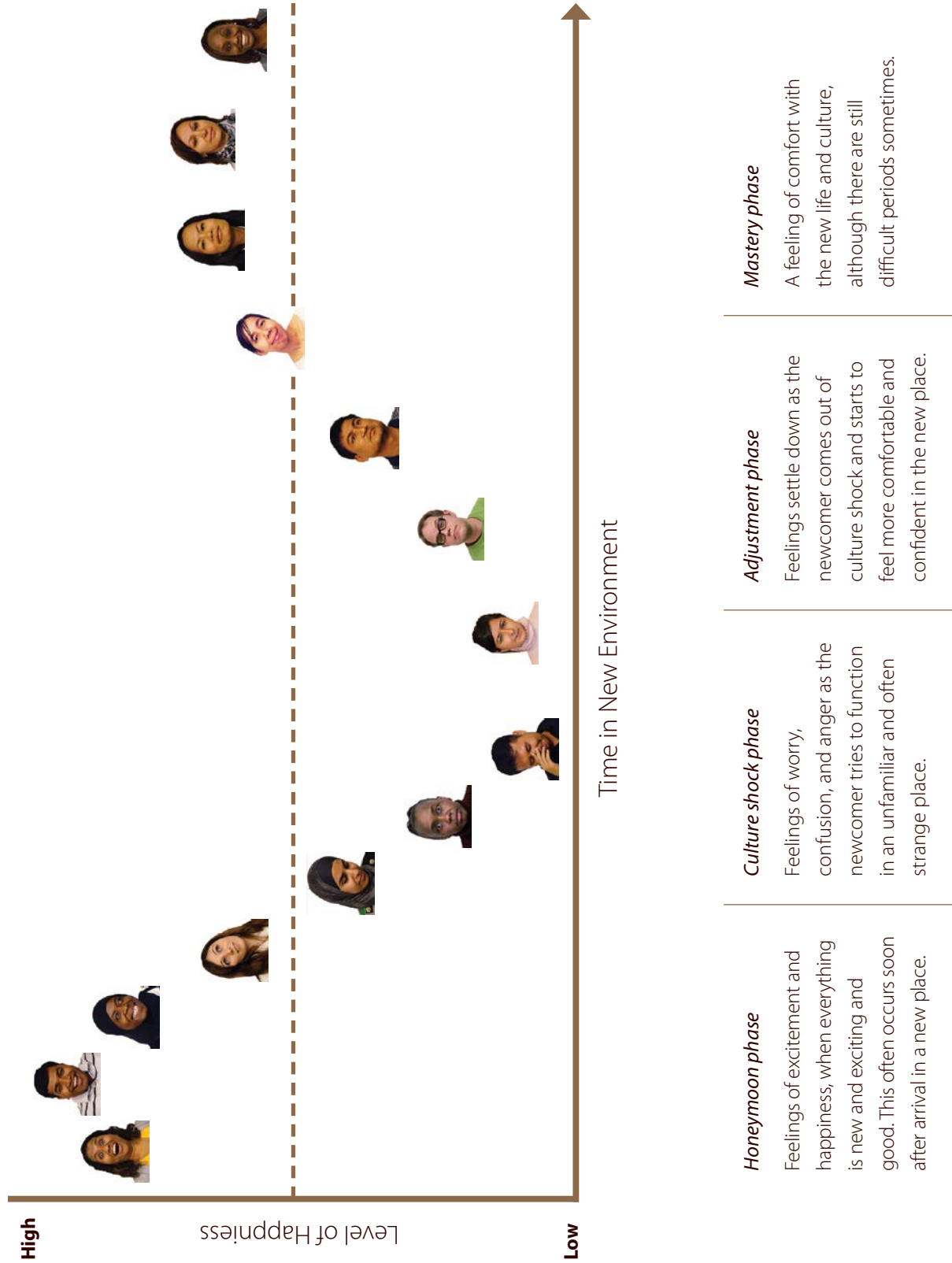
Share some of the services available in your community for participants feeling sad or overwhelmed. A Professionals Providing Adjustment Support in the Community worksheet is provided in the activity plan "Health and Hygiene: Addressing Emotional Health Challenges." Keep in mind, however, that insurance 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.

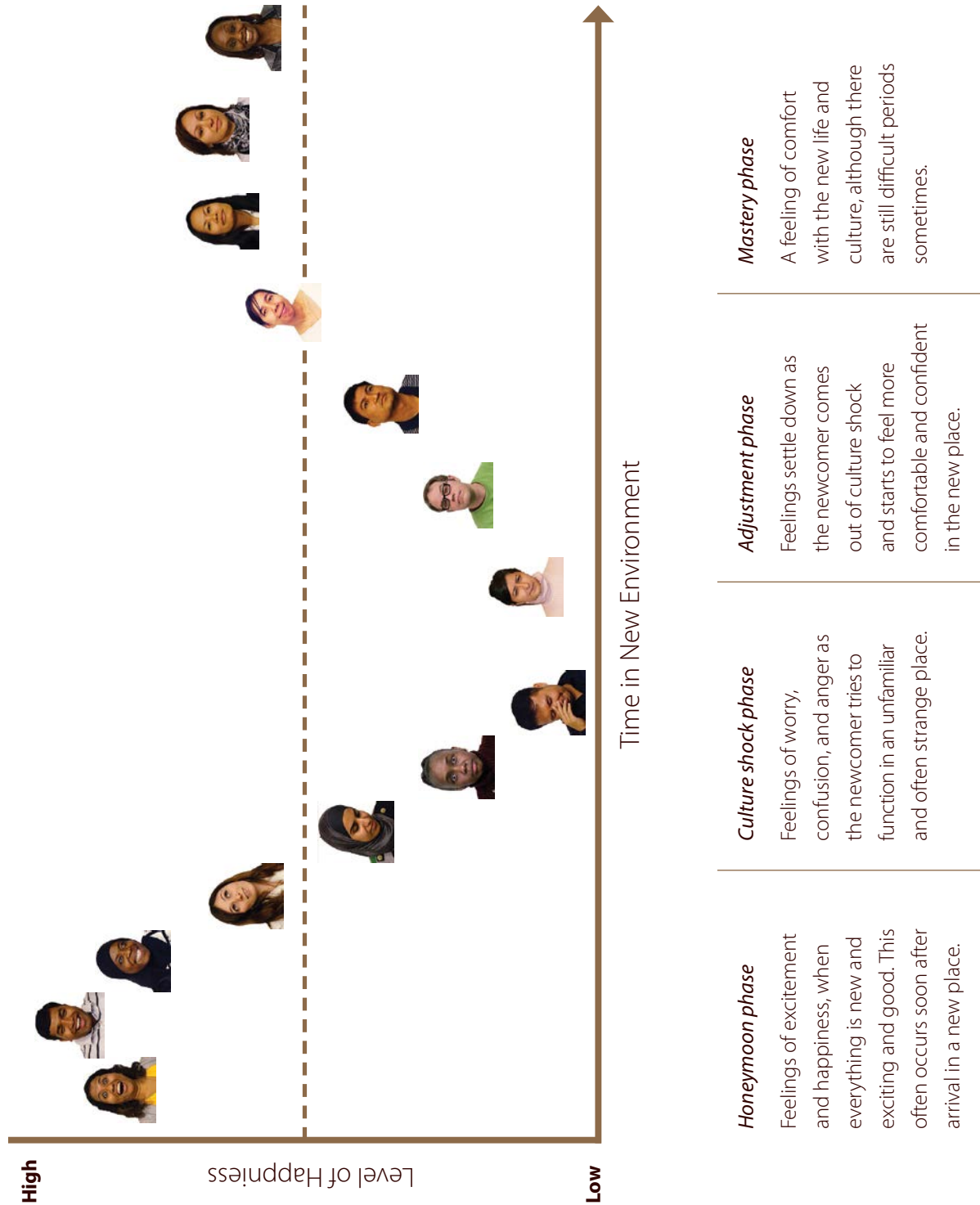
# The U-Curve of Cultural Adjustment

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.



# 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.

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## 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

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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:*

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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:*

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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:*

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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:*

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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:*

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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:*

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There are laws about domestic violence.

*Hitting or hurting a family member is considered a crime in the United States.*

*Notes on local laws:*

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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:*

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