

# Domestic Community Orientation Curriculum

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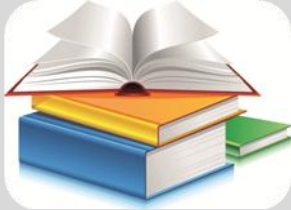
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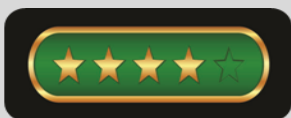
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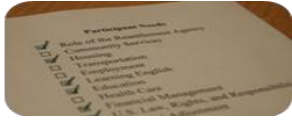
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## Evaluation: Evaluating Understanding and Skills



## Needs Assessment

### Identifying the Needs of Participants

20 minutes



#### Objectives

Participants will be able to:

- ✓ play a role in decisions regarding their learning
- ✓ identify their specific areas of interest within a topic

#### Materials

- ☐ “Topic Images” (included)
- ☐ Tape
- ☐ Stickers or Post-It notes, 3 per participant

#### Note to Trainer

By using this needs assessment, you can plan future sessions and topics based on the interests and needs participants have identified.

#### Pre-Session Preparation

Hang “Topic Images” around the training space.

#### Facilitator’s Introduction of Session to Participants

You have started to become acquainted with your new community in the United States.

These sessions will review some of what you have already learned, and build upon it in an effort to increase your comfort in the United States.

#### Activity

Review what the “Topic Images” stand for with participants.

Distribute stickers (or Post-It notes) to participants.

Ask participants to walk around the training space and place stickers on the top three “Topic Images” they would like addressed.

When participants have finished, bring the full group together. For the “Topic Images” that have more stickers, ask participants what specifics of that topic they are interested in learning more about. For example, participants may want to learn about *interviewing* within employment, or *housekeeping* within housing.

### *Debriefing Questions to Ask Participants*

- ☺ What topics are most important for you? Why?
- ☺ What topics are you least concerned about? Why?
- ☺ What is the one thing you want to learn about during this session?

### *Variations or Considerations*

Bring the activity plan matrix from this curriculum so you know which topics you already have plans for.

When working with an individual or a smaller group, distribute 4-5 stickers (or Post-It notes) to each participant.

Laminate “Topic Images” for use with future groups.



Topic Images



## Your Resettlement Agency



## Community Services

Domestic Community Orientation Curriculum

Needs Assessment



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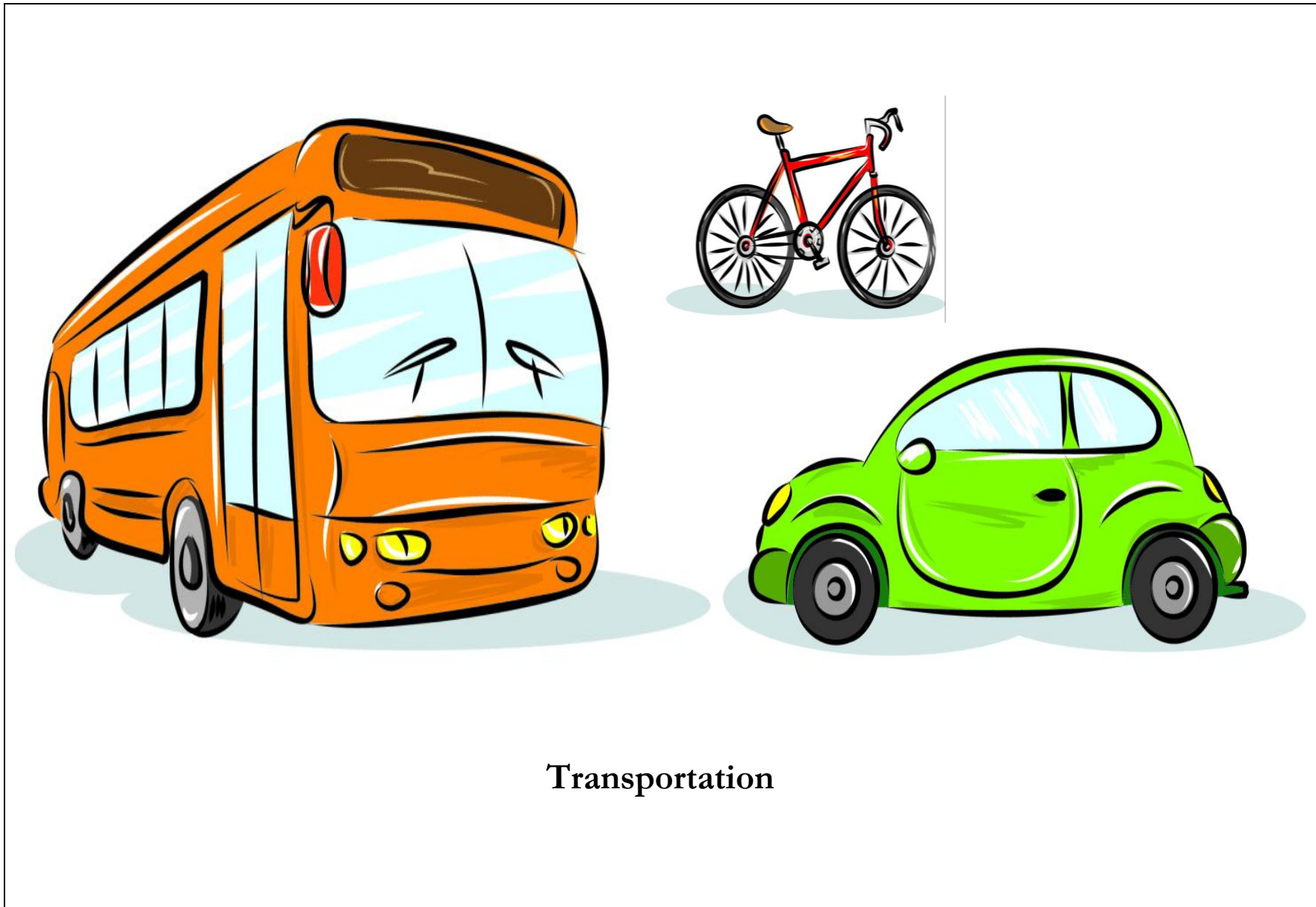
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## Housing





## Transportation



**Employment**





## Learning English

Domestic Community Orientation Curriculum

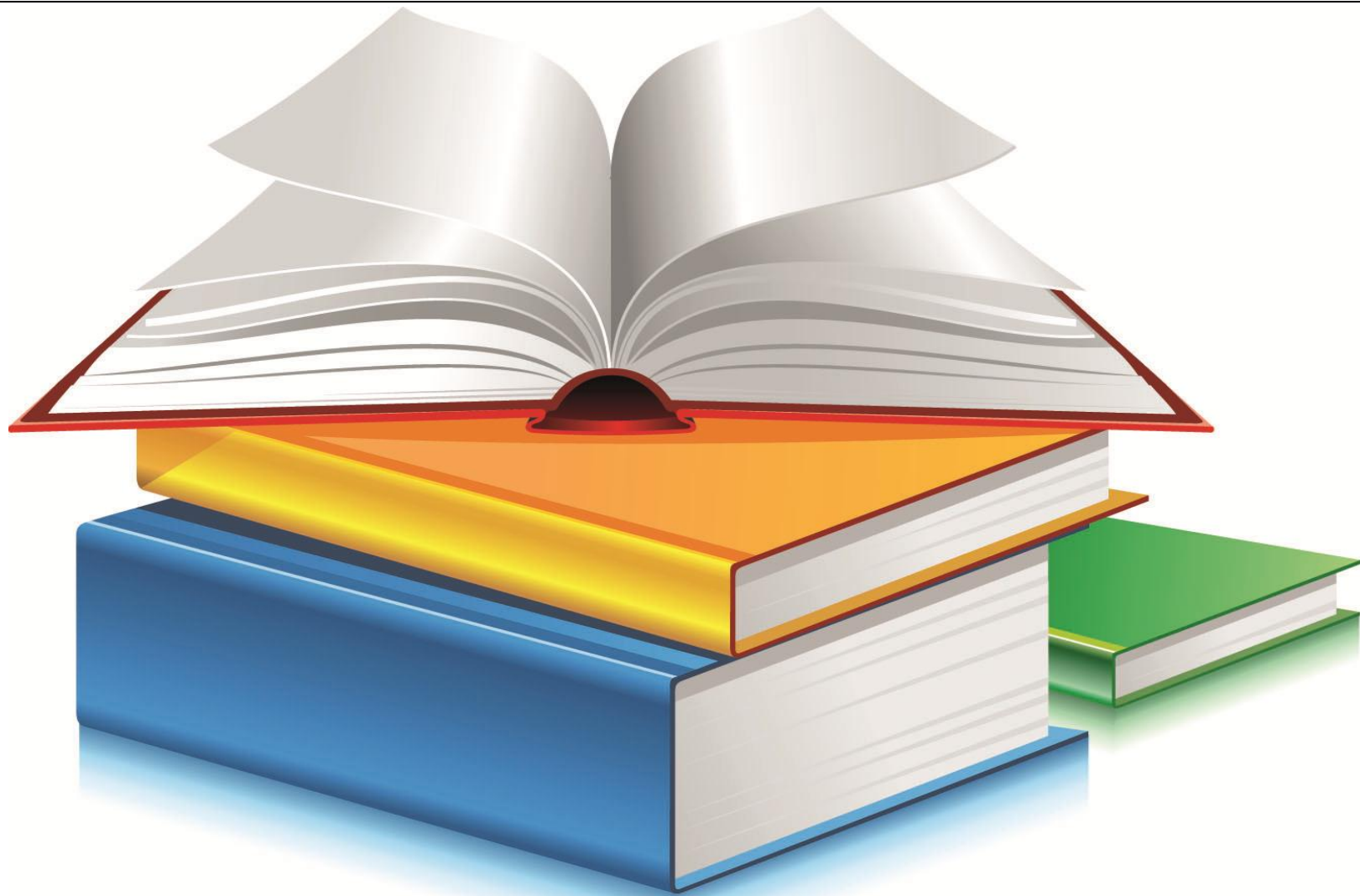
Needs Assessment



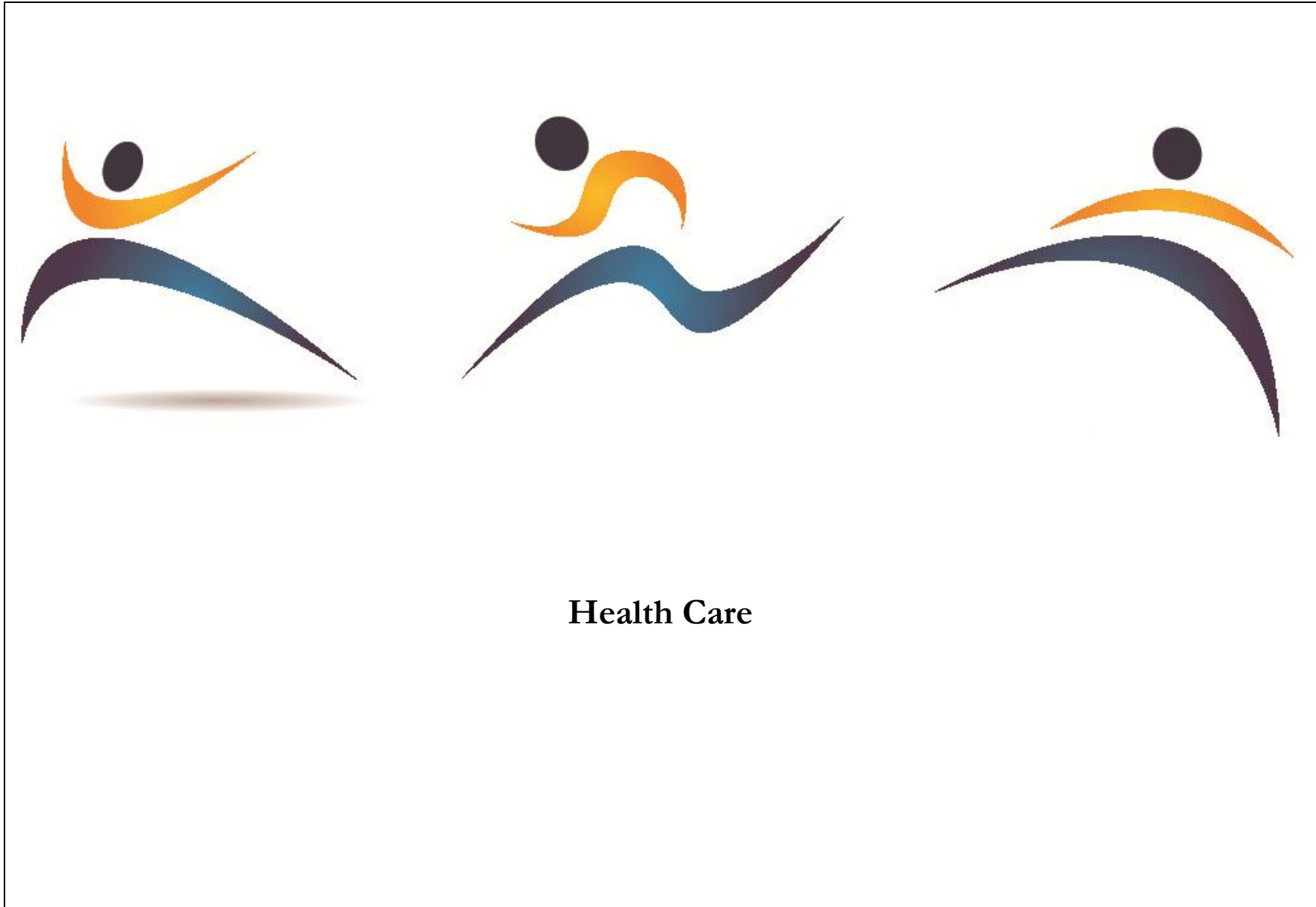
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## Education



## Health Care





## Financial Management

Domestic Community Orientation Curriculum

Needs Assessment



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## U.S. Laws, Rights and Responsibilities

Domestic Community Orientation Curriculum

Needs Assessment



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## Cultural Adjustment



## Your Resettlement Agency

### Positive Relationships With Your Resettlement Agency

35 minutes

#### Objectives

Participants will be able to:

- ✓ reflect upon their relationship with their resettlement agency
- ✓ consider other experiences with resettlement agencies
- ✓ identify factors that can create a positive or negative relationship with a resettlement agency



#### Materials

- ☐ “Resettlement Agency Relationship Case Studies” (included), 1 per group of 3-4



#### Key English Vocabulary

resettlement	case manager or
agency	case worker
relationship	positive
strengthen	

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise asking participants to think about their relationship with their resettlement agency, what has helped it, and what may have hindered it.

Have participants share their thoughts about this relationship with a partner. Participants may feel uncomfortable speaking about their own experiences (especially if this session is being conducted by a resettlement agency staff person), so suggest that participants may also share experiences they’ve “heard about.”

Bring the full group together and ask for highlights from the partner discussions.

#### Activity

Divide participants into small groups of 3-4 people. Distribute “Resettlement Agency Relationship Case Studies,” 1 per group.

Groups read case studies and discuss what worked well, and what did not help to maintain a positive relationship.

Examples of positive things might include:

- *Case Study 1: Reine and Zollo.* Being proactive, respecting the time of those helping you, recognizing the benefits of working with resettlement agency staff, being punctual, being organized and self-motivated
- *Case Study 2: Dawa and Tsbering.* Being proactive, following up with resettlement agency staff in a respectful manner since they are busy, communicating concerns with case managers, reporting housing maintenance issues as soon as possible
- *Case Study 3: Amal, Fadi, and Hydar.* Being patient and respectful to resettlement agency staff; creating a partnership with resettlement agency staff; recognizing that resettlement agency staff are often working with others at the same time; recognizing that resettlement agencies are not required to provide extra furniture items and televisions, but they may if resources are available
- *Case Study 4: Yi Yi and her relative.* Trusting resettlement agency staff, sharing questions and concerns with assigned resettlement agency staff, seeking explanations from resettlement agency staff if confused, recognizing that pocket money is provided but that the specifics of pocket money are case-dependent.

Bring the full group together. Ask small groups to share highlights from their discussions about maintaining a positive relationship with resettlement agency staff.

#### *Debriefing Questions to Ask Participants*

- ☺ Why is a positive relationship with your resettlement agency important?
- ☺ What are some things you could do to strengthen that relationship?
- ☺ What are some things you might do that might hinder that relationship?

#### *Variations or Considerations*

When working with an illiterate group, read one case study aloud for small groups to discuss. Read additional case studies as time permits.

When working with an individual or a small group, create smaller groups or work as a full group and use lesser “Resettlement Agency Relationship Case Studies.”





Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and continues to more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
resettlement agency	A <i>resettlement agency</i> is an organization that welcomes refugees and helps them to relocate and adjust to a new area.	When the Maruf family arrived in Burlington, <i>resettlement agency</i> staff met them at the airport.	What is the name of your <i>resettlement agency</i> ?
case manager or case worker	The <i>case manager</i> works at a resettlement agency and helps clients with their resettlement and adjustment process.	The Doh family works with Hla, their <i>case manager</i> . Hla speaks Burmese and helps them with their paperwork.	What is the name of your <i>case manager</i> ?
relationship	A <i>relationship</i> is a connection between people.	Khaled and Ahmed have a good <i>relationship</i> as brothers. They have a working <i>relationship</i> with Karim, their case manager, and a friendly <i>relationship</i> with the bus driver.	Describe the types of <i>relationships</i> you have in your life (brothers or sisters; friends; children; parents; co-workers, neighbors, etc.).
positive	Something that is <i>positive</i> is good or helpful.	Henri has a <i>positive</i> relationship with his refugee clients.	What is the opposite of <i>positive</i> ?
strengthen	To <i>strengthen</i> is to make or grow strong or stronger.	Alberto and his cousin Hector do not see each other very often. They <i>strengthen</i> their relationship by writing emails.	How do you <i>strengthen</i> your relationships?

## Resettlement Agency Relationship Case Studies

### Case Study 1: Reine and Zollo

Reine and Zollo know each other slightly and have been working with the same Employment Specialist for a few months. They both would like to find a job to pay rent and other expenses. Today Reine has an appointment with the Employment Specialist to look for jobs; she makes sure she is there ten minutes early. This is very different from Zollo, who is always late for appointments. Every time Zollo is late, the Employment Specialist reschedules his new appointment for the next week, because she is very busy helping many other refugees find jobs.

The Employment Specialist tells Reine that she has an interview next week for a job. Zollo is angry when he hears Reine's news. He feels that the Employment Specialist is helping Reine more.

### Case Study 2: Dawa and Tshering

Dawa and Tshering live next door to each other in the same apartment building. Dawa's bathtub drain is clogged and the tub is full of dirty water. Dawa calls his case manager to tell her about the drain. Since Dawa does not speak English, the case manager says that she will call the landlord to come and fix it. One day passes and no one comes to fix the drain. Dawa calls his case manager again. Later that day, the landlord comes and fixes the drain. Dawa calls his case manager to let her know that it was fixed. The case manager thanks Dawa for calling him and for being persistent until his problem was resolved.

Tshering's toilet flush is not working and he cannot use the toilet. Tshering does not call anyone. He is angry that his case manager has not come by his apartment so that he can show her the problem. Tshering feels that his case manager should contact him first, even though Tshering has a phone and the case manager's phone number.

### Case Study 3: Amal, Fadi, and Hydar

Amal and Fadi live in a one bedroom apartment and were provided with a dinner table and two chairs. They often have other family members come to visit and would like to have more seating. They ask a resettlement agency staff member if they can have two more chairs. The staff member explains that the resettlement agency is only required to provide them with two dining chairs. He says that many refugees are arriving each week and he has to provide the new arrivals with chairs first, but he will try to find some chairs in a few months when arrivals slow down. Amal and Fadi thank him for his help. Two months later they contact the staff member and he says he has the chairs for them.

The staff member appreciates their patience. He wishes that Hydar, another refugee who wants a television, would also be patient and kind. Hydar calls the staff member every few days to complain about not having a television. The staff member explains that resettlement agencies are not required to provide televisions, but may provide them if someone donates one. The staff member tells Hydar many times that he is very busy this month assisting newly arrived refugees and can try to find a television for him next month, but Hydar continues to call. The staff member is feeling very frustrated by Hydar's insistence and finds it hard to interact with him because of this.

### Case Study 4: Yi Yi and her relative

Soon after Yi Yi arrives in the United States, her case manager provides her with some pocket money. The case manager explains that the resettlement agency is required to provide newly arrived refugees with a small amount of cash for their personal use. Later, Yi Yi's relative tells her that the resettlement agency is cheating her and that he was given more money when he first came to the United States. Her relative says that she should not trust her resettlement agency.

Yi Yi is confused by what her relative says and mentions it to her case manager. Her case manager explains that she was given that amount of money because she came as a single person on her own. Her relative received more money because he came with his wife, so the money his family received included pocket money for him and his wife. Yi Yi is happy that the case manager helped her understand this and will share the information with her relative.





## Your Resettlement Agency

### Secondary Migration

30 minutes

#### Objectives

Participants will be able to:

- ✓ describe the steps of their journey to arrive in the United States
- ✓ identify the considerations regarding secondary migration
- ✓ explain the challenges of moving



#### Materials

- ☐ “Numbered Signs” (included)
- ☐ Tape
- ☐ Tokens (small paper squares, paper clips, rubber bands, pebbles, etc.), 1 per group for each of the 25 numbered signs
- ☐ “Secondary Migration Worksheet” (included), 1 per participant
- ☐ Writing implements, 1 per participant
- ☐ “Suggested Training Space Diagram” (included)



#### Key English Vocabulary

move	first
second	place
community	location
advantage	

#### Pre-Session Preparation

Hang “Numbered Signs” around the training space *out of order* to create stations as shown in the “Suggested Training Space Diagram.” Distribute tokens among stations, 1 for each group at each station. (If there will be 5 groups, each station would have 5 tokens.)

#### Facilitator’s Introduction of Session to Participants

We will start off this session by thinking about the journeys everyone has taken to get here today.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Distribute “Secondary Migration Worksheets” and writing implements to participants. Ask participants to think about their experiences as a refugee and the journey they made. What did participants do to get to where they are now? Describe the steps included on the worksheet, and have participants circle the pictures that relate to their journey.

## *Activity*

Tell participants:

Many refugees have a difficult time in their original site in the U.S. They might have family or friends somewhere else in the U.S., or they might hear jobs are easier to find or life is better elsewhere.

However, moving to a new place takes a lot of time and money, and can be very difficult. The support given to refugees by the U.S. government does not transfer very easily, so it is unlikely that you would find help from a new resettlement agency in a new community. Most refugees who move to a new location in the first couple years after arriving in the U.S. have a much more challenging time than those who wait for their situation to get better in their original community.

This obstacle course will demonstrate some of the many steps a refugee would take if they wanted to move to a new community.

Divide participants into pairs or groups of three.

Pairs or groups follow the number set-up in numerical order. Groups read what they would do at that station and/or discuss the picture, and pick up a token at each station. (Each group goes to every station and picks up the same number of tokens.)

Bring the full group together and ask participants what they thought of the obstacle course.

Remind participants:

The first time you moved to your new community in the U.S., a resettlement agency helped you. Moving to a new place takes a lot of time and money, and can be very challenging. If you decide to move to a new community, you most likely would not be able to find assistance from a new resettlement agency there. Remember: Most refugees who move to a new location in their first couple years in the U.S. find it much harder than those who wait for their situation to get better in their original community.

Debrief the activity as a full group using the questions below.

### *Debriefing Questions to Ask Participants*

- ☺ What did you notice about the steps?
- ☺ Which steps would be most challenging for you?
- ☺ How many tokens did you end with? How does this relate to the steps you would have to take if you decided to move to a new location?
- ☺ Why is moving so difficult?
- ☺ Why are refugees encouraged to stay where they are, at least until they are more settled in the U.S.?

### *Variations or Considerations*

When working with an individual or a small group, continue with the session as described. The trainer can accompany an individual through the number set-up if needed.

In place of the introduction, conduct a “think-pair-share” exercise asking participants to think about the journey they made from overseas to their location in the U.S. now. Consider the steps they took: interviews, paperwork, packing bags, getting identification in order, saying goodbyes, flying on an airplane, changing their address. Participants then share with a partner.

Put participants into similar language groups when traveling through the obstacle course.

Add additional steps to the process of secondary migration if needed.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
move	<i>Move</i> means to change the place of one's home or business.	Pooja <i>moves</i> when she finds a new job.	What do you bring with you when you <i>move</i> ?
first	<i>First</i> means to be before everyone or everything in time or place.	The Keitoun family <i>first</i> moves from Iraq to Damascus, Syria.	Where did you <i>first</i> move?
second	<i>Second</i> means the next one after <i>first</i> .	The <i>second</i> time the Keitoun family moves, it is from Damascus to Lincoln, Nebraska, USA.	What are some reasons for moving a <i>second</i> time?
place	A <i>place</i> is a specific area of space, like a home, park, or corner of a room.	When the Khallaayoun family moves, they look for a place that has good schools.	Do you keep your keys in the same <i>place</i> every day?
community	A <i>community</i> is an area where a group of people live. A <i>community</i> can also mean a group of people.	The Cho family moved to a <i>community</i> outside of Chicago. The <i>community</i> is very welcoming.	Describe your <i>community</i> .
location	A <i>location</i> is a place or position.	Sami looks for the <i>location</i> of his school on the map.	Is the <i>location</i> of your home close to the resettlement agency?
advantage	An <i>advantage</i> is anything good that you get from something. Opposite: <i>disadvantage</i> .	There are many <i>advantages</i> to living in the city: buses, markets, and many people from all over the world. There are <i>advantages</i> of living in a rural area too: fresh fruits, no traffic, and beautiful land.	What are the <i>advantages</i> of staying in your first place of resettlement?

# 1 Identify the new site to move to



# 2 Determine where you will work



# 3

## Determine where you will live



# 4

## Discuss your move with your resettlement agency



# 5

## Give notice at your current job (at least 2 weeks)



# 6

## Discuss the move with your child's teacher(s)





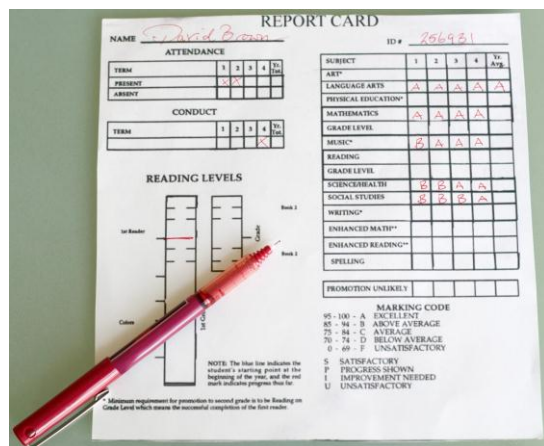
# 7 Get identification and paperwork together



# 8 Set up transportation to your new site



# 9 Obtain school transcripts



# 10 Determine what will happen with the things you are not taking with you



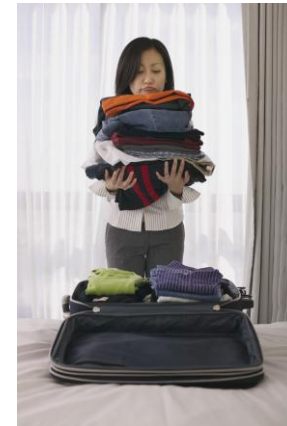
# 11

## Leave your job



# 12

## Pack your home and your bags



# 13

## Distribute other things in your home



# 14

## Clean your home





# 15 Say goodbyes



# 16 Travel



# 17 Move into your new home



# 18 Enroll your children in school



# 19 Find a new job



# 20 Obtain new identification and paperwork



# 21 Submit paperwork to officially change your address



# 22 Get oriented in your new community



# 23

Learn how to accomplish tasks in your new community



# 24

Find and enroll in English classes

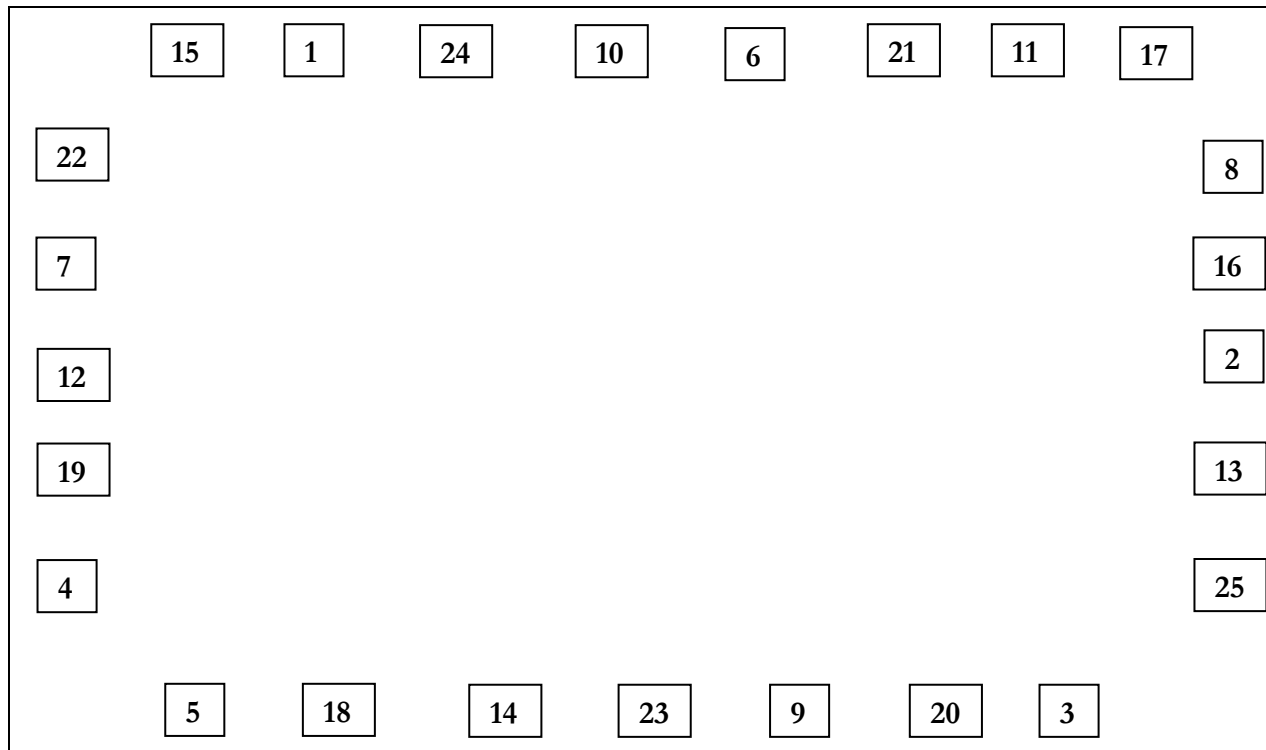


# 25

What else do you need to do?



## Suggested Training Space Diagram



Sample Station Set-Up

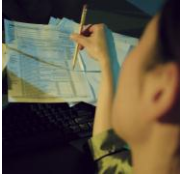




Secondary Migration Worksheet

Directions: Circle the pictures showing the steps you went through as a refugee in your journey to where you are now.

Complete paperwork




Travel



Attend interviews



Unite with your resettlement agency or family



Get identification together



Change your address



Pack bags




Enroll your children in school



Say goodbyes



Get oriented in your new community



Set up transportation



Learn how to accomplish tasks in your new community




Leave your home



Find English classes



Leave your job





## Your Resettlement Agency

### Rumors and Accurate Messages

35 minutes

#### Objectives

Participants will be able to:

- ✓ define how rumors can get started
- ✓ recognize that not all messages are accurate



#### Materials

- ☐ “Message Cards” (included)
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board



#### Key English Vocabulary

message	accurate
rumor	correct
determine	

#### Pre-Session Preparation

Cut up the “Message Cards.” Depending on the size of your group, determine the number of “Message Cards” needed. If there will be 12 people, prepare 5-6 cards; if there will be 30 people, use all 10 cards.

If not using all of the “Message Card,” decide which cards to use. Ensure there are true *and* false statements in the “Message Cards” used. Be prepared to ensure that the participants leave the session knowing which statements were true, and which were false.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “telephone” exercise by asking participants stand in two lines. Explain that you will whisper a sentence into the ear of the first person in each line. That person will turn and whisper what they heard into the ear of the next person in line, and on down the line. Participants can only say what they heard once, and must repeat what they heard to the next person in line. When the message has reached the end of both lines, have the person at the end say what they heard out loud.

Bring the full group together and sit down. Discuss why the messages may have changed along the way.

### *Activity*

Ask for 6-10 participants who read English at a moderate level to stand. Distribute “Message Cards” to standing participants.

Participants holding “Message Cards” take turns reading the statement printed on their card to the full group.

When all “Message Cards” have been read, all participants can be seated. Ask the full group to share the messages conveyed. List them on flipchart or the board.

### *Debriefing Questions to Ask Participants*

- ☪ Did you remember all of the messages?
- ☪ Which messages were accurate? Which were not?
- ☪ How can you determine which messages are correct, and which are incorrect?
- ☪ Why do some messages change along the way?
- ☪ How do these two activities relate to rumors?

### *Variations or Considerations*

When working with an individual or a small group, ask participants about rumors they have heard about life in the United States in place of the “Introductory Activity.” For the “Activity,” the trainer reads all “Message Cards” to participants; the full group shares the messages they remember and the trainer lists the messages on flipchart or the board.

When working with a larger group, divide participants into additional lines for the introductory activity.



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
message	A <i>message</i> is information sent from one person or group to another person or group.	Ishtar sends a <i>message</i> to tell his brother that he will be late.	How do you receive <i>messages</i> ?
accurate	When something is <i>accurate</i> , it is correct or true. Opposite: <i>inaccurate</i> .	The newspaper has an <i>accurate</i> story about the fire.	How do we know if information is <i>accurate</i> ?
rumor	A <i>rumor</i> is information without proof or evidence that it is true.	Patric does not believe the <i>rumor</i> and asks his case manager for more information.	Do you hear <i>rumors</i> sometimes?
correct	When something is <i>correct</i> , it has no mistakes. Opposite: <i>incorrect</i> .	Dorji knows the <i>correct</i> answer to the question and the teacher says “That is <i>correct</i> . Good job”.	Practice telling someone that he or she is <i>correct</i> : <ul style="list-style-type: none"> <li>• “You are <i>correct</i>”</li> <li>• “That is right”</li> <li>• “Good job”</li> </ul>
determine	To <i>determine</i> means to decide about something.	Khin reads the story about Burma and <i>determines</i> that the information is accurate.	How do you <i>determine</i> what to wear in the morning?



Americans believe that  
you can always continue  
learning, no matter how  
old you are.

Churches will help you,  
but you have to join  
their church to accept  
their help.

Finding a job is very  
important.

Learning English is  
important to your  
adjustment.

Money grows on trees in  
the U.S.

Public education is free  
for children.

Streets in America are  
paved with gold.

The U.S. government  
will take care of all your  
needs for you.

The U.S. is a very  
diverse country.

You will have to work  
very hard to succeed in  
the U.S.





## Community Services

### Exploring Your New Community

45 minutes

#### Objectives

Participants will be able to:

- ✓ identify community services available in the area
- ✓ discuss what is available at various locations in the community
- ✓ consider ways to complete a required schedule



#### Materials

- ☐ “Exploring Your New Community Game Board” (included, “General Version” and “Advanced Version”), 1 per group
- ☐ Red, yellow, green, and blue markers or highlighters
- ☐ “Your New Community Schedules” (included), 1 copy cut up per group
- ☐ “Exploring Your New Community Spinner” (included) or die, 1 per group
- ☐ Pennies, 24 per group
- ☐ Small tokens to use as player pieces, 4 per group
- ☐ “Advanced Version: Community Cards” (included), 1 set per group



#### Key English Vocabulary

community	services
department	office
ethnic	

#### Pre-Session Preparation

Determine which “Exploring Your New Community Game Board” is most appropriate for participants.

Cut up the “Your New Community Schedules” and keep the schedules together in groups.

If printing in black-and-white, color the four houses appropriately on the “Exploring Your New Community Game Boards” and “Your New Community Schedules.”

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise, asking participants to discuss the community services they are aware of. Participants share the community services they have used, and those which they would like to use.

### *Activity*

Divide participants into groups of four. Distribute an “Exploring Your New Community Game Board,” groups of “Your New Community Schedules,” a spinner or die, pennies, and player pieces to each group.

Each participant decides what color schedule they will take. This schedule corresponds to the color house they start in. Each participant starts with their player piece on their house.

Explain the rules of the game:

- Pennies are placed on the services shown on the board. One penny would go on the block with the library; two would go on the block with the fire department and the ethnic market.
- All players spin the spinner (or die). The highest spin goes first. Play goes in a clockwise order.
- The first player spins the spinner and is able to move that many squares. Players have to stay on streets or pass through parks when they travel. When a player reaches a service they need to complete for their schedule, they pick up the penny, read aloud what their schedule says they will do there, and put the penny on their schedule.
- When a player either moves the number of squares shown on the spinner or lands on a scheduled service (whichever comes first), their turn ends and the next player goes (even if the first player did not use up the number of spaces they could move).
- If a player passes by another player’s scheduled service, the penny must be left there.
- Players cannot cut through buildings, but they may move through parks (counting as one space).
- To win, a player collects all six pennies for the items on their schedule card and returns home.

### *Debriefing Questions to Ask Participants*

- ☺ What services did you use today? Which were new for you?
- ☺ What services might you like to use in the future?

### *Variations or Considerations*

Participants can play on teams.

Advanced addition: Use *C cards*, or “Community Cards” and the “Advanced Game Board.” *Cs* are scattered around the game board. “Community Cards” are cut up and in a pile next to the game board. If a player passes over a *C card* while en route to somewhere else, they pick a card from the pile. (A participant may pass over more than one *C* in a turn.) *C cards* are either *success cards* or *challenge cards*.

- *Challenge cards*: If a participant picks up a *challenge card*, they place it on an empty street block or intersection on the game board. If a player wants to pass through that space, they must stop and attempt the challenge; other players vote if the player has overcome the challenge. Once the challenge is overcome, the card is returned to the bottom of the *C card* pile, and the player continues her/his turn. If the player does not overcome the challenge, the *challenge card* remains in its place on the board and the player continues her/his turn by avoiding the space where the *challenge card* lies.
- *Success cards*: If a player picks up a *success card*, the player saves this and can overcome any one obstacle card. Once a *success card* is used, the player returns both the *obstacle card* and the *success card* to the bottom of the *C card* pile and resumes her/his turn.

A die can easily be made from paper on this website:

[www.toolsforeducators.com/dice/make1\\_text.php](http://www.toolsforeducators.com/dice/make1_text.php).

When working with an individual or a small group, the trainer can take part and fewer playing pieces can be used.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.




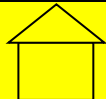
Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
community	A <i>community</i> is an area where a group of people live. A <i>community</i> can also mean a group of people.	The Salam family moved to a <i>community</i> outside of Chicago. The <i>community</i> is very welcoming.	Describe your <i>community</i> .
services	A <i>service</i> is work to help people.	When the car breaks, Sami needs the <i>service</i> of a mechanic. The bank gives financial <i>services</i> . The resettlement agency gives <i>services</i> to refugees.	What <i>services</i> does a hospital give?
department	A <i>department</i> is a separate part of a business or agency (like the mail <i>department</i> ); of a school (like the science <i>department</i> ); or of a government (like the police <i>department</i> ).	Arun works in the mail <i>department</i> at the bookstore. Htut works in the cleaning <i>department</i> at the hotel.	Where are the fire <i>department</i> and police <i>department</i> in your town?
office	An <i>office</i> is a place where people work, such as for a business or agency.	Okot mails a letter at the post <i>office</i> . Dara goes to the doctor's <i>office</i> . Chit works on a computer in an <i>office</i> .	Describe what you might find in an <i>office</i> .




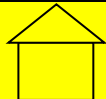
ethnic	<i>Ethnic</i> relates to a group of people with its own language, history, or culture.	Kyi and Suu buy groceries at a Burmese <i>ethnic</i> market. They also like to eat at a Chinese <i>ethnic</i> restaurant.	Sometimes you can find specific <i>ethnic</i> grocery stores. You may also find agencies who work with specific <i>ethnic</i> groups. Do you know any?
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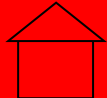
### Exploring Your New Community Game Board – General Version


		B Street		C Street		D Street		E Street	
	 Red house		Park		Elementary school		Middle school		 Blue house
2 <sup>nd</sup> Avenue									2 <sup>nd</sup> Avenue
	Train station		Office		Library		Park		Dentist
3 <sup>rd</sup> Avenue									3 <sup>rd</sup> Avenue
	Park		Resettlement agency		Community center		Hotel		Police department
4 <sup>th</sup> Avenue									4 <sup>th</sup> Avenue
	Post office		Shopping center		High school		Fire department; ethnic market		Health center
5 <sup>th</sup> Avenue									5 <sup>th</sup> Avenue
	 Green house		Government buildings		Hospital		Elementary school; ESL classes		 Yellow house
		B Street		C Street		D Street		E Street	

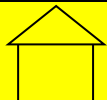
## Exploring Your New Community Game Board – Advanced Version


		B Street		C Street		D Street		E Street	
	 Red house		Park	<b>C</b>	Elementary school		Middle school		 Blue house
2 <sup>nd</sup> Avenue		<b>C</b>					<b>C</b>		2 <sup>nd</sup> Avenue
	Train station		Office		Library		Park		Dentist
3 <sup>rd</sup> Avenue						<b>C</b>			3 <sup>rd</sup> Avenue
	Park		Resettlement agency	<b>C</b>	Community center		Hotel	<b>C</b>	Police department
4 <sup>th</sup> Avenue	<b>C</b>								4 <sup>th</sup> Avenue
	Post office		Shopping center		High school		Fire department; ethnic market		Health center
5 <sup>th</sup> Avenue			<b>C</b>						5 <sup>th</sup> Avenue
	 Green house		Government buildings		Hospital	<b>C</b>	Elementary school; ESL classes		 Yellow house
		B Street		C Street		D Street		E Street	

## Your New Community Schedules

 <p><b>Red house schedule</b></p>	Drop your child off at the <b>elementary school</b>	Go to work at the <b>hospital</b> as cleaner	Go for an appointment with your <b>dentist</b>	Pick up your child at the <b>high school</b>	Buy a calling card at the <b>post office</b>	Visit the <b>community center</b> for your ESL classes
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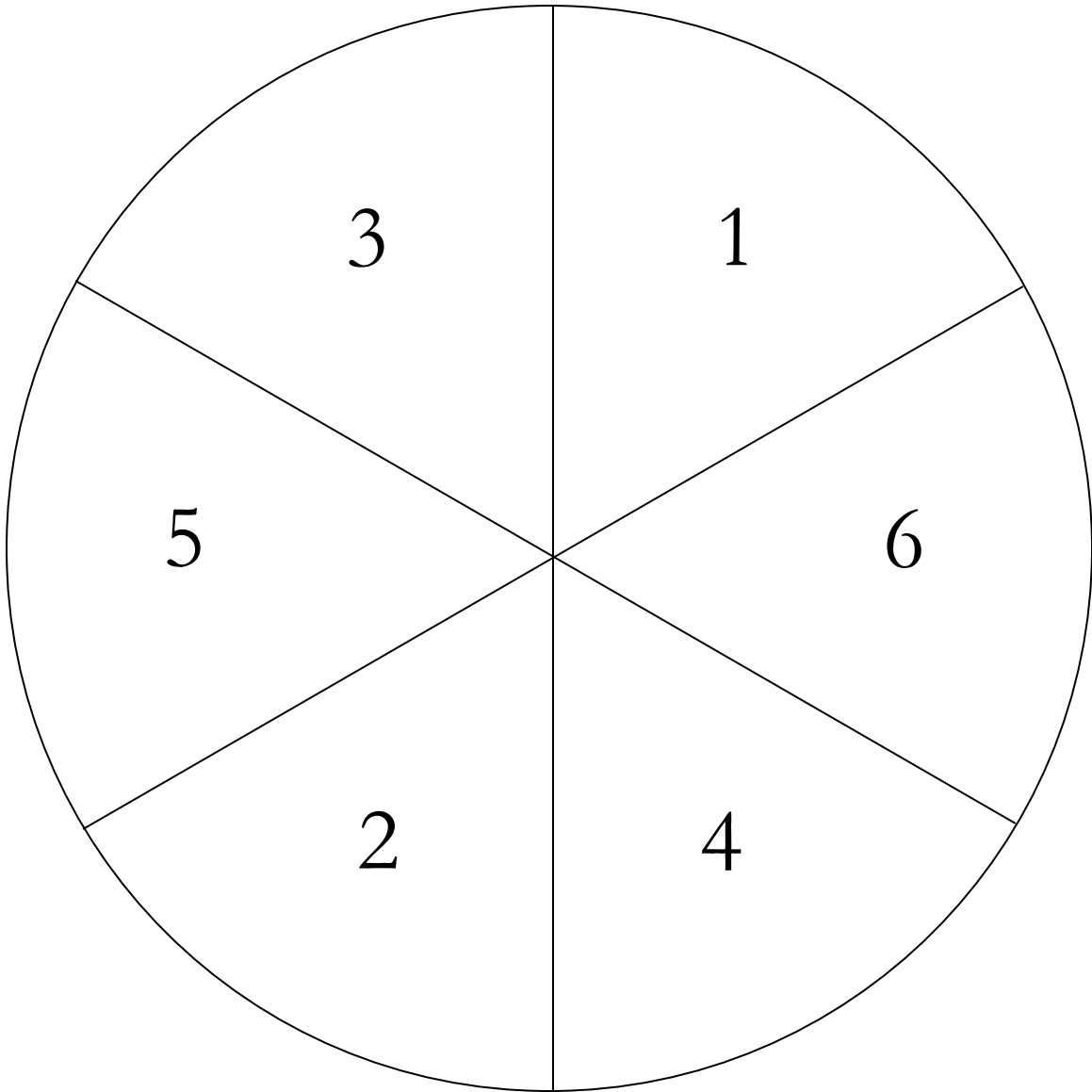
 <p><b>Green house schedule</b></p>	Meet a friend to walk at the <b>park</b>	Go to work at the <b>hotel</b> helping people with bags	Attend ESL class at the <b>ESL center</b>	Visit the <b>resettlement agency</b> for immigration assistance	Pick up a family member at the <b>train station</b>	Use the computer and check out books at the <b>library</b>
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 <p><b>Yellow house schedule</b></p>	Go to work at the <b>office</b> as a receptionist	Go to the <b>welfare office</b> to discuss your food stamps	Visit with your child's teacher at the <b>middle school</b>	Take your child to the <b>park</b> to play	Go to the <b>health center</b> for shots	Buy food at the <b>ethnic market</b>
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 <p><b>Blue house schedule</b></p>	Walk your child to the <b>elementary school</b>	Stop at the <b>government buildings</b> to take your driver's test at the DMV	Go to the <b>police station</b> to pick up the wallet you lost	Buy some household needs at the <b>shopping center</b>	Volunteer at the <b>fire department</b>	Get some exercise at the <b>park</b>
---	---	---	--	--	---	--------------------------------------

Exploring Your New Community Spinner

*Cut the arrow out from the bottom and attach to the center of the spinner with a pin or pencil.*



Community Cards

Success cards:	Obstacle cards:
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Use English to ask to pass through</p>
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Greet all players in English</p>
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Practice asking a teacher how your child is doing in school</p>
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Tell the other players where you are from</p>



<p>Success!</p>	<p>Obstacle: Practice asking for help from your landlord</p>
<p>Success!</p>	<p>Obstacle: Count to 10 in English</p>
<p>Success!</p>	<p>Obstacle: Name the colors of the houses in English</p>
<p>Success!</p>	<p>Obstacle: Tell the other players one thing you like about living in the United States</p>
<p>Obstacle: Tell the other players a food that you like</p>	<p>Obstacle: Tell the other players how many people are in your family</p>



## Community Services

### Volunteering in Your Community

60 minutes

#### Objectives

Participants will be able to:

- ✓ discuss what a volunteer is
- ✓ understand the importance of volunteering
- ✓ inquire about volunteer opportunities available
- ✓ identify places to volunteer in the community
- ✓ describe their interest in particular volunteering opportunities



#### Materials

- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board
- ☐ Tape
- ☐ “Ways to Get Involved in Your Community Sample List” (included)
- ☐ “Getting Involved Chart” (sample included)
- ☐ “Seeking Volunteering Role Play” (included), 1 per participant plus 2 extra



#### Key English Vocabulary

community	involved in the community
volunteer	organization
opportunity	available

#### Pre-Session Preparation

Draw a “Getting Involved Chart” on a flipchart or board.

On the two extra “Seeking Volunteering Role Plays,” fill in the blanks based on one volunteer opportunity that is common in your area.

#### Note to Trainer

In preparation for this discussion, consider the ways volunteers help your agency and its clients. Also consider the benefits this volunteer work has for the volunteers themselves.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Define what a *volunteer* is with participants. Discuss the concept of, familiarity with, and the importance of volunteers. Also discuss the benefits of volunteering for the volunteer, not just

those they assist. Takes notes on a flipchart or board.

Hang the “Getting Involved Chart” in front of the room. As a full group, brainstorm ways to get involved in the community. Reference the “Ways to Get Involved in Your Community Sample List.” Record notes in the appropriate column of the “Getting Involved Chart.”

### *Activity*

Conduct a “think-pair-share” exercise by asking participants to think about what tasks they might be interested in doing at one of the volunteer venues discussed, and why. Participants then share with a partner and discuss.

Bring the full group together and ask for highlights from the discussion. Take notes in the appropriate columns on the “Getting Involved Chart.”

Ask for two participants who can read English to come to perform a brief, scripted role play. Give the two participants the two completed copies of the “Seeking Volunteering Role Play.” The two participants act it out in front of the full group.

Divide participants into groups of three. Distribute copies of the “Seeking Volunteering Role Play” to participants. In their small groups, participants discuss and fill in the blanks of the script. Two group members then practice the role play. The group rotates in and out with the third participant in the group.

When groups have finished and each person has played both roles, bring the full group together. Debrief the session using the questions below.

### *Debriefing Questions to Ask Participants*

- ☺ Why is volunteering in your community important?
- ☺ What are some volunteer opportunities you might be interested in? Why?
- ☺ How did you feel asking about volunteer opportunities?
- ☺ Why is community involvement important?
- ☺ How do you plan to get more involved in your community?

### *Variations or Considerations*

As follow-up or evaluation, have participants decide on one way to get involved in their community and set a goal for when they will have achieved this. Keep a list and follow up with participants about their plans.

When working with an individual or a small group, the trainer can take part. Discussions can be as a full group. If only one or two participants, practice the role play only once before discussion.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
community	A <i>community</i> is an area where a group of people live. A <i>community</i> can also be the group of people, such as at a temple, mosque, or church.	The Htoo family moved to a <i>community</i> outside of Chicago. The <i>community</i> is very welcoming.	Describe your <i>community</i> . You may belong to more than one <i>community</i> (e.g., your town, your temple, your work, etc.).
involved in the community	Being <i>involved in the community</i> is being active in a particular group or community.	Namina wants to help her town by being more <i>involved in the community</i> . She will help clean the park.	What are some ways to be <i>involved in your community</i> ?
volunteer	A <i>volunteer</i> is a person who offers to work or help with no pay. To <i>volunteer</i> means to offer to work for free.	Kumar is a <i>volunteer</i> at his temple. He <i>volunteers</i> to read to the children.	Do you know a <i>volunteer</i> ?
organization	An <i>organization</i> is a group that comes together for the same idea or purpose.	Pha works at an <i>organization</i> that helps to give books to schools. He also volunteers at an <i>organization</i> in the building where he lives.	Do you know any <i>organizations</i> ?
opportunity	An <i>opportunity</i> is a chance for a better situation.	The Rai family had the <i>opportunity</i> to move to the United States. Samuel has the <i>opportunity</i> to go to summer camp.	What is one <i>opportunity</i> that you have had?
available	To be <i>available</i> means to be free or able to meet, serve, or work.	Paw is <i>available</i> to meet this afternoon. Sabitri is <i>available</i> to work at the temple once a week.	Do you have any time <i>available</i> to volunteer?

Getting Involved Chart

Community Volunteering Ideas	Tasks and Interests



Seeking Volunteering Role Play

Volunteer: Good afternoon!  
*Make eye contact and offer your hand to shake*

Employer: *Shake hands*  
Welcome to \_\_\_\_\_.  
*Organization or volunteer opportunity*

How are you?

Volunteer: I am doing well, thanks! How are you?

Employer: Things are good. We are busy here.

Volunteer: I am looking to volunteer in the community.  
I am interested in \_\_\_\_\_.  
*Complete the sentence*

Do you have any opportunities available?

Employer: Why do you want to volunteer?

Volunteer: I want to volunteer because \_\_\_\_\_.  
*Complete the sentence*

Employer: We do not have anything right now.  
If you write down your name and number,  
I will call you when something comes up.

Volunteer: Great. Thanks very much!

## Ways to Get Involved in Your Community Sample List

- By helping children cross the street safely at a school
- By helping clean up the community
- By helping someone who needs it (young, elderly, handicapped, etc.)
- By helping someone who speaks your first language when they need help in English
- By helping watch children, or with set-up or clean-up at a community center
- By helping watch children, or with set-up or clean-up at a pre-school or daycare center
- By helping watch children, or with set-up or clean-up at a recreational center
- By helping watch children, or with set-up or clean-up with a community group
- By helping with lunch, at recess, or in a class at a school
- By cleaning, filing, or photocopying at a local health clinic or hospital
- By cleaning, filing, or photocopying at an agency, organization, or company you would like to work for
- By cleaning, filing, or photocopying at your resettlement agency
- By cleaning, filing, or photocopying with a local government office
- By creating or leading support groups
- By putting books on shelves or reading to children at the library



## Housing

### Housekeeping Standards

50 minutes

#### Objectives

Participants will be able to:

- ✓ discuss a variety of housekeeping tasks common in the U.S.
- ✓ describe which tasks are specific to various rooms in a home
- ✓ describe the steps to completing a variety of housekeeping tasks



#### Materials

- ☐ “Room Pictures” (included)
- ☐ “Housekeeping Tips” (included)
- ☐ Tape



#### Key English Vocabulary

chores	trash/garbage
room	store
perishable	

#### Pre-Session Preparation

Determine which “Housekeeping Tips” are applicable to participants and add or remove tips as needed.

Spread “Room Pictures” around the training space by taping them to walls. Put pieces of tape on the wall below each “Room Picture.”

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Distribute “Housekeeping Tips” to participants. In pairs, participants describe what housekeeping tip is being depicted in each picture and how the housekeeping tip is accomplished. Partners decide which room or rooms in a home the tips would take place, such as cleaning the toilet in the bathroom or vacuuming the floor in the living room.

#### Activity

Introduce the “Room Pictures” of the home to the full group. Point out the pieces of tape.

Using the tape on the walls, pairs tape the “Housekeeping Tips” they discussed during the “Introductory Exercise” under the appropriate “Room Picture.” If a pair feels a tip belongs in more than one room, participants tape the tip under one room. When the full group discusses

the tips, pairs will have an opportunity to share where else the tip is applicable.

When all tips have been taped under the labeled rooms, ask participants to sit down. Start with one room. Hold up a “Housekeeping Tip” taped in that room. Partners who discussed that tip stand and share what housekeeping tip is shown in the picture and describe how that task is accomplished. If the tip is commonly used in more than that room, participants share that information as well.

Continue until all tips in the “Room” have been discussed before moving to the next “Room.”

When finished, debrief the activity using the questions below.

### *Debriefing Questions to Ask Participants*

- ☺ What are some housekeeping chores that should be accomplished every day? Every week?
- ☺ What chores may not happen as often?
- ☺ If you have a housing issue such as a broken window, what should you do?
- ☺ Describe one housekeeping tip to someone sitting near you about a chore that needs to be done at home.

### *Variations*

When working with an individual or a small group, choose the most needed “Housekeeping Tips” for discussion. Pairs discuss and match to appropriate “Rooms,” pictures can be matched to rooms as a full group.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
chores	<i>Chores</i> are tasks around the house or yard that we need to do regularly.	Each person in the family has a <i>chore</i> to do each day.	What are some <i>chores</i> in your household?
trash/garbage	<i>Trash</i> is anything that should be thrown out. The words <i>trash</i> and <i>garbage</i> have the same meaning.	Every Sunday night, Arzu takes the <i>trash</i> outside, because Monday it is picked up by the town garbage collectors.	Who takes the <i>trash</i> (or <i>garbage</i> ) out in your household?
room	A <i>room</i> is a part of a building that is separate from the other parts because of walls and a door.	Musa shares a <i>room</i> with his little brother. They sleep, play, and do their homework in the same <i>room</i> .	What are the <i>rooms</i> in your house?
store	To <i>store</i> means to keep in a safe place to use in the future.	Karim <i>stores</i> his bike in the garage.	How do you <i>store</i> your tea or coffee?
perishable	<i>Perishable</i> food is food that will spoil or rot in a short time.	Amina does not buy too many oranges, because they are <i>perishable</i> .	Name some foods that are <i>perishable</i> .

Room Pictures



**Bathroom**



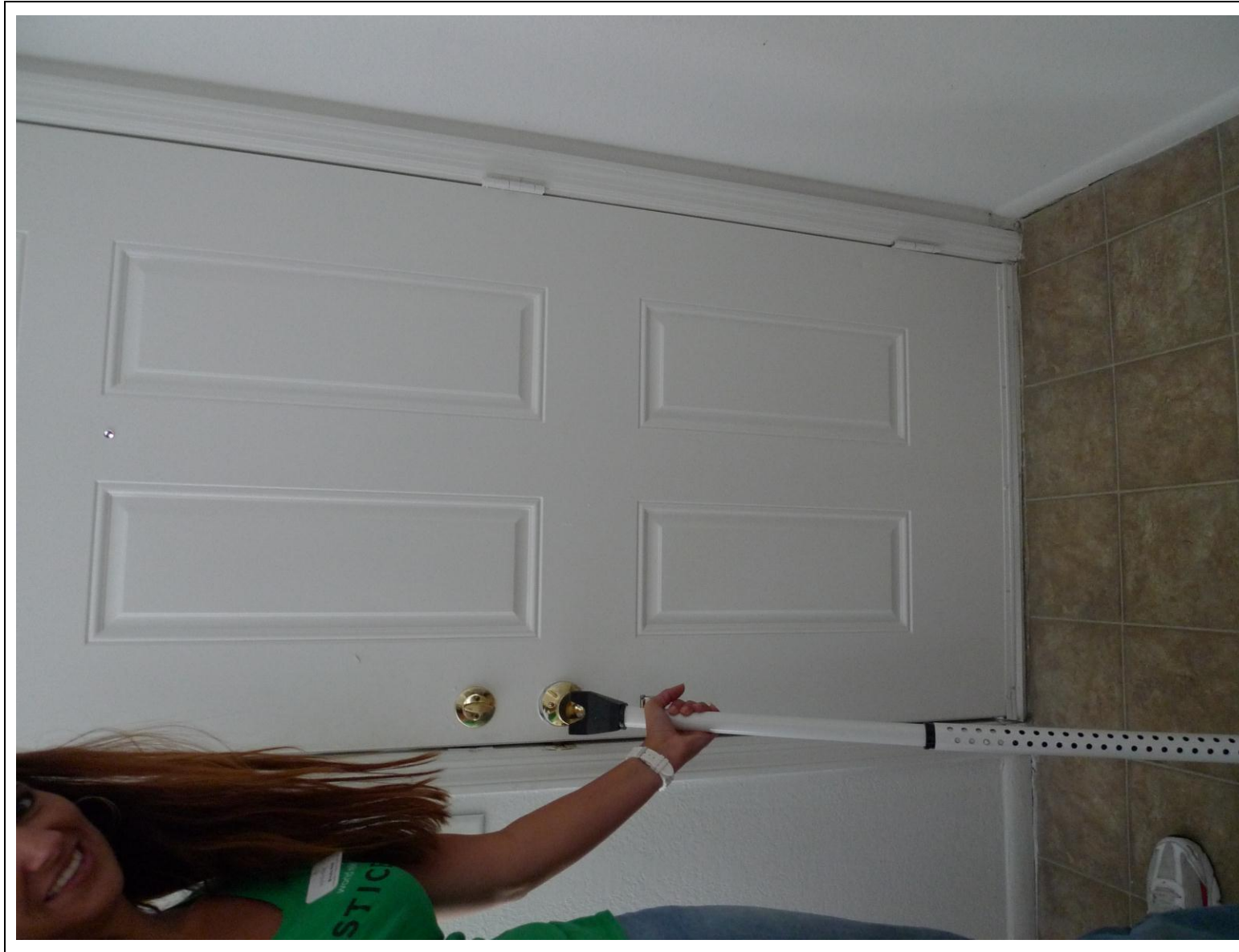


## Bedroom



**Dining room**





Hallway



## Kitchen



**Living room**





## Outside yard



Housekeeping Tips



Care for yard



Change light bulbs



Clean bathtub



Clean counters



Clean cupboards and other storage areas



Clean furnishings



Clean lint trap in dryer



Clean mirrors





Clean refrigerator



Clean sink



Clean stove and oven



Clean tables and chairs



Clean toilet



Clean walls and tile surfaces



Dispose of sanitary products and diapers properly



Dispose of trash and recycling properly



Dry and clean towels



Insert plastic safety plugs in unused electrical outlets



Iron clothing



Keep important phone numbers near telephone





Keep perishable food in refrigerator or freezer



Keep sink drains clear of garbage

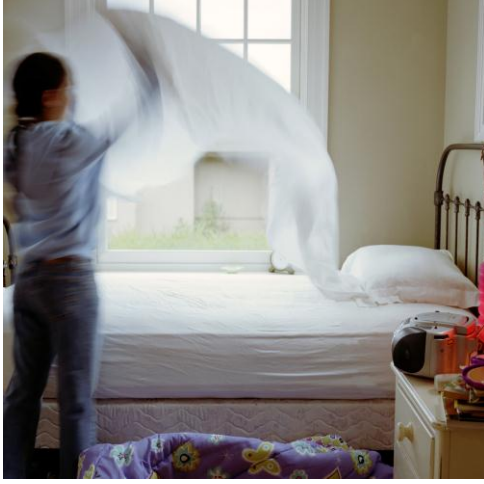


Keep water in shower with curtain or door



Load and run dishwasher





Make bed



Mop floor



Put garbage receptacles and recycling bins out for pick-up



Report housing problems immediately



Shovel snow



Store dirty clothes properly



Store food in appropriate containers



Sweep floor

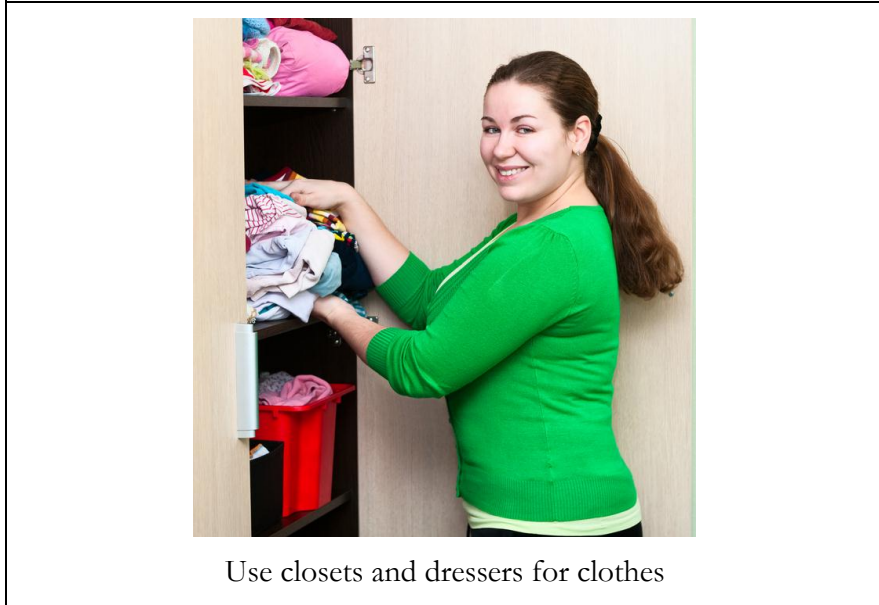




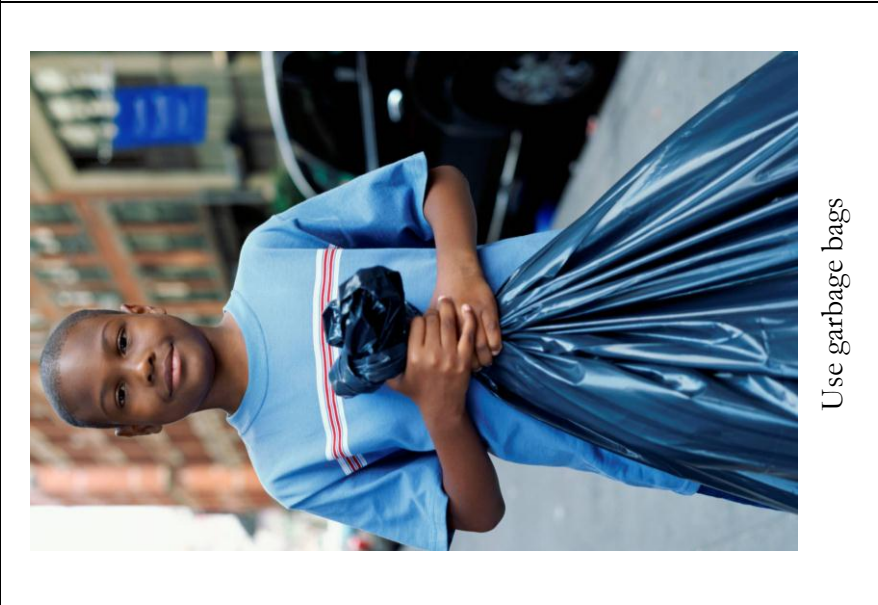
Test smoke detectors



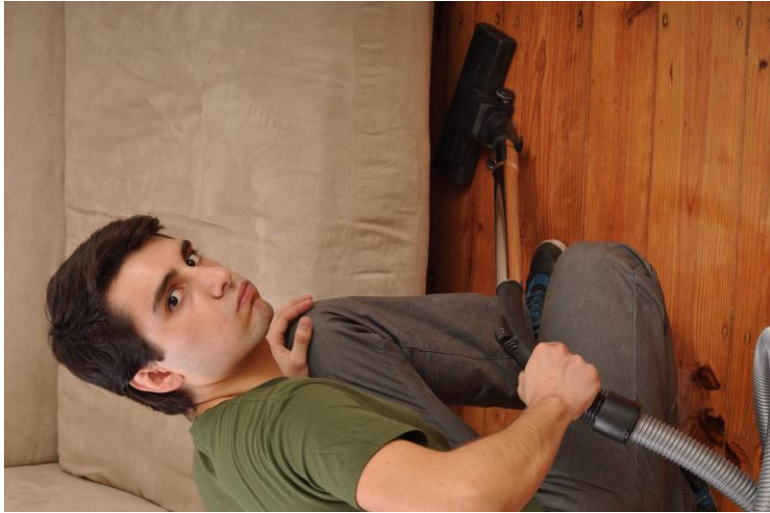
Turn off lights



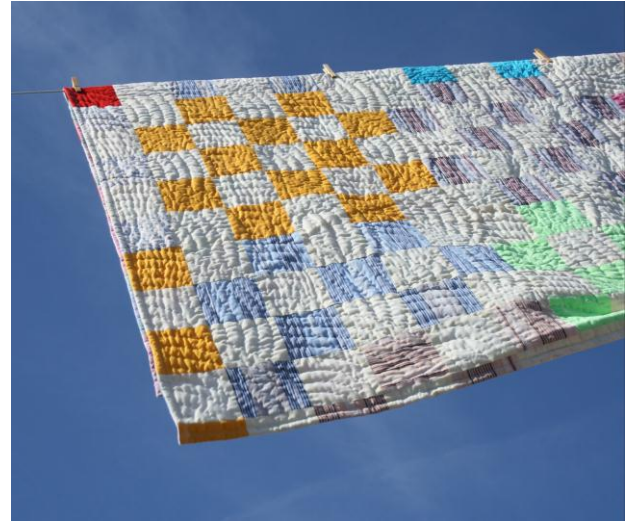
Use closets and dressers for clothes



Use garbage bags



Vacuum floor



Wash blankets



Wash clothing



Wash dishes





Wash sheets



Wash windows



## Housing

### Rights and Responsibilities as a Renter

50 minutes

#### Objectives

Participants will be able to:

- ✓ discuss why it is important to know what you are signing
- ✓ define the rights and responsibilities of landlords/landladies and renters



#### Materials

- ☐ “Before Signing Worksheet” (included), 1 per participant
- ☐ Writing implements, 1 per participant
- ☐ “Renter Rights and Responsibilities Chart” (sample included)
- ☐ “Rights and Responsibilities Images” (included)
- ☐ Tape
- ☐ “Rights and Responsibilities Sample Chart Answer Key” (included)



#### Key English Vocabulary

landlord/landlady	monthly rent
renter/tenant	lease
security deposit	eviction/to evict

#### Note to Trainer

This activity plan is equally applicable to literate and non-literate participants.

#### Pre-Session Preparation

Put the “Renter Rights and Responsibilities Chart” on a flipchart, board, or wall in the training space. Cut tape for the “Rights and Responsibilities Images.”

#### Introductory Exercise

Distribute “Before Signing Worksheets” and writing implements to participants. Tell participants to follow the instructions on the page carefully.

While participants are working, check to see how many people followed the full directions. When participants have finished, ask a literate participant who completed the worksheet correctly (by *only* signing their name at the bottom of the page) to share what should have been done. Discuss the importance of reading things in full before signing. Ask participants what they should do if they are unable to read paperwork.

Discuss how this relates to housing and leases.



### *Activity*

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Explain the “Renter Rights and Responsibilities Chart.”

Divide participants into small groups of 3-4 people. Distribute “Rights and Responsibilities Images” with tape among groups equally.

Groups determine if the “Rights and Responsibility Images” are rights or responsibilities, and if they are the rights or responsibilities of the renter or the landlord/landlady. Once decided, groups tape the “Rights and Responsibilities Images” in the correct box on the “Renter Rights and Responsibilities Chart.”

### *Debriefing Questions to Ask Participants*

- ☺ Why is it important to know what you are signing?
- ☺ What are some of the responsibilities that you as a renter have?
- ☺ What are some of the responsibilities your landlord or landlady has?
- ☺ If you had an issue that was the responsibility of your landlord or landlady, what would you do?

### *Variations or Considerations*

For a simplified version of the activity, distribute rights to some groups and responsibilities to others.

When working with an individual or small group, choose a smaller number of “Rights and Responsibilities Images.” The “Renter Rights and Responsibilities Chart” can be completed as a full group.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
landlord/landlady	A <i>landlord</i> is a man who rents property to another. It can be an apartment or a house. A <i>landlady</i> is a woman who rents property.	The Sharif family lives in an upstairs apartment, and their <i>landlord</i> lives downstairs.	Do you have a <i>landlord</i> or <i>landlady</i> ? What is his or her name?
monthly rent	<i>Monthly rent</i> is the amount of money that renters must pay the landlord every month.	Furaha has roommates so his <i>monthly rent</i> is lower than when he lived alone. His <i>rent</i> is due on the first of every month.	When is your <i>monthly rent</i> due?
renter/tenant	A <i>renter</i> is someone who rents an apartment or house. The words <i>renter</i> and <i>tenant</i> mean the same thing.	Hamza is a landlord. His <i>tenant</i> pays his rent on time each month.	What are the responsibilities of a <i>renter</i> ?
lease	A <i>lease</i> is a legal document that tells about the rights and responsibilities of living in an apartment or house. It also tells the monthly rent the renters will pay to the landlord.	Abdul has a <i>lease</i> on his apartment for one year.	How long is your <i>lease</i> for?

security deposit	A <i>security deposit</i> is the money a renter has to pay to the landlord before moving into an apartment. If the place is clean and in proper condition when the renter leaves, the landlord will give the <i>security deposit</i> back.	Abdul pays one month of rent and a <i>security deposit</i> before moving in. His <i>security deposit</i> is the same amount as the rent.	Why do landlords want to have a <i>security deposit</i> ?
eviction/to evict	<i>Eviction</i> is when a renter must leave his home because of breaking a lease agreement. A landlord can <i>evict</i> a tenant, but must follow the law.	Beatrice's tenant has not paid rent in 4 months. She will <i>evict</i> the tenant.	What can you do to make sure you are not <i>evicted</i> ?

## Before Signing Worksheet

1. Before you start, read all the points listed below.
2. Sign your name at the bottom of the page.
3. Circle your name.
4. Draw five circles at the top of the page.
5. Draw an “x” in the circles
6. Count loudly: 1, 2, 3, 4, 5
7. Raise your right hand.
8. Draw a picture of a house.
9. Tap your left foot.
10. Now, do only the second point.

## Renter Rights and Responsibilities Chart

	Rights	Responsibilities
Renter		
Landlord or landlady		





To evict a tenant who breaks the lease, or rental, agreement



To follow the local housing rules (for example, provide hot and cold water, remove insects and rodents, etc.)



To get monthly rent



To get rid of insects and rodents



To get the security deposit back if the rental unit is left in good condition



To have a lease, or rental agreement, with the landlord or landlady



To have a lease, or rental agreement, with the tenant



To join a tenant group





To keep the apartment clean

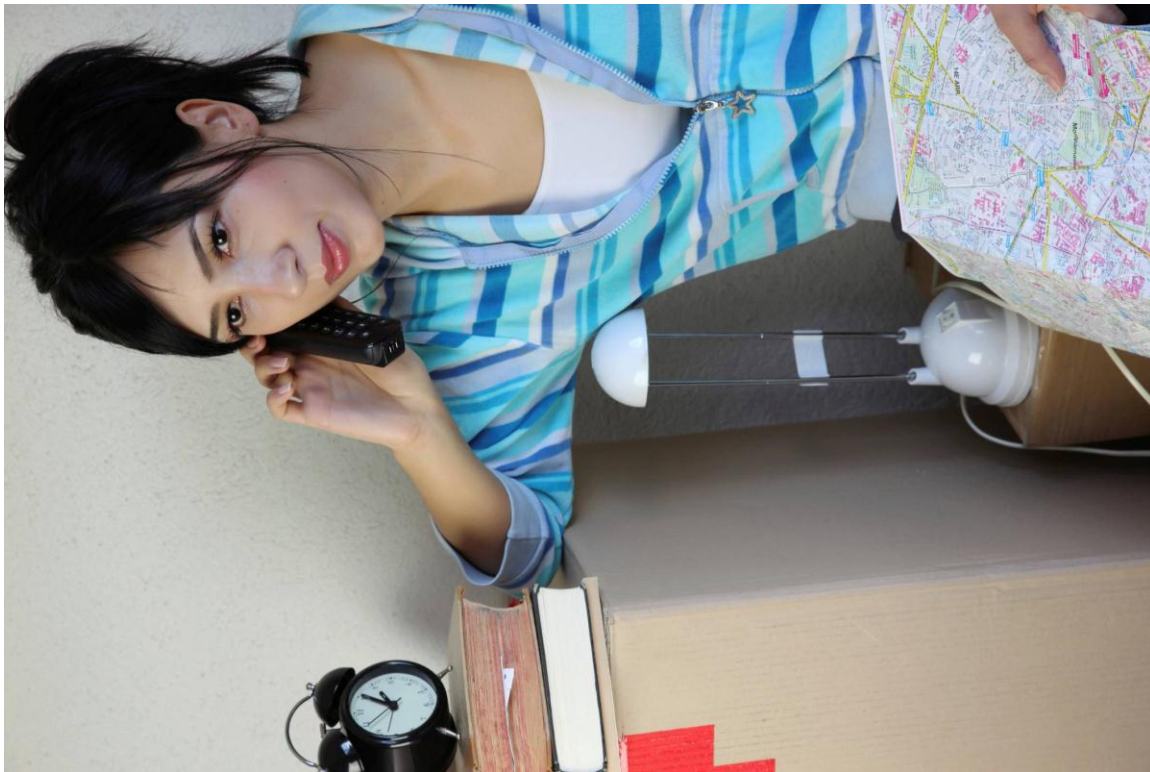


To keep the security deposit for repairs if the apartment is left damaged or unclean





To let the landlord or landlady know about problems like leaking pipes, rotting wood, or insects



To let the landlord or landlady know when you will move out



To let the renters know when rent goes up



To improve the apartment or house as needed





To move out if you let your landlord or landlady know



To pay monthly rent



To provide hot and cold water in the apartment or house



To raise the amount of rent under certain conditions and after a certain period of time



To hire a lawyer if you might be evicted



To talk with a lawyer or someone at a legal clinic to get information about tenants' rights



Renter Rights and Responsibilities Sample Chart Answer Key

	Rights	Responsibilities
Renter	<ul style="list-style-type: none"> <li>• To get the security deposit back if the rental unit is left in good condition</li> <li>• To have a lease, or rental agreement, with the landlord or landlady</li> <li>• To join a tenant group</li> <li>• To move out if you let your landlord or landlady know</li> <li>• To hire a lawyer if you might be evicted</li> <li>• To talk with a lawyer or someone at a legal clinic to get information about tenants' rights</li> </ul>	<ul style="list-style-type: none"> <li>• To keep the apartment clean</li> <li>• To let the landlord or landlady know about problems like leaking pipes, rotting wood, or insects</li> <li>• To let the landlord or landlady know when you plan to move out</li> <li>• To pay monthly rent</li> </ul>
Landlord or landlady	<ul style="list-style-type: none"> <li>• To evict a tenant who has broken the lease, or rental agreement</li> <li>• To get monthly rent</li> <li>• To keep the security deposit for repairs if the apartment is left damaged or unclean</li> <li>• To raise the amount of rent under certain conditions and after a certain period of time</li> </ul>	<ul style="list-style-type: none"> <li>• To follow the local housing rules (for example, provide hot and cold water, remove insects and rodents, etc.)</li> <li>• To get rid of insects and rodents</li> <li>• To have a lease, or rental agreement, with the tenant</li> <li>• To let the renters know when rent goes up</li> <li>• To make improvements on the apartment or house as needed</li> <li>• To provide hot and cold water in the apartment or house</li> </ul>



## Transportation

### Pedestrian Safety

25 minutes

#### Objectives

Participants will be able to:

- ✓ understand basic elements of pedestrian safety
- ✓ understand that a police officer's role is to be helpful



#### Materials

- ☐ A hat representing a police officer for trainer
- ☐ “Mock Street Set-Up” (sample included)
- ☐ Masking tape
- ☐ “Pedestrian Safety Statements” (included)
- ☐ “Pedestrian Safety Statement Images” (included)



#### Key English Vocabulary

pedestrian	cross
sidewalk	crosswalk
signals	

#### Pre-Session Preparation

Prepare the “Mock Street Set-Up” with masking tape on the floor of the training space.

When facilitating the session, the trainer should wear the “police” hat.

#### Facilitator's Introduction of Session to Participants

Wearing the police hat, welcome participants to the session. Remind participants that police officers are in your community to help and they should not be afraid of them.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

#### Activity

Introduce participants to the street and explain where the “sidewalks” are. Discuss crossing the street and looking for cars before crossing. Remind participants that it is not safe to stand in the middle of the road, and to please stand on the sidewalks.

Tell participants that you, as the police officer, are going to read a statement about pedestrian safety. If participants think the answer is yes, they should cross the street to the other side. If the answer is no, participants should remain on the side of the street they were standing on before the question was asked.

Remind participants that they must make a decision and cross the street fully, as it is not safe to stand in the middle of the street. Encourage participants to look both ways before crossing the street.

Read “Pedestrian Safety Statements” one by one. Utilize the “Pedestrian Safety Statement Images” where needed. Clarify correct answers as needed.

When finished, ask the group to sit down and debrief together.

#### *Debriefing Questions to Ask Participants*

- ☺ What is hardest for you to understand about pedestrian safety?
- ☺ What is most similar to your previous experiences?
- ☺ What do you need to keep in mind regarding pedestrian safety?
- ☺ What additional questions do you have about pedestrian safety?

#### *Variations or Considerations*

Add a crosswalk to the mock street for participants to practice crossing safely on.

Add any specific statements identified by yourself or colleagues to address issues or needs of clients in your community.

When working with an individual or a small group, continue with the session as described; it is applicable to small and large groups alike.

Bicycle safety may also be a concern. The U.S. National Highway Traffic Safety Administration ([www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)) offers printer-friendly handouts on bicycle safety tips ([www.nhtsa.gov/staticfiles/nti/bicycles/pdf/8024b\\_ParentTips.pdf](http://www.nhtsa.gov/staticfiles/nti/bicycles/pdf/8024b_ParentTips.pdf)) and tips for children ([www.nhtsa.gov/parents/walk/NHS1-33758\\_Par\\_walk\\_koko.pdf](http://www.nhtsa.gov/parents/walk/NHS1-33758_Par_walk_koko.pdf)).



8-10 minutes

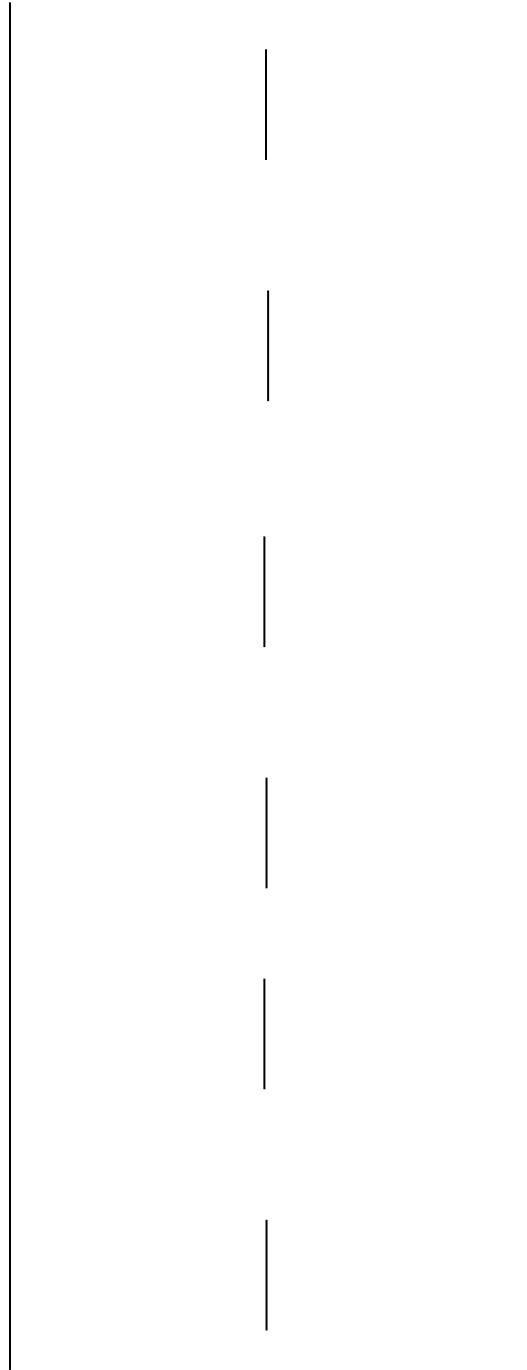
The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
pedestrian	A <i>pedestrian</i> is a person who is walking.	Amina follows the <i>pedestrian</i> safety laws by looking both ways before crossing the street.	Are there <i>pedestrian</i> safety laws in your home country? What are they?
cross	To <i>cross</i> is to move from one side to the other.	Julien presses the button for the WALK signal before <i>crossing</i> the street.	Talk about the rules for <i>crossing</i> the street.
sidewalk	A <i>sidewalk</i> is a path for walking on the side of a street or road.	In some cities you are not allowed to ride your bike on the <i>sidewalk</i> .	Are there <i>sidewalks</i> in your community?
crosswalk	A <i>crosswalk</i> is a lane or path that is marked off for people to cross the street on foot.	Kyaw feels safer crossing the street when she uses the <i>crosswalk</i> .	Is there a <i>crosswalk</i> near your home?
signals	<i>Signals</i> are ways to give information, directions, or warnings. People can make <i>signals</i> by moving. Machines can also give <i>signals</i> with lights or noises.	Korfa waits for the streetlight <i>signal</i> to change before crossing the street. Ayan rides her bike and <i>signals</i> so that the cars know when she is turning.	How do you <i>signal</i> that you are tired or hungry?

## Mock Street Set-Up

*Lines made with masking tape; “street” should be in the center of the floor with space on the “sidewalks” for participants to stand.*









## Pedestrian Safety Statements

Trainers should review the statements before the session. Answers that apply to all communities are bolded, below. The trainer should identify whether the other (non-bolded) answers should be “yes” or “no,” based on local laws and regulations, as these statements might be community-specific.

Show the corresponding Pedestrian Safety Images as noted.

1. This means it is safe to cross the street.  <i>Show corresponding image:</i> 	<b>Yes</b>	No
2. You should always cross the street at a crosswalk.	Yes	No
3. You can ride a bicycle on a sidewalk.	Yes	No
4. It is important to run across the street.	Yes	<b>No</b>
5. This means you should not cross the street.  <i>Show corresponding image:</i> 	<b>Yes</b>	No
6. It is safe to talk on a cell phone while crossing the street.	Yes	<b>No</b>
7. You should not text or email while crossing the street.	<b>Yes</b>	No
8. When riding a bike, you should use appropriate hand signals for turning and stopping.	<b>Yes</b>	No
9. There may be a button to press for a signal to begin crossing the street.	<b>Yes</b>	No
10. If this is blinking, it means you should not be crossing the street.  <i>Show corresponding image:</i> 	<b>Yes</b>	No
11. You should not step onto the street to cross between two parked cars.	<b>Yes</b>	No
12. Cars always stop for pedestrians in a crosswalk.	Yes	<b>No</b>
13. This is a stop sign.  <i>Show corresponding image:</i> 	Yes	<b>No</b>
14. You do not need to wear a helmet when riding a bike.	Yes	No

Pedestrian Safety Statement Images

Image for Question 1: This means it is safe to cross the street.



Image for Question 5: This means you should not cross the street.



Image for Question 11: If this is blinking, it means you should not be crossing the street.



Image for Question 14: This is a stop sign.







## Transportation

### Getting Around a Community

35 minutes

#### Objectives

Participants will be able to:

- ✓ practice following and giving directions from one place to another
- ✓ practice using directional English words
- ✓ relate practice to getting around in their community



#### Materials

- ✓ “Getting Around a Community Map” (included), 1 per pair or group of participants
- ✓ Red, orange, yellow, green, blue, pink, and purple markers or highlighters
- ✓ “Directional Cards” (included), 1 per pair or group of participants



#### Key English Vocabulary

transportation	avenue
across	directions
get around	

#### Pre-Session Preparation

Cut up the sets of “Directional Cards.”

If printing in black-and-white, color the four houses, bus lines, and bus stops appropriately on the “Getting Around a Community Map” and “Directional Cards.”

#### Facilitator’s Introduction of Session to Participants

You have started learning how to get around in your new community. This session will help you practice giving and following directions in your new community.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Divide participants into pairs or groups of three. Distribute “Getting Around A Community Maps” to each group. Explain the map to participants: streets, buildings, the 4 houses, the 2 bus lines (purple, the 1A, and orange, the 6F), bus stops (pink circles), the bus transfer point, avenues, and streets.

Say the following English phrases aloud, and have participants repeat them:

- “Take a left at the \_\_\_\_” and, “Take a right at the \_\_\_\_.”
- “Go past the \_\_\_\_.”
- “Stop when you get to \_\_\_\_.”

Ensure participants understand what these phrases mean.

### *Activity*

Distribute “Directional Cards” to the small groups. Participants take turns choosing a “Directional Card” and telling their partner or group how to get from the first place to the second. Participants should use as much English as they can: left, right, straight, bus, bus stop, street, avenue, etc.

Bring the full group together and debrief how the activity went.

### *Debriefing Questions to Ask Participants*

- ☺ What was easy?
- ☺ What was challenging?
- ☺ How is this similar to your previous experiences?
- ☺ How is this similar to your current community?
- ☺ How can you identify someone likely to give you directions?
- ☺ What have you learned from this activity?

### *Variations or Considerations*

When working with an individual or a small group, continue with the session as described. The trainer can pair with a participant if needed.

Following the “Debriefing Questions,” display a map of the community participants live in. Discuss how this is similar and different from the maps used in this activity. If community maps are not available, obtain one from online ([maps.google.com](https://maps.google.com); [www.mapquest.com](https://www.mapquest.com); [www.aaa.com](https://www.aaa.com)).

Teach participants how to use online resources to get around.



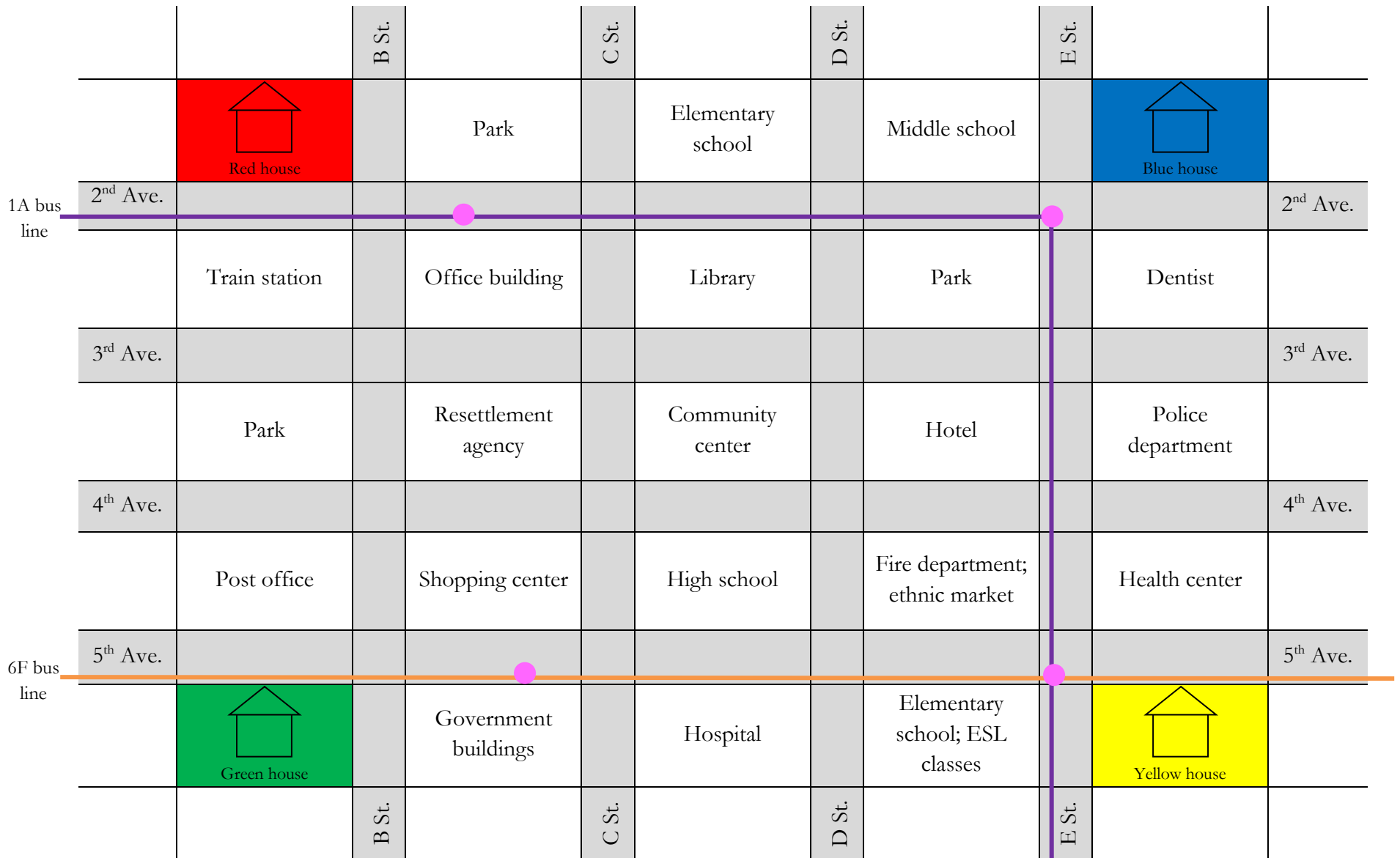
8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

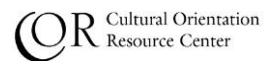
Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
transportation	<i>Transportation</i> is moving things or people from one place to another.	In some countries they use cars for <i>transportation</i> more than buses and trains.	In your home country, what kind of <i>transportation</i> is most common?
avenue	An <i>avenue</i> is wider or bigger than a street.	The school and library are on Maple <i>Avenue</i> .	Are there any <i>avenues</i> in your new town?
across	<i>Across</i> means on the other side of.	The dentist is <i>across</i> the street from the police department.	What is <i>across</i> the street from where you live?
directions	<i>Directions</i> are information about which way to go.	Louise gave Claudia <i>directions</i> to the post office.	Have you asked for <i>directions</i> before?
get around	To <i>get around</i> is to move around a place by walking, biking, driving, or taking a bus, metro, taxi or other transportation.	Sumitra <i>gets around</i> town by biking.	How do you <i>get around</i> ?

# Getting Around a Community Map



Domestic Community Orientation Curriculum Transportation



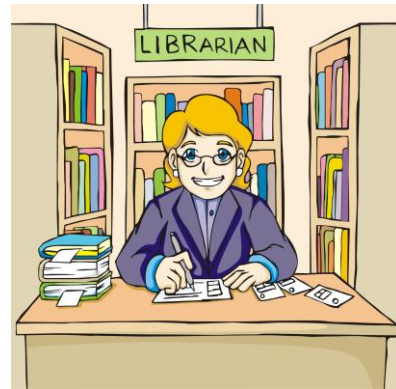
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Directional Cards

1. Yellow house



2. Library



1. ESL class at the elementary school



2. Park



1. Police department



2. Post office





1. Train station



2. Green house



1. Community center



2. Yellow house



1. Fire department



2. Red house



1. Office building



2. Health clinic



1. Government building



2. Dentist



1. Red house



2. Hospital



1. Hotel



2. Shopping center



Park



2. Yellow house



1. Blue house



2. Resettlement agency



1. Middle school



2. High school



1. Elementary school near the parks



2. Ethnic market







## Employment

### Path to Finding a Job

45 minutes

#### Objectives

Participants will be able to:

- ✓ describe the steps to applying and getting a job
- ✓ determine why it is important to stay at a job for a certain period



#### Materials

- ☐ Six-sided die, 1
- ☐ “Playing Squares” (included)
- ☐ “Playing Space Diagram” (included)
- ☐ Masking tape



#### Key English Vocabulary

work	résumé
interview	employment
	counselor or specialist
supervisor	

#### Pre-Session Preparation

Set up the “Playing Squares” in the training space according to the “Playing Space Diagram.”

#### Facilitator’s Introduction of Session to Participants

This session’s game will review the common steps of looking for a job.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

#### Activity

Divide participants into 3-6 teams depending on the size of the group. Ask teams to choose a teammate to act as their playing piece.

Teams stand together to the sides of the game board; playing pieces stand on “Prepare Your Résumé” starting place.

Teams take turns moving through the game board one space at a time. When a playing piece reaches a space that requires a decision, team members roll the die to determine their team’s next move.



Discuss as necessary as playing pieces move through the playing board.

When the game is over, gather participants in the full group to debrief.

### *Debriefing Questions to Ask Participants*

- ☺ What happened to your team's playing piece during the game?
- ☺ What did you notice about the other playing pieces?
- ☺ Is finding a job easy or difficult?
- ☺ What is important to remember about finding a job?
- ☺ Why is longevity in a job important and helpful?
- ☺ What will be your next steps in finding a job?

### *Variations or Considerations*

A die can easily be made from paper on this website:

[www.toolsforeducators.com/dice/make1\\_text.php](http://www.toolsforeducators.com/dice/make1_text.php).

Depending on time, the game may need to be cut short without allowing all teams to finish. Be sure to allow at least one team to finish, however (perhaps by only rolling for one team if time is running short).

When working with an individual or a small group, participants can play individually instead of on teams.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
work	<i>Work</i> is a job. <i>Work</i> can also mean to have or do a job.	You can use the word <i>work</i> in two different ways (as a noun and as a verb). Noun: She enjoys her <i>work</i> at the hospital. Verb: I <i>work</i> at the hospital.	Tell your partner about any <i>work</i> that you did in your home country or that you do now.
résumé	A <i>résumé</i> is a short way of writing about a person’s education, work experience, and skills.	Parash writes a <i>résumé</i> to help find a job. He writes a list of his work in Bhutan, the languages he speaks, and his computer skills.	What information would you write in your <i>résumé</i> ?
interview	An <i>interview</i> is a meeting between a person who has a job to offer and a person who wants the job.	At the job interview, Than answers questions about his job skills and his work experience. Than asks questions about the pay and the work.	What questions could you ask at a job <i>interview</i> ? <ul style="list-style-type: none"> <li>• “How much does the job pay?”</li> <li>• “When will the job start?”</li> </ul>
employment counselor or specialist	An <i>employment counselor</i> gives advice about finding or keeping a job.	An <i>employment counselor</i> will ask you what skills you have and what kind of job you like. Then the <i>employment counselor</i> will tell you how to find a job that matches your skills and interests.	What questions would you ask an <i>employment counselor</i> ? <ul style="list-style-type: none"> <li>• “Can I work at night so I can go to school in the morning?”</li> <li>• “Can I get a job near the bus line?”</li> </ul>

supervisor	A <i>supervisor</i> is a person who is responsible for other people in a workplace. People often use the word “boss” for <i>supervisor</i> , but that word is less formal.	The <i>supervisor</i> warned the employees not to be late.	What is the difference between a <i>supervisor</i> and an employee?
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## Playing Squares

### Order:

1. Start: Prepare your résumé
2. Find a job to apply for
3. Adjust your résumé and apply for the job
4. Wait to hear
5. Receive call for interview
6. Interview
7. Receive job offer
8. Complete necessary paperwork
9. Begin your new job
10. Continue with your job (and roll the die)
11. *The following should be grouped together (refer to the Playing Space Diagram for a visual):*
  - 1: Quit within 1 month; go back to finding a job to apply for
  - 2-3: Stay for 6 months; sign up for health insurance through job
  - 4: Stay for 1 year; receive a pay raise
  - 5: Stay for 2 years; supervisor offers you a promotion
  - 6: Stay for 3 years; supervisor offers you a promotion with a raise

# Start: Prepare your résumé



# Find a job to apply for

**1-3: Talk to friends**

**4: Receive referral from employment specialist**

**5: Look for help wanted signs**

**6: Search online or in newspaper**

**Adjust your  
résumé and  
apply for the job**

# Wait to hear

**1-2: Continue applying for other jobs while waiting; stay here**

**3-4: Get call for an interview, move ahead 1 space**

**5: Don't hear back; go back 2 spaces**

**6: Don't hear back; go back 3 spaces**

# Receive call for interview

# Interview

**1: Arrive late; go back 4 spaces**

**2-3: Arrive on time; make eye contact and shake hands; do not get job and go back 4 spaces**

**4: Arrive on time; make eye contact and shake hands; stay here for second interview (then roll again)**

**5-6: Arrive on time, make eye contact, shake hands, and use some English; move ahead 1 space**



# Receive job offer

**1-2: Accept job; move ahead 1 space**

**3: With benefits, accept offer; move ahead 1 space**

**4: Unable to agree on terms of position; go back 5 spaces**

**5: Compromise on pay and benefits; move ahead 1 space**

**6: Do not accept job; go back 5 spaces**

# Complete necessary paperwork

**1-3: Wait until next turn to move ahead 1 space**

**4-6: Move ahead 1 space**

# Begin your new job

**1-2: Work hard and take on additional tasks**

**3-4: Do adequate amount of work**

**5: Complain about work and are unhappy**

**6: Complain about work and lose your job; go back to finding a  
job to apply for**

# Continue with your job

**Roll the die**

**1: Quit within 1  
month; go back to  
finding a job to  
apply for**



**2-3: Stay for 6 months;  
sign up for health  
insurance through job**

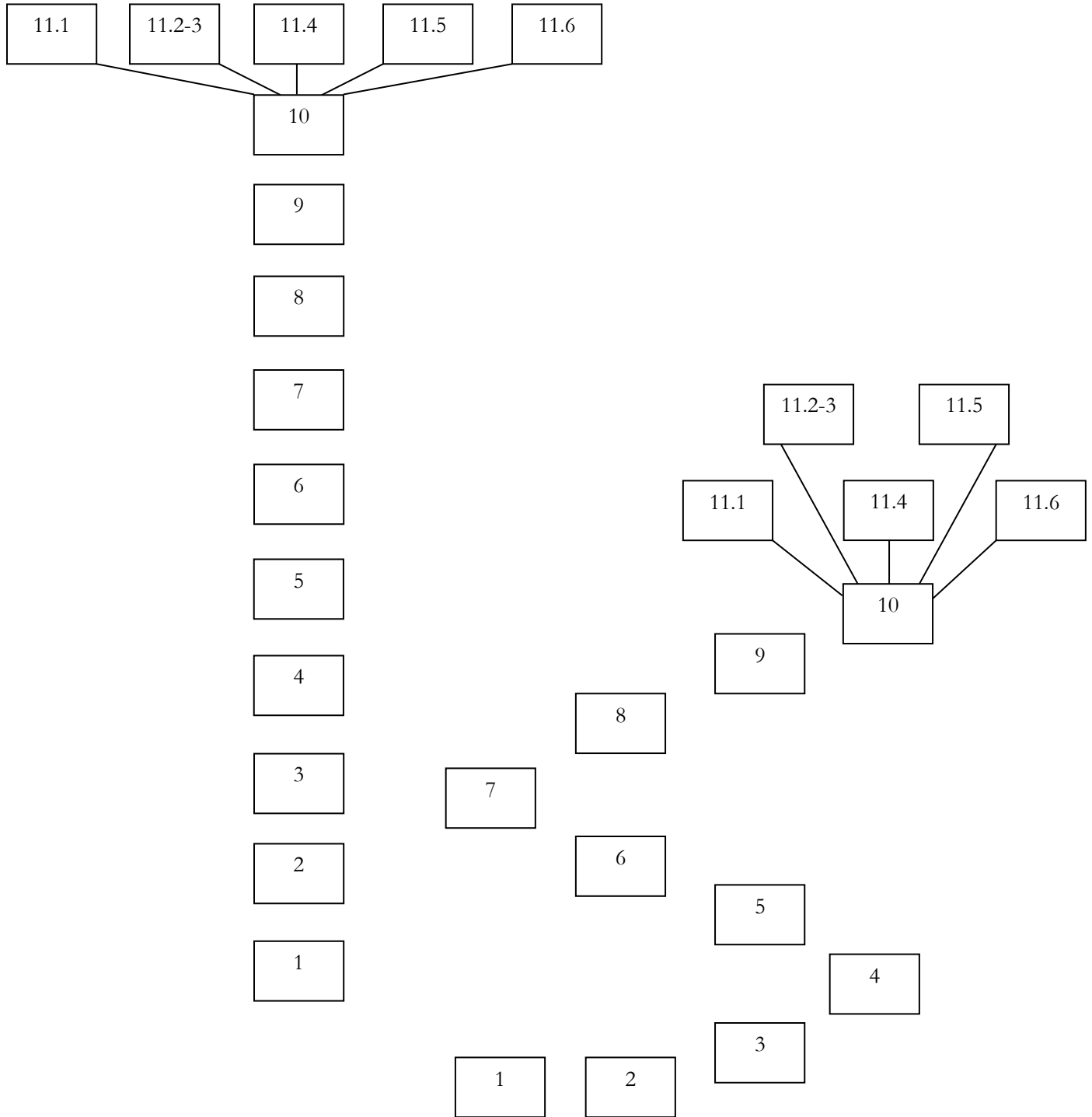
**4: Stay for 1  
year; receive  
pay raise**

**5: Stay for 2 years;  
supervisor offers  
you a promotion**

**6: Stay for 3 years;  
supervisor offers  
you a promotion  
with a raise**

## Playing Space Diagram

Move all furniture to the sides of the training space. Tape printed playing spaces on the floor, spaced out so playing pieces (people) can stand on playing spaces, but leaving enough room for other participants to stand around the game board. Spaces can be in a line (such as a diagram on the left) or, if space does not allow, in more of a circular formation (such as the diagram on the right). Lines can be made with tape.







## Employment

### Marketable Skills

60 minutes

#### Objectives

Participants will be able to:

- ✓ identify their personal job skills
- ✓ consider a job description
- ✓ match skills with the jobs that require those skills
- ✓ determine the level of English required for different types of jobs



#### Materials

- ☐ “Marketable Skills Worksheet” (included, to be printed double-sided), 1 per participant
- ☐ Writing implements, 1 per participant
- ☐ “Skills Pictures” (included)
- ☐ Tape
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board
- ☐ “Marketable Skills Job Descriptions” (included), 1 per group of 4-5
- ☐ “English Knowledge Scale” (sample included)



#### Key English Vocabulary

marketable skills	qualify
position	required
preferred	

#### Pre-Session Preparation

Read over activity plan; research and include additional skills based on those held by participants.

Incorporate additional job descriptions based on the positions refugees commonly find in your area.

Hang the “English Knowledge Scale” in the training space.

Put a piece of tape on each “Skills Picture.”

#### Facilitator’s Introduction of Session to Participants

This session will give us an opportunity to review marketable skills in employment.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Distribute “Marketable Skills Worksheets” and writing implements. Participants circle pictures of skills they possess or activities they are capable of performing. Participants add any additional skills they might have, and rate their level of English at the bottom of the worksheet. Remind participants that caring for children and homes are jobs with many skills required.

In pairs or groups of three, participants share their marketable skills worksheets, languages they have had to speak in various jobs, and certificates or degrees they needed to do their jobs.

Bring the full group together. Ask participants what skills they have that would be helpful for a job. Hang “Skills Pictures” for those covered, and make a list on a flipchart or board for skills without pictures.

### *Activity*

Tape the remaining “Skills Pictures” randomly on the walls around the training space.

Divide participants into groups of 4-5. Distribute one “Marketable Skills Job Description” to each group. Introduce the “English Knowledge Scale,” which participants already found on their worksheets.

Groups review “Marketable Skills Job Descriptions” and identify skills needed to complete the job. Groups then walk around the training space and take any “Skills Pictures” needed for the job description off the wall. For example:

- Job Description 1 *Housekeeping – Room Attendant* skills: change bed sheets; clean spaces; vacuum; lift heavy materials; walk/stand for long periods of time; stock cart or shelves
- Job Description 2 *General Production – Meat cutter* skills: use knife; operate mechanical equipment; follow rules; use good hand-eye coordination; walk/stand for long periods of time
- Job Description 3 *Truck Driver* skills: be punctual; keep records; clean spaces; service vehicle; lift heavy materials; drive large vehicles
- Job Description 4 *Cashier* skills: follow rules; count money; mark prices; collect payments; be detail-oriented; be punctual; work quickly; communicate in friendly way
- Job Description 5 *Child Care Worker* skills: nurture children; change diapers; serve food; supervise children; communicate with parents

Groups tape their job description on the wall with the skills required on the wall below the description. Groups then determine the level of English that would be needed to perform that job.

When groups have finished developing their job descriptions, bring the full group together.

Small groups tell participants the job they have developed and the skills needed, as well as the English ability necessary. Encourage participants to speak in English as much as possible and point to the pictures to promote understanding.

Ask participants to refer to their worksheets again and think about the jobs they could perform based on the skills they have. Remind participants that their level of English is a skill to consider, as well. Degrees or certifications are also useful, although they customarily need to be translated, or may need to be from the U.S.

#### *Debriefing Questions to Ask Participants*

- ☺ What marketable skills do you have?
- ☺ What positions are you currently qualified and skilled for?
- ☺ Why is your level of English important to consider?
- ☺ How can you best show potential employers that you have the necessary skills for a job?
- ☺ If you did not have the necessary skills for a position, what would you do?

#### *Variations or Considerations*

When working with an individual or a small group, discuss the “Marketable Skills Worksheets” as a full group. For the activity, create smaller groups and use lesser “Marketable Skills Job Description” as needed.



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
marketable skills	<i>Marketable skills</i> are skills that will help you to get a job, such as typing, hammering, or folding sheets.	Abakar wrote a list of his <i>marketable skills</i> for his résumé when he applied for a job.	What are some of your <i>marketable skills</i> that are important for a job in your home country?
qualify	To <i>qualify</i> means to have the skills needed for a certain job.	Beatrice things that her skills <i>qualify</i> her for the job. She feels <i>qualified</i> .	What helps someone to <i>qualify</i> for a job?
position	A <i>position</i> is another word for a job.	Yalda is applying for the <i>position</i> of cashier at the store.	What is a <i>position</i> you would like to have?
required	<i>Required</i> means that something must be done.	It is <i>required</i> that students take a test at the end of the school. Year.	What skills are <i>required</i> if you want to work in a restaurant?
preferred	<i>Preferred</i> means that something is liked better, but not required.	It is <i>preferred</i> for Julien to have a driver’s license for the job, but it is not required.	What level of English is <i>preferred</i> for working at a bank? A high level or a low level?

Marketable Skills Worksheet

Directions: Circle the skills below that you have performed in the past or are capable of performing.

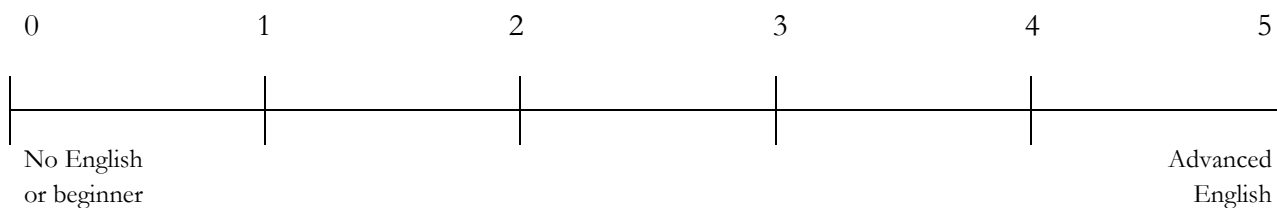
			
<p>be detail-oriented</p>	<p>be punctual</p>	<p>change bed sheets</p>	<p>change diapers</p>
			
<p>clean spaces</p>	<p>collect payments</p>	<p>communicate in friendly way</p>	<p>communicate with parents</p>
			
<p>count money</p>	<p>drive car</p>	<p>drive large vehicles</p>	<p>file papers</p>
			
<p>follow rules</p>	<p>iron clothes or linens</p>	<p>keep records</p>	<p>lift heavy materials</p>
			
<p>mark prices</p>	<p>nurture children</p>	<p>operate mechanical equipment</p>	<p>read</p>



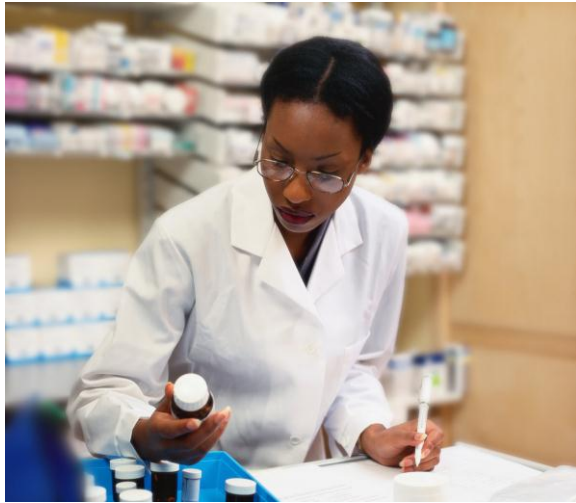
			
serve food	service vehicle	stock cart or shelves	supervise children
			
type on keyboard	use calculator	use good hand-eye coordination	use knife
			
vacuum	walk/stand for long periods of time	wash clothes or linens	work quickly

*Write about or draw other skills you have that were not already mentioned above:*

*Directions: On the graph below, circle your current level of English, 0 being no English or beginner, and 5 being advanced English.*



Skills Pictures



be detail-oriented



be punctual



be punctual



be punctual





be punctual



change bed sheets



change diapers



clean spaces



clean spaces



collect payments



communicate in friendly way



communicate with parents





count money



drive car



drive large vehicles



file papers





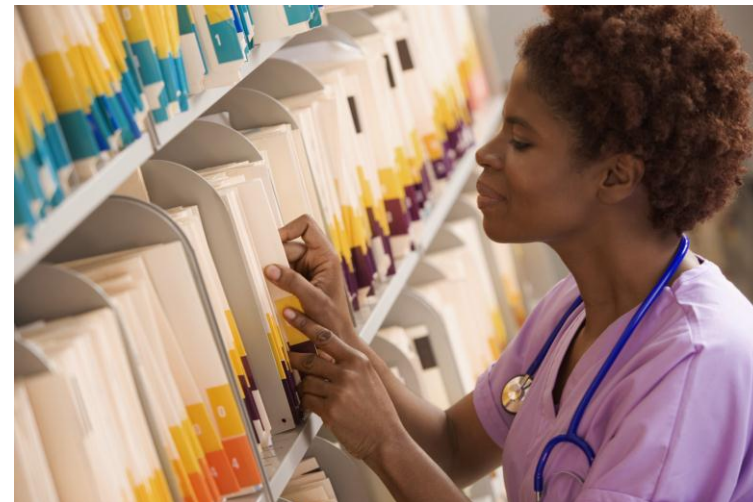
follow rules



follow rules



iron clothes or linens



keep records



lift heavy materials



lift heavy materials



mark prices



nurture children



operate mechanical equipment



read



serve food



serve food





service vehicle



stock cart or shelves



stock cart or shelves



supervise children



type on keyboard



use calculator



use good hand-eye coordination



use knife





vacuum



walk/stand for long periods of time



walk/stand for long periods of time



wash clothes or linens



work quickly

## Marketable Skills Job Descriptions

### Job Description 1

#### **R&R Hotel**

##### *Housekeeping – Room Attendant*

Room Attendants are responsible for maintaining the cleanliness of all guestrooms, hallways, and public areas in accordance with hotel standards. Responsibilities include: servicing guestrooms daily (properly changing bed linens, sanitizing and cleaning restrooms, vacuuming floors), and restocking cart with room supplies. This position requires strong attention to detail, the ability to lift 30 lbs. and to walk/stand all day, and the ability to communicate effectively with guests and team members verbally. Applicants must be able to work a flexible schedule that includes nights and weekends. Six months previous cleaning or hotel experience is preferred.

### Job Description 2

#### **Stevie's Meat Factory**

##### *General Production – Meat cutter*

Meat cutters are responsible for cutting and slicing meat into smaller pieces on a production line as it passes along a conveyor belt. Responsibilities include: using a knife properly, operating mechanical equipment, following food and safety regulations, and working in a safe and effective manner to meet productivity and quality goals. The ideal candidate will be a demonstrated self-starter with excellent hand-eye coordination, the ability to work well in a team environment, along with the ability to stand for long periods of time in a low temperature environment. Applicants should be willing to work a flexible schedule (different shifts, weekends, holidays, overtime). Previous meat production experience is desirable, but not required.

### Job Description 3

#### **Ican Drive Trucking Company**

##### *Truck Driver*

Drive trucks to transport and deliver cargo in a safe and timely manner to specified destinations. Responsibilities include: maintaining records of materials and products transported; cleaning, inspecting, and servicing the vehicle; and assisting in loading and unloading the truck manually. This position requires a high school diploma or GED, 2 years tractor/trailer experience, and a Class A CDL. Applicants must not have convictions for reckless driving in the past 5 years, and/or convictions for DUI in the past 5 years.

## Job Description 4

### **The Food Mart**

#### *Cashier*

Cashiers operate the cash registers to total customer purchases in accordance with store policy. Responsibilities include: counting money in the cash drawer at the beginning and end of each work shift; stocking shelves and marking prices on items; and collecting cash, check, or charge payments from customers. This position requires a GED or high school diploma, strong attention to detail, the ability to complete work in a timely and accurate fashion, and the ability to communicate with customers in a friendly manner.

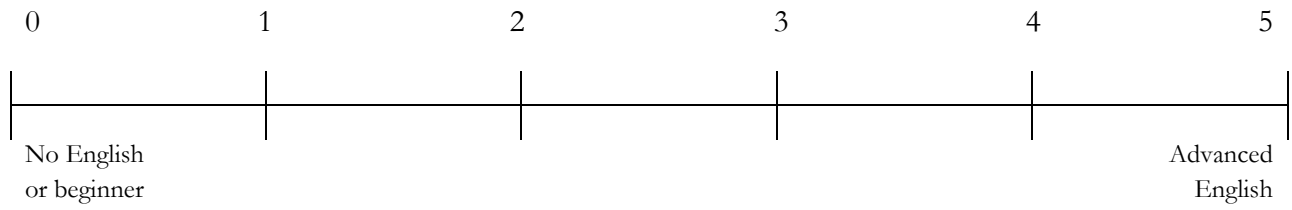
## Job Description 5

### **Kiddie Korner Day Care**

#### *Child Care Worker*

Child care workers attend to the needs of children in their care. Responsibilities include: maintaining a safe and nurturing environment for children, changing diapers, serving lunch, monitoring children's play activities, and communicating with parents about their children's behavior and progress. The ideal candidate will have a high school diploma or equivalent, at least two years of experience caring for children from the ages of 2-6, and plenty of patience and energy.

## English Knowledge Scale







## Learning English

### The Importance of English

30 minutes

#### Objectives

Participants will be able to:

- ✓ discuss the importance of English in day-to-day interactions
- ✓ compare the experiences of using English versus not
- ✓ consider the importance of using English even when not fully confident



#### Materials

- ☐ “Sign Labels” (included)
- ☐ String
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board
- ☐ “Shopping Role Plays” (included), 2 copies of each



#### Key English Vocabulary

language level      beginner  
advanced              task

#### Note to Trainer

Consider conducting this activity plan in conjunction with the previous activity plan, *Learning English: Ways to Practice English*. These two plans are designed to first encourage participants to consider the importance of learning English and then to strategize how they themselves can practice English in their daily lives.

#### Pre-Session Preparation

Cut 3 pieces of string approximately 30 inches long. Make 2 holes in the tops of the sign labels and tie a piece of string through the holes so they can hang around a person’s neck.

#### Facilitator’s Introduction of Session to Participants

As you know, learning English can help ease your situation in the U.S.

We will continue discussing the importance of English in this session.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise by asking participants to think about some tasks they do where speaking English is helpful in their community. With a partner, participants discuss where speaking English is important. Bring the full group together and ask for highlights from the

discussions. List places where English is helpful on flipchart or the board.

### *Activity*

Ask for three participants who speak and read a moderate level of English to come to the front of the room. Label them with the “Sign Labels.”

Introduce the three participants as a store employee and two shoppers. Tell participants that one shopper will enter a store and interact with the employee, and then the second shopper will do the same. Both shoppers are looking for bed sheets.

Distribute “Shopping Role Play 1” to “Shopper #1” and the “Store Employee.” They act out their script. Shopper #1 exits.

Distribute “Shopping Role Play 2” to “Shopper #2” and the “Store Employee.” They act out their script.

When finished, discuss the “Shopping Role Plays” with the following debriefing questions.

### *Debriefing Questions to Ask Participants*

- ☺ What similarities did you notice between the two role plays?
- ☺ What differences did you notice?
- ☺ Which shopper had an easier time? Why?
- ☺ What can you say about using English based on these two role plays?

### *Variations or Considerations*

If most participants cannot read English, the trainer can play the role of the “Store Employee” and another staff member can play the role of “Shopper #2.”

When working with an individual, ask two staff members to play the roles of “Shopper #1” and “Shopper #2.”



## Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
language level	A <i>language level</i> is the amount of a language that a person speaks, understands, reads, or writes.	Jamin speaks a high <i>level</i> of English, but her reading and writing of English are at a lower <i>level</i> .	What is your <i>level</i> of English? What is your <i>level</i> in other <i>languages</i> ?
beginner	<i>Beginner</i> means just starting at something.	Xavier is just starting to learn English. He is a <i>beginner</i> . He is taking the <i>beginner</i> class.	What language do you speak at a <i>beginner</i> level?
advanced	<i>Advanced</i> means much higher than the beginning level.	Yi Yi has been swimming for many years. She is a very <i>advanced</i> swimmer.	What language do you speak at an <i>advanced</i> level?
task	A <i>task</i> is a piece of work to do.	Abdi has many <i>tasks</i> to do today. He must clean the kitchen, buy new towels, and return a book to the library.	What <i>tasks</i> did you do today?

# Store

# Employee

# Shopper

# #1



# Shopper

# #2

Shopping Role Play #1

*Shopper #1 approaches Store Employee.*

Store Employee: Good afternoon and welcome to the Great Department Store. Can I help you today?

Shopper #1: Yes.

Store Employee: Sure. What are you looking for?

Shopper #1: No English.

Store Employee: Oh, you don't speak English. What language do you speak?

Shopper #1: No English.

Store Employee: Do you speak Spanish or Arabic? Two of our staff members could help you with those languages.

Shopper #1: No English.

Store Employee: Well, we can walk around the store and you can point to what you are looking for.

Shopper #1: Bed.

Store Employee: Okay, let's start in the department with bedding.

*Store Employee walks away. Shopper #1 follows.*

Shopping Role Play #2

*Shopper #2 approaches Store Employee.*

Store Employee: Good afternoon and welcome to the Great Department Store. Can I help you today?

Shopper #2: Yes. I speak some English, but not a lot.

Store Employee: Well, I am happy to help you. What are you looking for?

Shopper #2: Covers. Bed covers. Covers for a bed.

Store Employee: Sure, we have those. Do you mean blankets?

Shopper #2: No, flat covers. For on top of the bed, that go under blankets.

Store Employee: Oh, yes, do you mean sheets?

Shopper #2: Yes, bed sheets. Thank you.

Store Employee: Not a problem. Our bed sheets are over here. We have many choices in different price ranges. You will have to tell me what size bed you have.

*Store Employee walks away. Shopper #2 follows.*



## Learning English

### Ways to Practice English

35 minutes

#### Objectives

Participants will be able to:

- ✓ identify the four language domains or skills
- ✓ match an activity with the language skill used in doing that activity



#### Materials

- ☐ “Language Skills Cards” (included) for half of the participants
- ☐ “Action Cards” (included) for half of the participants
- ☐ Ways to “Practice English Worksheets” (included), 1 per participant
- ☐ Writing implements, 1 per participant



#### Key English Vocabulary

to practice	conversation
complete	join
listen	hear

#### Note to Trainer

Consider conducting this activity plan in conjunction with the previous activity plan, *Learning English: The Importance of Learning English*. These two plans are designed to first encourage participants to consider the importance of learning English and then to strategize how they themselves can practice English in their daily lives.

#### Facilitator’s Introduction of Session to Participants

This session will assist you in identifying new ways to learn and practice your English. As you may know, there are four main aspects of learning a language: reading, writing, listening, and speaking.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Divide the group in half. Distribute “Language Skills Cards” to half the group and “Action Cards” to the other half.

Participants mingle and find someone with an opposite set of cards which complements their own card. For example, *reading* can be practiced by *reading a newspaper*.

When participants have found a match, they trade cards and find a different person to match with. Remind participants that most “Action Cards” can match more than one type of “Language Skill Card,” and vice versa. For example, *talking with an English speaker* practices both *speaking* and *listening*.

Bring the full group together. Discuss how the activity went and what people learned.

### *Activity*

Distribute “Ways to Practice English Worksheets” and writing implements to participants. Participants check off the ways they have already tried learning English, and circle new ways they will continue to practice their English skills. If participants have thought of other ways to learn English, these ways can be written or drawn at the bottom of the worksheet.

Bring the full group together and debrief.

### *Debriefing Questions to Ask Participants*

- ☺ What are some ways you have practiced your English?
- ☺ What are some ways you will continue to practice your English?
- ☺ How will you take action to accomplish this?
- ☺ Why is using multiple ways to learn English useful?

### *Variations or Considerations*

When working with an individual or a small group of participants, play a game of “Memory” with the “Language Skills Cards” and “Action Cards.” Turn all cards face-down. Participants take turns flipping two cards over. If the cards match, the participant removes the two cards and flips two more cards over; if the cards do not match, the next participant takes a turn. Continue with the “Ways to Practice English Worksheets” as described.

























8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.








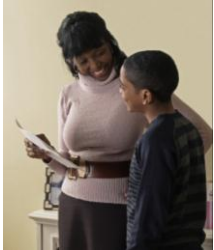

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
to practice	To <i>practice</i> is to do something over and over to get better skills.	Dahiro <i>practices</i> her English by speaking with her neighbors and reading the newspaper.	What are some skills that you <i>practice</i> every week?
conversation	A <i>conversation</i> is a talk that two or more people have. It is also called a discussion.	Henri has a <i>conversation</i> with his son’s teacher.	What is hard about <i>conversations</i> in English? What helps you to understand <i>conversations</i> in English?
complete	<i>Complete</i> means to finish. It can also mean to write the answers on a paper.	Namita <i>completes</i> her last year in high school. Kyi is <i>completing</i> the paperwork at the doctor’s office.	What paperwork do parents have to <i>complete</i> at their child’s school?
join	To <i>join</i> is to come together with a group or to become a member of a group.	Bisrat <i>joins</i> his friends to go to the beach. Adam is <i>joining</i> the cooking club at school.	Is there a club or organization that you want to <i>join</i> ?
listen	To <i>listen</i> is to pay attention to something and try to hear.	Zeneb <i>listens</i> to the music. Jamyang <i>listens</i> to the teacher.	What music do you <i>listen</i> to?
hear	To hear is to get sound with the ears. The sound must be loud enough to hear.	Sami listens to the music, but it is hard to <i>hear</i> because of the noise outside.	What do you <i>hear</i> outside your window at night?

Language Skills Cards










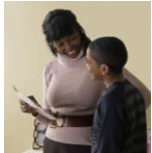

<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 

Action Cards

			
<p>Reading street signs</p>	<p>Writing letters to a friend</p>	<p>Watching movies or television</p>	<p>Joining (or creating) an English speaking group</p>
			
<p>Reading local newspapers</p>	<p>Completing worksheets</p>	<p>Listening to your English teacher</p>	<p>Talking with your neighbors</p>
			
<p>Searching online websites</p>	<p>Completing job applications</p>	<p>Listening to your case manager</p>	<p>Talking with people at stores, shops, or markets</p>
			
<p>Reading instructions or recipes</p>	<p>Writing in a journal</p>	<p>Listening to the radio</p>	<p>Having “English only” time at home each day</p>
			
<p>Reading report cards</p>	<p>Sending emails</p>	<p>Listening to your child tell you about their school day</p>	<p>Talking on the telephone</p>

## Ways to Practice English Worksheet

*Directions: Check off the ways you have already tried practicing English. Circle new ways you will continue to practice English. If you have thought of other ways to learn English, write or draw those into the blank squares at the bottom of the worksheet.*

<i>Read</i>	<i>Write</i>	<i>Listen</i>	<i>Speak</i>
 Reading street signs	 Writing letters to a friend	 Watching movies or television	 Joining (or creating) an English speaking group
 Reading local newspapers	 Completing worksheets	 Listening to your English teacher	 Talking with your neighbors
 Searching online websites	 Completing job applications	 Listening to your case manager	 Talking with people at stores, shops, or markets
 Reading instructions or recipes	 Writing in a journal	 Listening to the radio	 Having "English only" time at home each day
 Reading report cards	 Sending emails	 Listening to your child tell you about their school day	 Talking on the telephone



## Education

### Understanding the School

55 minutes

#### Objectives



Participants will be able to:

- ✓ identify expectations in U.S. schools
- ✓ match activities, rules, or expectations with the associated part of the school building
- ✓ describe common school rules and expectations

#### Materials

- ☐ “School Room Cards” (included)
- ☐ “School Expectations Cards” (included)
- ☐ “School Room and Expectation Cards Answer Key” (included)



#### Key English Vocabulary

grade	elementary school
middle school	junior high school
high school	rules
expectations/ to expect	

#### *Facilitator’s Introduction of Session to Participants*

Each country in the world has a different education system. Even within the United States, schools can look very different. There are schools for different age groups. There are public, private, magnet, and charter schools. Some schools have a theme, such as science and technology or fine arts. Although U.S. schools are all different, there are some common features and expectations.

#### *Introductory Exercise*

Conduct a “think-pair-share” exercise by asking participants to think about what they already know about American schools, including customs, rules, and expectations. Participants pair with a partner and share their ideas.

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

#### *Activity*

Distribute a “School Room Card or School Expectation Card” to each participant. If participants are unfamiliar with the contents of their card, they can switch with another participant.



Participants with “School Room Cards” stand on the outside of the training space walls with their pictures facing towards the middle of the training space. All other participants walk around the training space to view the “School Room Cards.”

Participants with “School Expectation Cards” find the “School Room Card” associated with that activity, rule, or expectation, and stand with that “School Room Card.” In their “School Rooms,” participants discuss what happens there.

Bring the full group together and ask small groups to describe their “School Rooms” to the full group. Refer to the “School Room and Expectation Cards Answer Key.” Address any misconceptions or variations.

#### *Debriefing Questions to Ask Participants*

- ☺ If you were telling your child about the school rules and expectations you just learned, what would you say?
- ☺ How does the U.S. educational system compare with your previous educational experiences?

#### *Variations or Considerations*

Depending on the literacy level of participants, use fewer picture cards and more sentence strips, or vice versa.

If there are not enough “School Room Cards” or “School Expectation Cards” for all participants, create more or put participants into pairs.

When working with an individual or a small group, hang the “School Rooms” around the training space prior to the session. The full group moves from “School Room” to “School Room” and discusses where “School Expectations” belong.



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
grade	A <i>grade</i> is how students are grouped in school. <i>Grades</i> are from kindergarten to 12 <sup>th</sup> grade. A <i>grade</i> can also be a number or letter that shows the quality of schoolwork.	Isabel is in third <i>grade</i> . She gets good <i>grades</i> in all her subjects.  The third <i>grade</i> class is going on a field trip to the zoo next week.	Are students grouped into <i>grades</i> in your home country or country of asylum?
elementary school	<i>Elementary school</i> is primary education in the lower grades. It may be kindergarten to grade 5 or 6.	Saw is in <i>elementary school</i> .	Do you know any students in <i>elementary school</i> ?
middle school	<i>Middle school</i> is grades 6, 7, and 8.	Next year Bikash will be in <i>middle school</i> .	Do you know any students in <i>middle school</i> ?
junior high school	<i>Junior high school</i> is grades 7 and 8.	Some towns have <i>middle schools</i> . Other towns have <i>junior high schools</i> .	
high school	<i>High school</i> is grades 9-12.	Namina wants to go to college after <i>high school</i> .	Do you know any students in <i>high school</i> ?
rules	<i>Rules</i> are laws or directions that guide behavior.	One of the <i>rules</i> at school is that you cannot run in the hall.	What <i>rules</i> do you have in your house?
expectations/ to expect	<i>Expectations</i> are like rules, but they are not always written down. It is how we hope that people will act.	One of the classroom <i>expectations</i> is to be ready to learn at all times. Ebrahim’s teacher <i>expects</i> that students have their pencils and notebooks ready.	What are other <i>expectations</i> that a teacher might have?

School Room Cards



After-School Activities



Art Room





Bathrooms



Cafeteria



Computer Lab

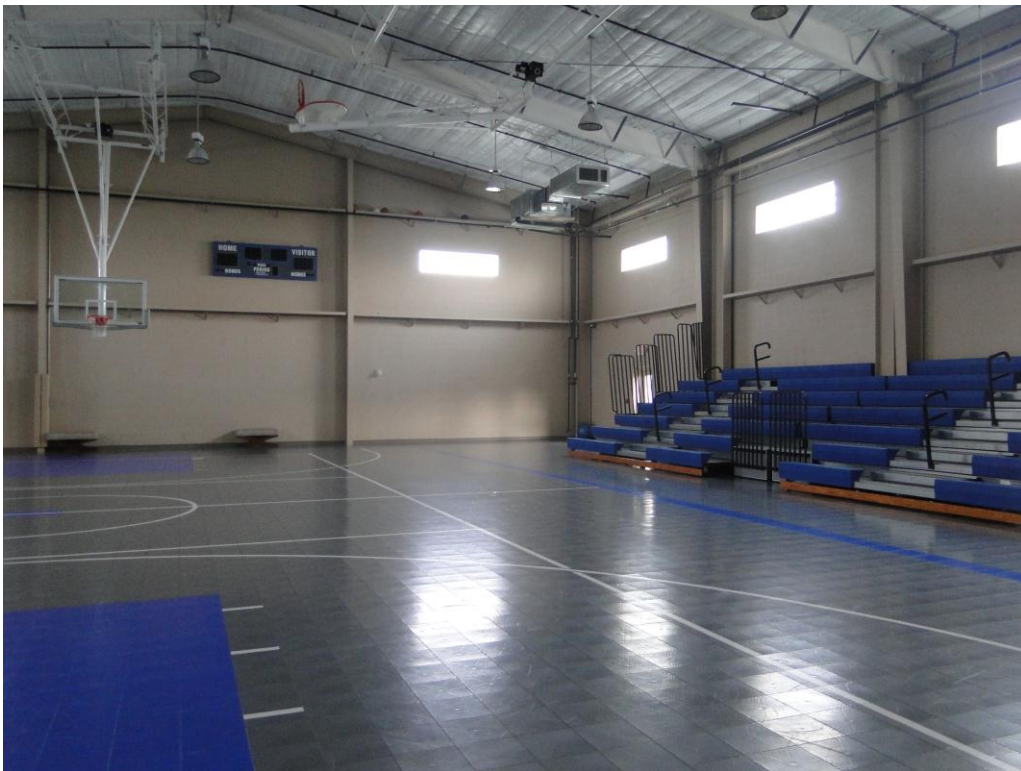


Elementary Classroom





Front Desk



Gymnasium



Hallway



Library





Middle and High School Classrooms



Music Room



Nurse's office



Playground





Principal's office



Public school



## School Expectations Cards



Some schools offer after-school care or homework clubs.



Some schools have extra-curricular activities, such as debate teams, dance clubs, basketball teams, or school newspaper.



Students may have an art class each week.



Students will be creative with art materials.



Students will learn to clean up art supplies and to stay clean.



Younger students may line up to use the bathroom.



Older students ask to use the bathroom and will be given a pass to show that they have the teacher's permission.



Depending on your family income, students may get lunch for free or a lower price.





Students may have many different choices about what to eat.



Students can bring lunch from home, or get lunch at the school cafeteria.



Students may learn computer skills.



Students may be expected to complete assignments on computers.



Students in lower grades may work at tables with other students.



Students in lower grades may or may not have homework, but they should read with an adult or older sibling every night.



As a parent, you may need to sign in for safety reasons.



If your child is sick or will be absent, you need to call the school and let them know.





Students may have physical education class one or more times per week.



Students may have to wear or change into a physical education uniform or other appropriate attire on the days when they have physical education class.



Some schools have lockers where students can keep their belongings between classes.



Students should only be in the hallway with permission.





Students can borrow books, but they must return them by a particular date.



Students may have a library class each week.



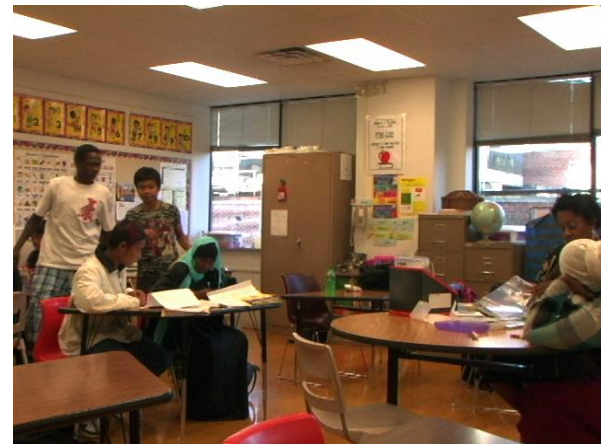
In middle or high school, students may switch classrooms for each subject area, such as science, math, or English.



Students may try science experiments during their science class in a science lab.



Students may learn math skills during their mathematics classes.



English as a Second Language (ESL) classes prepare student for the language they will need in subjects like math, science, and social studies.



Students may have the opportunity to join a school band or take music lessons.



Students may borrow an instrument from the school to practice at home, but will have to return it.





If a student is not feeling well, s/he can rest at the nurse's office.



The school nurse will call you if your child is sick.



The school nurse might test students' vision or hearing.



Parents should tell the school nurse if their child has an allergy, asthma, or other medical conditions.



In elementary school, students have recess one or two times a day for physical activity and games.



When students need some time outside of class for behavior issues or other reasons, they might spend time in the principal's office.



The school principal will notify you if your child is sent to the principal's office for behavioral reasons.



School may be cancelled if there are extreme weather conditions. You can check by calling the school, going to their website, watching the local news on television, or listening to local radio stations.





Students may take the school bus to school for free.



In the U.S., students attend public school for free from kindergarten through grade 12.



U.S. law states that students must go to school from the ages of 7 through 16. This may be different in your state.



Students are grouped into different schools depending on their age and abilities. They may go to elementary school, middle or junior high school, or high school.



School Room and Expectation Cards Answer Key

School Room Cards	<i>Corresponding</i> School Expectation Cards
After-School Activities	Some schools offer after-school care or homework clubs.
	Some schools have extra-curricular activities, such as debate teams, dance clubs, basketball teams, or school newspaper.
Art Room	Students may have an art class each week.
	Students will be creative with art materials.
	Students will learn to clean up art supplies and to stay clean.
Bathrooms	Younger students may line up to use the bathroom.
	Older students ask to use the bathroom and will be given a pass to show that they have the teacher's permission.
Cafeteria	Depending on your family income, students may get lunch for free or a lower price
	Students may have many different choices about what to eat.
	Students can bring lunch from home, or get lunch at the school cafeteria.
Computer Lab	Students may learn computer skills.
	Students may be expected to complete assignments on computers.
Elementary Classroom	Students in lower grades may work at tables with other students.
	Students in lower grades may or may not have homework, but they should read with an adult or older sibling every night.
Front Desk	As a parent, you may need to sign in for safety reasons.
	If your child is sick or will be absent, you need to call the school and let them know.
Gymnasium	Students may have physical education class one or more times per week.
	Students may have to wear or change into a physical education uniform or other appropriate attire on the days when they have physical education class.

Hallway	Some schools have lockers where students can keep their belongings between classes.
	Students should only be in the hallway with permission.
Library	Students can borrow books, but they must return them by a particular date.
	Students may have a library class each week.
Middle and High School Classrooms	In middle or high school, students may switch classrooms for each subject area, such as science, math, or English.
	Students may try science experiments during their science class in a science lab.
	Students may learn math skills during their mathematics classes.
	English as a Second Language (ESL) classes prepare student for the language they will need in subjects like math, science, and social studies.
Music Room	Students may have the opportunity to join a school band or take music lessons.
	Students may borrow an instrument from the school to practice at home, but will have to return it.
Nurse's office	If a student is not feeling well, s/he can rest at the nurse's office.
	The school nurse will call you if your child is sick.
	The school nurse might test students' vision or hearing.
	Parents should tell the school nurse if their child has an allergy, asthma, or other medical conditions.
Playground	In elementary school, students have recess one or two times a day for physical activity and games.
Principal's office	When students need some time outside of class for behavior issues or other reasons, they might spend time in the principal's office.
	The school principal will notify you if your child is sent to the principal's office for behavioral reasons.

Public school	School may be cancelled if there are extreme weather conditions. You can check by calling the school, going to their website, watching the local news on television, or listening to local radio stations.
	Students may take the school bus to school for free.
	In the U.S., students attend public school for free from kindergarten through grade 12.
	U.S. law states that students must go to school from the ages of 7 through 16. This may be different in your state.
	Students are grouped into different schools depending on their age and abilities. They may go to elementary school, middle or junior high school, or high school.



## Education

### Parental Involvement

40 minutes

#### Objectives

Participants will be able to:



- ✓ describe ways to get involved in their child's education
- ✓ consider reasons to get involved in their child's education
- ✓ identify one or two ways that they intend to get involved in their child's education



#### Materials

- ☐ Flipchart or board
- ☐ Writing implements to go with flipchart or board
- ☐ "List of Ideas for Parental Involvement in Education" (included)
- ☐ Index cards, 1 per participant
- ☐ Writing implements, 1 per participant



#### Key English Vocabulary

to get involved	attend
conference	translation
interpreter	orientation
chaperone	

#### Facilitator's Introduction of Session to Participants

Parents in the United States are expected to be involved in their child's education. Many believe that this helps children excel in school. As children progress from pre-school through grade 12 and higher education, the support they need from their parents often changes. There are many different ways to get involved, and this session will help us identify some of those ways.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a "think-pair-share" exercise by asking participants think about ways they have been involved in their child's education, or ways that they have heard of people getting involved in schools and with teachers. Participants share some of these ideas with a partner.

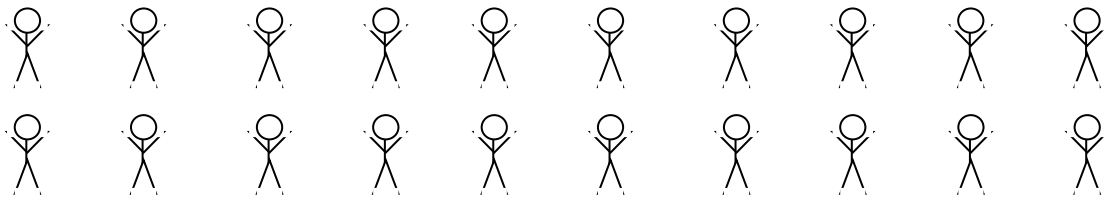
Bring the full group together. Participants share some ways to get involved in a child's education and how or why that is helpful to the child. List these on a flipchart or board. Reference the "List of Ideas for Parental Involvement in Education" for additional ideas.

*Activity*

Distribute index cards and writing implements to participants. Participants write or draw two or ideas for parental involvement they would like to try and how that could be helpful for their child. Encourage participants to reference the list already discussed.

Divide participants into two groups, A and B. Participants stand with their index card. Group A stands in a line on one side of the training space. Group B stands in a line facing group A. Each participant should have a partner, as shown in the diagram below. If there is an uneven number of participants, the trainer can be a part of one group, or two participants can travel together.

Group A

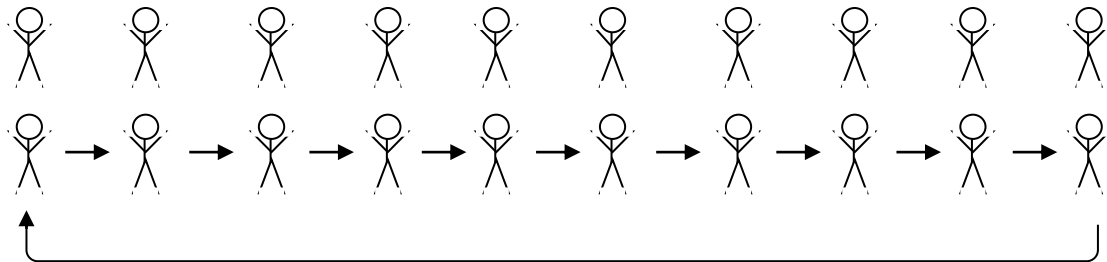


Group B

Participants in group A share with the new partner standing across from them what they have written or drawn about ways they will try getting involved in their child’s education. Participants in group B listen and comment. Then participants in group B share their responses. Participants in group A listen and comment.

When finished, participants in group B take one step to the right, so they have a new partner. The group B participant at the far right moves all the way to the left and pairs with the first group A participant on the right, as shown in the diagram below.

Group A



Group B



Participants then share with their new partner ways they will try getting involved in their child's education.

Continue as much as time permits; ideally, each member of Group A and Group B will speak with at least three people, before the full group is called back together to debrief.

### *Debriefing Questions to Ask Participants*

- ☺ Why is getting involved in your child's education important?
- ☺ If you do not speak English well, what are some things you can do to become involved in your child's education?
- ☺ What is a way to become more involved in your child's school that you will try in the next 2 months? *[Base these time frames on the time of year it is; e.g., if May, 2 months away is not the school year and ask about 4 or 6 months.]*
- ☺ What is one way to become more involved in your child's school that you will try in the next 6 months?
- ☺ What are you going to do to stay involved?

### *Variations or Considerations*

Assign participants with lower English proficiency to group B so they talk second and have a more English proficient model to follow.

When working with an individual or a small group, brainstorm ways a parent can get involved in their child's education and list these on flipchart or a board. Participants can "pair-and-share" with a partner to describe ways they will try to get involved, or the trainer can ask each participant individually.

Have participants practice asking for interpretation and translated documents in pairs with sample sentences such as:

- "I don't understand this. May I please have a translation?"
- "I would like a translated copy of this document please."
- "Can I please have an interpreter at the meeting?"
- "I would like an interpreter. Will one be available?"

Parents can ask their child to summarize their day at school or homework assignments in their home language. This is good practice for their child to maintain their home language.



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
to get involved	<i>To get involved</i> is to become connected with a person, an idea, or organization.	Subin <i>gets involved</i> in her child's education by reading with her at night. Okot <i>is involved</i> with the leadership at his mosque.	What are two activities that you <i>get involved</i> in?
attend	<i>To attend</i> is to be present somewhere.	Pha <i>attends</i> ESL classes once a week at his son's school.	Do you <i>attend</i> events at your child's school?
conference	A <i>conference</i> is a meeting. Most schools have parent-teacher <i>conferences</i> .	Adolof's parents go to school for a parent-teacher <i>conference</i> . They learn about how Adolof is doing in class.	What topics will be talked about at the parent-teacher <i>conference</i> ?
translation	A <i>translation</i> is a written document changed from one language to another language.	Kerieme asks for a <i>translation</i> of the school paperwork in Arabic.	What documents need <i>translation</i> at a school?
interpreter	An <i>interpreter</i> is a person who changes speech from one language into another.	Bola asks for an <i>interpreter</i> to come to the meeting so that she can understand in Somali.	What is the difference between an <i>interpreter</i> and a translation?
orientation	An <i>orientation</i> is an event that helps introduce people to a new place or situation.	Joseph goes to the school <i>orientation</i> before his daughter starts school. At the <i>orientation</i> , parents learn about the school schedule.	What other topics might be covered at the school <i>orientation</i> ?

chaperone	A <i>chaperone</i> is an adult who goes to a school event or trip to make sure the students are safe.	Priya volunteers to be a <i>chaperone</i> for her son's class trip to the zoo.	Do you have time to <i>chaperone</i> for class trips?
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## List of Ideas for Parental Involvement in Education

- Ask your child what they have for homework or check their assignment book or homework folder
- Ask your child's teacher what the homework expectations are
- Attend ESL classes if offered at your child's school
- Attend parent night or back-to-school night at school
- Attend parent-teacher conferences
- Attend school board meetings
- Attend special events or activities, such as a school art fair or science fair
- Chaperone a field trip for your child
- Find out if the school offers school tours or an orientation in the summer before school begins
- Have your child read to you
- Have your child's transcript or other school records from your home country translated
- Help with an extracurricular activity such as a school sports team or an art club
- Interpret or translate documents for other parents in need
- Join the parent-teacher association (PTA)
- Listen to your child talk about school and ask questions
- Mentor or tutor students in an area you are skilled at
- Participate in school fundraisers
- Present on your home country to your child's class
- Read your child's classroom blog for news
- Set up an email account if your child's teacher uses email to receive messages and updates about what is happening at school
- Talk to teacher or administrator at school about any concerns or questions you have
- Volunteer in a specialized classroom such as music, physical education, or the school library
- Volunteer in your child's classroom
- Volunteer to help at lunch or recess
- Walk child to bus or school
- Work with your child on their homework



## Education

### Opportunities for Adults

35 minutes

#### Objectives

Participants will be able to:



- ✓ explain some of the educational opportunities which may be available
- ✓ determine optimal educational opportunities based on the needs of a variety of individuals
- ✓ consider some educational opportunities for themselves

#### Materials

- ☐ “Adult Educational Opportunity Puzzles” (included), 4 puzzle sets per group
- ☐ “Adult Educational Opportunity Puzzle Answer Key” (included)



#### Key English Vocabulary

goals	options
literacy	prior schooling
enroll	

#### Note to Trainer

This activity plan is ideal for groups with an average knowledge of English and an average understanding of life in the United States. Some groups may find this activity too easy or too difficult. Please consider your target group carefully in order to ensure that this activity will meet their needs.

#### Pre-Session Preparation

Cut up “Adult Educational Opportunity Puzzle” pieces. Keep puzzle pieces together in a set to distribute to groups.

#### Facilitator’s Introduction of Session to Participants

There are many educational opportunities available to adults in the United States. Those available to individuals depend on their prior level of schooling, job experience, English language ability, and goals. Depending on these things, a different type and level of education is right for each person.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

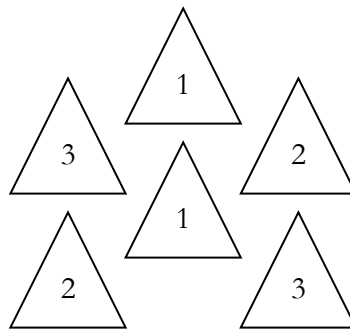


### *Activity*

Tell participants that they will pretend to be educational advisors during this session. Advisors will complete a puzzle to give advice to refugees about their best educational options, given their previous experience and their goals.

Explain educational opportunities using pictures shown on the “Adult Educational Opportunity Puzzle” pieces, such as a GED, recertification, or ESL classes. Divide participants into groups of 6 and assign each group to a table or area of the training space.

Assign each individual in the group a number from 1 through 3. For example, if each participant were one of the triangles below, one group might look like this:



Try to assign participants with lower level English skills with the same number of those with higher level English skills.

Explain the “stay and stray” activity part of this session (directions below).

Distribute “Adult Educational Opportunity Puzzle” pieces to each group.

Groups work on the puzzle by matching the profiles with the corresponding educational opportunities required to make 4 square puzzles. For example:

- Khaled: ESL class for medical English; translate previous certification; recertification requirements
- Htoo Aung Kyaw: ESL class; GED class; vocational school
- Samara: ESL class; family literacy classes; community classes
- Namina: ESL class for native accent; community college; translation of certificates from home country

Reference the “Adult Educational Opportunity Puzzle Answer Key.”

After a couple minutes of groups working, implement the “stay and stray” activity:

- Call a number, 1 through 3, to “stray” from each group.
- Participants with the assigned number called rotate clockwise to the next group.
- Those who “strayed” share what their group has done with the puzzle and their reasoning. Other participants explain their own group’s thinking to those who “strayed.”
- Groups continue to work on their puzzle.
- After a couple minutes, ask those who “strayed” to return to their original group. They share their findings, and groups continue to work on their puzzle with the new knowledge.

Continue with the “stay and stray” activity until groups have completed their puzzles, calling a different number each time. “Strayers” rotate clockwise or counterclockwise to gain different information to complete their puzzles.

When groups have completed their 4 puzzles, bring the full group together to debrief the activity using the questions below.

#### *Debriefing Questions to Ask Participants*

- ☺ What are some of your professional and educational goals?
- ☺ Based on today’s session, what do you think are some educational options for you? Why?
- ☺ What are some steps you will take to achieve these goals?

#### *Variations or Considerations*

Change the Adult Educational Opportunity Puzzle pieces to reflect the options realistically available to clients in your community.

When working with a group having a higher level of education, create smaller groups to work on the puzzle. That way, participants will be responsible for more information.

When working with an individual or a small group, complete the “Adult Educational Opportunity Puzzle” together as a full group.



Teaching English Vocabulary

8-10 minutes




The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
goals	<i>Goals</i> are results that a person wants and works for. They can be educational goals, financial goals, or other personal goals.	Mathieu’s <i>goal</i> is to become a doctor. Anna’s <i>goal</i> is to learn how to play the piano.	What are some of your <i>goals</i> ?
options	<i>Options</i> are choices.	Dara has many <i>options</i> for what she wants to study.	What are the <i>options</i> for adult education in your community?
literacy	<i>Literacy</i> is being able to read or write.	Ebi teaches <i>literacy</i> in Farsi to children. He is <i>literate</i> in Farsi.	What languages are you <i>literate</i> in?
prior schooling	<i>Prior schooling</i> is the education that someone had in the past.	Kumar’s <i>prior schooling</i> was in India. He finished high school there.	Have you had <i>prior schooling</i> ?
enroll	<i>To enroll</i> is to sign up or register for a class.	Kyi <i>enrolls</i> in an ESL class. Ali <i>enrolls</i> in a college program.	Do you know how to <i>enroll</i> for a class?

# Adult Educational Opportunity Puzzle

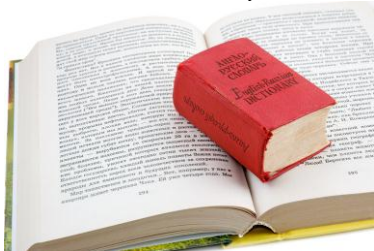
**Profile: Khaled**  
Khaled recently arrived in the U.S. His brother offered him a job in construction, but in Iraq he was a medical technician. He accepted the job for now, so that he can support his family, but he wants to get back into his field. He speaks English at an intermediate level. What should Khaled do to improve his skills?



Complete recertification requirements

Attend advanced ESL classes for medical English

Translate home country certification



Profile: Htoo Aung Kyaw

Htoo Aung Kyaw arrived four years ago from Burma. He attended school through 8<sup>th</sup> grade, but does not have a high school diploma. He has a job as a janitor at the elementary school his children attend, but Htoo Aung Kyaw would like to advance his career in the U.S. by learning a trade.



Enroll in a vocational school



Enroll in ESL classes

Enroll in a GED program





Profile: Samara

Samara did not go to school in Somalia, but she is looking forward to learning how to read and write. Now she speaks a beginner level of English. Samara has never worked outside of the home, but she has young children and is accustomed to basic household chores such as cleaning and laundry. Samara would like to find a job at a local hotel to support her family.



Enroll in basic hospitality classes offered at a local service provider



Enroll in an ESL class



Attend family literacy classes to learn to read and write



Profile: Namina

Namina completed high school at a refugee camp in Nepal. She speaks Nepali and some English, but has found that many people in the U.S. cannot understand her English due to her accent. She would like to improve her speech and continue her studies in education.



Enroll in a community college program



Enroll in an ESL class to practice an American accent



Translate home country certification



Adult Educational Opportunity Puzzle Answer Key

<p>Profile: Khaled</p> <p>Khaled recently arrived in the U.S. His brother offered him a job in construction, but in Iraq he was a medical technician. He accepted the job for now, so that he can support his family, but he wants to get back into his field. He speaks English at an intermediate level. What should Khaled do to improve his skills?</p>	<p>Steps to complete:</p> <ul style="list-style-type: none"> <li>• Attend advanced ESL classes for medical English</li> <li>• Translate home country certification</li> <li>• Complete recertification requirements</li> </ul>
<p>Profile: Htoo Aung Kyaw</p> <p>Htoo Aung Kyaw arrived four years ago from Burma. He attended school through 8<sup>th</sup> grade, but does not have a high school diploma. He has a job as a janitor at the elementary school his children attend, but Htoo Aung Kyaw would like to advance his career in the U.S. by learning a trade.</p>	<p>Steps to complete:</p> <ul style="list-style-type: none"> <li>• Enroll in ESL classes</li> <li>• Enroll in a GED program</li> <li>• Enroll in a vocational school</li> </ul>
<p>Profile: Samara</p> <p>Samara did not go to school in Somalia, but she is looking forward to learning how to read and write. Now she speaks a beginner level of English. Samara has never worked outside of the home, but she has young children and is accustomed to basic household chores such as cleaning and laundry. Samara would like to find a job at a local hotel to support her family.</p>	<p>Steps to complete:</p> <ul style="list-style-type: none"> <li>• Enroll in an ESL class</li> <li>• Attend family literacy classes to learn to read and write</li> <li>• Enroll in basic hospitality classes offered at a local service provider</li> </ul>
<p>Profile: Namina</p> <p>Namina completed high school at a refugee camp in Nepal. She speaks Nepali and some English, but has found that many people in the U.S. cannot understand her English due to her accent. She would like to improve her speech and continue her studies in education.</p>	<p>Steps to complete:</p> <ul style="list-style-type: none"> <li>• Enroll in an ESL class to practice an American accent</li> <li>• Translate home country certification</li> <li>• Enroll in a community college program</li> </ul>



## Health Care

### Caring for Your Health in the U.S.

35 minutes

#### Objectives

Participants will be able to:

- ✓ identify common responses to common health issues
- ✓ describe symptoms and solutions in English
- ✓ discuss the different health care options available in the area



#### Materials

- ☐ “Symptom Strips” (included) for half of the participants
- ☐ “Common Response Strips” (included) for half of the participants
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board



#### Key English Vocabulary

symptoms	sore
medicine	pharmacy
minor	

#### Facilitator’s Introduction of Session to Participants

The U.S. health care system is complex and can be confusing. You have learned about health care in the U.S., and this session will help you understand more about common health practices in the United States.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

#### Activity

Divide participants into two groups.

Distribute “Symptom Strips” to one group and “Common Response Strips” to the second group.

Participants mingle and find a match: a commonly-used response to their symptom, or a symptom which their response may assist with. The goal is for every symptom to find a commonly-used response, and vice versa. There may be more than one match to some cards; participants should find only one and discuss with others if there are multiple matches.

Bring the full group together. Debrief the activity as a full group. Record different sources of health care on a flipchart or board as they come up, and review this following the general debrief.

### *Debriefing Questions to Ask Participants*

- ☺ What are some commonly-used responses to symptoms discussed today?
- ☺ What are some things that surprised you about this activity?
- ☺ What are some things you can now describe in English?
- ☺ What health care options are available to you?
- ☺ What are some things you should remember about caring for yourself and your family in the U.S.?

### *Variations or Considerations*

If time permits, collect the strips and redistribute. Participants find a match for their new symptom or commonly-used response.

Create your own strips based on the experiences of refugees in your area.

When working with an individual or a small group, the full group can match the “Symptom Strips” and “Common Response Strips” as a puzzle.





8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
symptoms	<i>Symptoms</i> are signs in the body showing that something is wrong.	Ishtar had all the <i>symptoms</i> of the flu: a fever, a runny nose, and body aches.	What are the <i>symptoms</i> of a heart attack?
sore	<i>Sore</i> means painful.	Dorji has a <i>sore</i> throat.	Have you ever had a <i>sore</i> back?
medicine	<i>Medicines</i> are drugs used to treat an illness or injury.	Aung takes <i>medicine</i> for his blood pressure.	Where can you get <i>medicine</i> ?
pharmacy	A <i>pharmacy</i> is a place where they prepare and sell medicine. The <i>pharmacist</i> works at the <i>pharmacy</i> .	Dina goes to the <i>pharmacy</i> to get medicine for her cold. She asks the <i>pharmacist</i> about the best medicine to help her feel better.	Where is the <i>pharmacy</i> in your town?
minor	<i>Minor</i> means that it is less serious or important.	Lilith cut her finger, but there was only <i>minor</i> bleeding. Tira had a <i>minor</i> fall, but she broke a bone.	What do you do if you have a <i>minor</i> cold?

Symptom Strips

*Print, cut, and tape or paste to one color index cards*



You feel hot

Common Response Strips

*Print, cut, and tape or paste to a separate color index card*



Check your temperature with a thermometer at home



You have had a fever for 3 days



Go to a doctor



You have a runny nose



Drink hot tea and wipe your nose with tissues at home



You have had a runny nose for 3 days



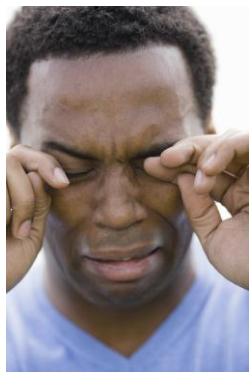
Talk to a pharmacist about what medicine you need



You have been feeling sad for 2 days



Talk with a friend about how you are feeling



You have been feeling sad for 2 months



Talk to a doctor about getting help



You have broken a limb



Go to a hospital emergency room (ER)



You have severe abdominal pain



Go to a hospital emergency room (ER)



You have a minor rash on your legs



Talk to a pharmacist about what medicine you need





You have a minor scrape on your arm



Stop the bleeding at home



You have cut your finger a little with a knife



Stop the bleeding at home



You have an earache for 3 days



Go to a doctor





You have a sore muscle



Gently stretch your muscle and ice it at home



You are stung by an insect



Wash the sting and apply anti-itch cream from a pharmacy if needed



You have a severe rash



Go to a doctor



You are stung by an insect and you are having trouble breathing



Call 9-1-1



You have a sore throat



Talk to a pharmacist about what medicine you need



Your chest or heart feels painful



Call 9-1-1



You have hit your head very hard



Call 9-1-1



You are feeling suicidal



Call 9-1-1 or a suicide prevention hotline



You are feeling tired



Get extra sleep at home



## Health Care

### Making Medical Appointments

45 minutes

#### Objectives

Participants will be able to:

- ✓ explain the steps of making and attending a doctor's appointment
- ✓ describe some common terms used when going to doctor's appointments



#### Materials

- ☐ “Numbered Station Signs,” 1 through 4 (included)
- ☐ Tape
- ☐ “Identification Memory Cards” (included), 1 set for every 2-3 participants
- ☐ “Making an Appointment Role Play” (included), 1 for every 2-3 participants
- ☐ Writing implements, 1 for every 2-3 participants
- ☐ “Sample Doctor's Cards” (included), 1 for every 2-3 participants
- ☐ “Preparation Checklist” (included), 1 per participant
- ☐ “Checking In Role Play” (included), 1 for every 2-3 participants



#### Key English Vocabulary

appointment	on time
prepare	check in

#### Pre-Session Preparation

Cut up “Identification Memory Cards.”

Set up four numbered stations:

1. *Identifying when to go to a doctor:* corresponding “Numbered Station Sign” on wall, “Identification Memory Cards” in groups
2. *Making an appointment:* corresponding “Numbered Station Sign” on wall, “Sample Doctor's Cards,” “Making an Appointment Role Plays,” writing implements
3. *Preparing for your visit:* corresponding “Numbered Station Sign” on wall, “Preparation Checklists”
4. *Checking in at the office:* corresponding “Numbered Station Sign” on wall, “Checking In Role Plays”

### *Facilitator's Introduction of Session to Participants*

You have probably gone to some medical appointments already. During this session, we will review what is needed and give you the opportunity to practice making and going to your future medical appointments.

### *Introductory Exercise*

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

### *Activity*

As a full group, walk participants through the four stations, in order: *identifying when to go to a doctor, making an appointment, preparing for your visit, and checking in at the office*. Discuss what participants will do at each station.

1. *Identifying when to go to a doctor:* Groups play “Identification Memory” by taking a group of cards, placing them all face-down on the table, and taking turns finding a match to the cards placed face down on the table.
2. *Making an appointment:* Participants use the “Sample Doctor’s Cards” and use the scripted “Making an Appointment Role Play” with partners to practice making an appointment.
3. *Preparing for your visit:* Participants review the “Preparation Checklist” and discuss the items described. Each participant takes a “Preparation Checklist” with them for future reference.
4. *Checking in at the office:* Participants practice checking in at the doctor’s office with the scripted “Checking In Role Play” with partners.

As you walk through the stations, stress the order and point out the numbers 1 through 4.

When finished, divide participants into pairs or groups of three. Pairs or groups will travel from station to station, in order, and complete the task at that station. When a pair or group has completed the tasks, they move to the next station *in numerical order*, and so on until pairs or groups have completed the tasks at all four stations.

Bring the full group together to review and debrief.



### *Debriefing Questions to Ask Participants*

- ☺ What is the first step of making a doctor's appointment? What did you do there?
- ☺ What did you do next?
- ☺ What do you need to do to prepare for your visit?
- ☺ What do you need to remember when checking in at the doctor's office?
- ☺ If you need an interpreter for your appointment, when should you request one?
- ☺ What did you find most challenging about this activity?

### *Variations or Considerations*

Include realia and samples to go along with the "Preparation Checklist."

Add to the "Identification Memory" game with situations and scenarios clients in your area have encountered.

If all participants visit one doctor's office, change the name and address of the "Sample Doctor's Cards" to reflect that office.

When working with an individual or a small group, pairs continue with the four stations. The trainer can accompany a participant through the stations if needed.



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
appointment	An <i>appointment</i> is a meeting to do something at a particular time.	You usually need an <i>appointment</i> for a visit to the doctor's office. You do not need an <i>appointment</i> at a hospital.	Where do you go for doctor's appointments?
on time	Being <i>on time</i> means arriving at the right <i>time</i> for an event that is planned.	'Thu is <i>on time</i> for his doctor's appointment. Pema is <i>on time</i> for her meeting. The train is not <i>on time</i> ; it is late.	Why is it important to be <i>on time</i> in the U.S.?
prepare	To <i>prepare</i> is to get ready.	Peter <i>prepares</i> for his doctor's visit by finding his health insurance card.	How do you <i>prepare</i> for travel?
check in	To <i>check in</i> is to say in an official way that you arrived. You <i>check in</i> at a doctor's office, the airport, or a hotel.	Sabitri <i>checks in</i> for her appointment. She says hello, gives her health card, and then waits for the doctor.	How do you <i>check in</i> at the airport?

# 1

## Identifying when to go to a doctor

Directions: Play “Identification Memory” by taking turns finding a match to the cards placed face down on the table.

# 2

## Making a doctor's appointment

Directions: With a partner, use the sample doctor's cards and scripted "Making an Appointment Role Play" to practice making an appointment.

# 3

## Preparing for your visit

Directions: Review the “Preparation Checklist” and discuss the items described.



# 4

## Checking in at the doctor's office

Directions: With a partner, practice checking in at the doctor's office with the scripted "Checking In Role Play."

Identification Memory Cards



You have a broken arm.



Go to a hospital emergency room (ER).



You have a slight cold.



Talk to a pharmacist about how to treat it.



You have had a fever for 3 days.



Go to the doctor.



You have been feeling depressed for 2 weeks.



Go to the doctor.



You have had a rash for a month. You got cream at the pharmacy, but it did not work.



Go to the doctor.



You have had a loud, frequent cough for 1 week.



Go to the doctor.

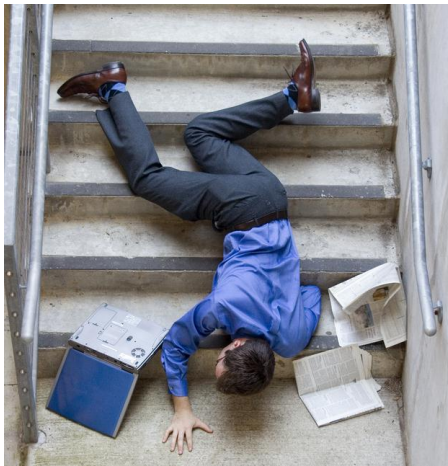




You have a headache.



Buy some pain reliever medication at the pharmacy.



A friend fell down the stairs and cannot move.



Call 911.

Making an Appointment Role Play

*Patient: Tell the receptionist what phone number you are calling.*

Receptionist: Thank you for calling Doctor *[last name of doctor]*'s office. How may I help you?

Patient: Hello. I am a patient of Dr. *[last name of doctor]*'s and I would like to make an appointment.

Receptionist: Let me see. You can come in next Thursday, September 15<sup>th</sup>, at 1:00pm.

Patient: That time is not good for me. Do you have anything else?

Receptionist: Yes, next Friday, September 16<sup>th</sup>, at 9:30am.

Patient: Yes, Friday, September 16<sup>th</sup>, at 9:30am is good for me.

Receptionist: Please give me your name.

Patient: *[State your name and spell it out.]*

Receptionist: Thank you, *[name of patient]*. We will see you next week.

*Patient: Write down the date and time of your appointment.*



Sample Doctor's Cards

Maheen Palauna, MD

55 Silema Road  
Great Town, ST 12345

phone: (101) 555 – 2486  
fax: (101) 555 – 3997

Maheen Palauna, MD

55 Silema Road  
Great Town, ST 12345

phone: (101) 555 – 2486  
fax: (101) 555 – 3997

Maheen Palauna, MD

55 Silema Road  
Great Town, ST 12345

phone: (101) 555 – 2486  
fax: (101) 555 – 3997

Maheen Palauna, MD

55 Silema Road  
Great Town, ST 12345

phone: (101) 555 – 2486  
fax: (101) 555 – 3997

# Preparation Checklist

## Things to do before your appointment:

- Request an interpreter, if needed



- Ask if there are any dietary recommendations prior to your appointment, such as fasting



- Ask if there will be a co-payment and how much it will be



## Things to bring to your appointment:

- Identification



- Health insurance card



- List of prescription medication currently taking



- List of previous vaccinations



- Money to pay the co-payment



Checking In Role Play

Patient: Good morning. I have an appointment with Dr. *[last name of doctor]* at 9:30 this morning.

Receptionist: Thank you for arriving early. What is your name?

Patient: *[State your name and spell it out.]*

Receptionist: Has your insurance changed since you were last here?

Patient: No, it is the same.

Receptionist: Please have a seat and we will call you when we are ready.

Patient: Thank you.



## Financial Management

### Understanding the U.S. Banking System

45 minutes



#### Objectives

Participants will be able to:

- ✓ describe different types of banking accounts available
- ✓ discuss the meaning of key vocabulary related to banking
- ✓ identify how various aspects of banking are related

#### Materials

- ☐ Flipchart, board, or wall
- ☐ “Financial Systems Chart” (sample included)
- ☐ “Financial Systems Cards” (included)
- ☐ Tape
- ☐ “Financial Systems Chart Answer Key” (included)
- ☐ Masking tape
- ☐ Signs: “True” and “False” (samples included)
- ☐ “Financial Management Statements” (included)



#### Key English Vocabulary

bank account	ATM (automated teller machine)
checking account	withdraw
deposit	

#### Pre-Session Preparation

Push all furniture to the walls of the training space, leaving an open space in the middle of the room for the session’s activities.

Put the “Financial Systems Chart” on a flipchart, board, or wall in the training space. Attach a small piece of tape to the “Financial Systems Cards.”

Put a long piece of masking tape down the center of the training space. Hang “True” and “False” signs on either side of the divided space.

#### Facilitator’s Introduction of Session to Participants

As you know, the U.S. has a variety of safe financial management systems that can be used for different purposes. This session will help expand your knowledge of the various U.S. financial management systems and their purposes.

### *Introductory Exercise*

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Show participants the “Financial Systems Chart.” Describe the four headers: savings account, checking account, other financial accounts, and types of banks. Distribute a “Financial System Card” to each participant. Participants decide where the card fits when thinking about the different financial institutions in the U.S. and tape their card to the chart.

When participants have finished, review the different aspects of the sorting activity as a full group. Reference the “Financial Systems Chart Answer Key” as needed. Clarify any misunderstandings, and move “Introductory Cards” around as needed.

### *Activity*

Tell participants that you will read a statement about financial management in the U.S. Participants must decide if the statement is true or false, and move to the side of the training space which demonstrates their response.

Read the “Financial Management Statements” one by one, and discuss or clarify as needed.

### *Debriefing Questions to Ask Participants*

- ☺ What is the difference between a checking account and a savings account?
- ☺ Why is it safest to keep your money in a bank in the U.S.?
- ☺ Why can credit cards be dangerous?
- ☺ Why do you want to have *good* credit?
- ☺ What type of bank account do you have? Why does this work well for your family?

### *Variations or Considerations*

Change the names of the banks discussed in this activity to reflect those in your area.

Include introductory cards reflecting the banks and financial institutions available in your area.

When working with an individual or a small group, complete the “Financial Systems Chart” together as a full group. Remove some “Financial Systems Cards” if necessary. The “Activity” is applicable to small and large groups alike.





8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
bank account	A <i>bank account</i> is the money that you keep in a bank. There are different kinds of <i>bank accounts</i> : savings and checking, for example.	Jennifer takes some money out of her <i>bank account</i> .	Do you have a <i>bank account</i> ?
ATM ( <i>Automated Teller Machine</i> )	<i>ATM</i> is a short way of saying <i>automated teller machine</i> . It is a machine for getting money from your account without going into a bank.	Jiwan thinks it is easier to go to an <i>ATM</i> than to talk to a bank teller. Saw asks, "Where is the nearest <i>ATM</i> ?"	Do you like to use the <i>ATM</i> or to go into the bank?
checking account	A <i>checking account</i> is money in a bank account that you can use to write checks. A check shows that you will pay for items or services from the <i>checking account</i> .	Fariba writes a check from her <i>checking account</i> to pay for her son's field trip.	Do you have a <i>checking account</i> ?
withdraw	To <i>withdraw</i> is to take money from an account. <i>Withdrawal</i> is the amount of money that is taken out from the account.	Thom <i>withdraws</i> from his bank account. His <i>withdrawal</i> was forty dollars.	Where do you <i>withdraw</i> money?

deposit	<i>Deposit</i> is to put money into a bank account. <i>Deposit</i> can also mean the money that you put into your bank account.	Po <i>deposits</i> his paycheck into his bank account every two weeks. Aatifa makes a <i>deposit</i> of \$40 into her account.	How do you <i>deposit</i> money into your bank account?
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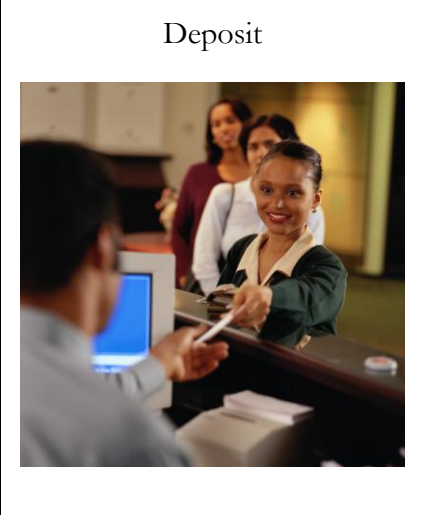
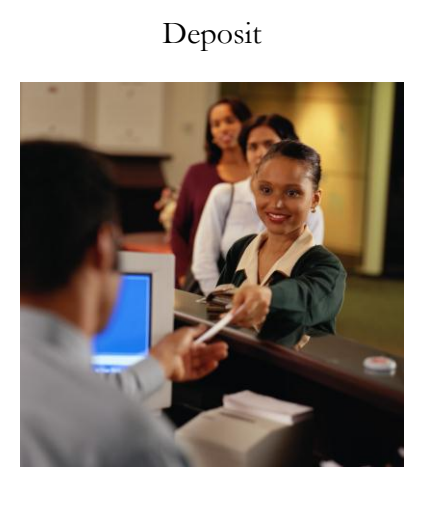
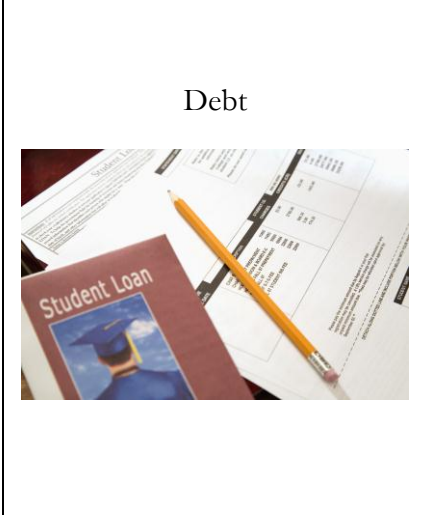
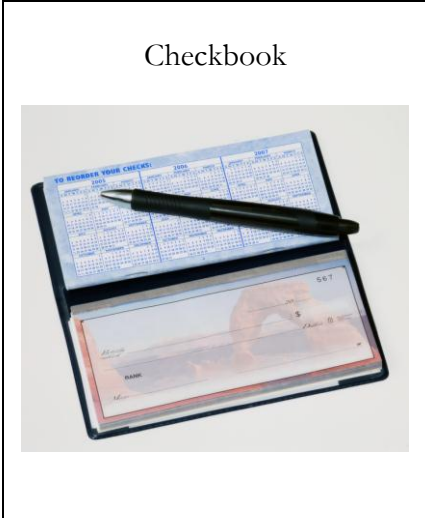
Financial Systems Chart

Savings accounts	Checking accounts	Other financial accounts	Types of banks

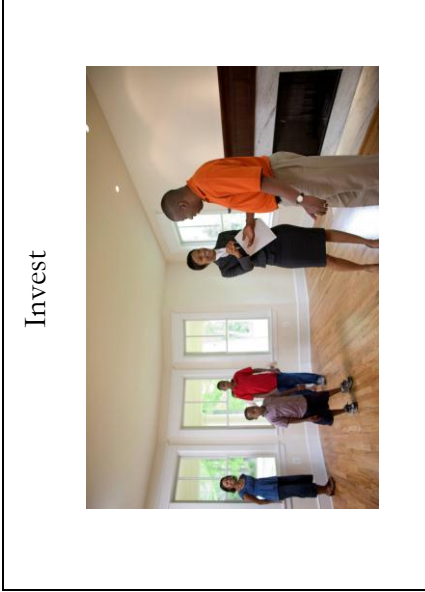
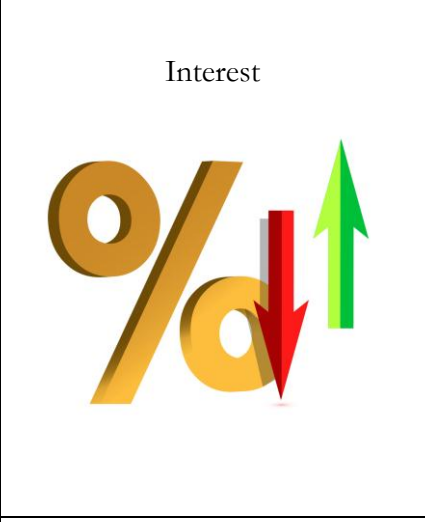
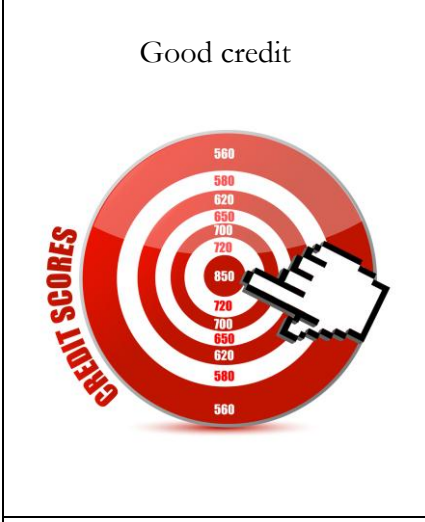
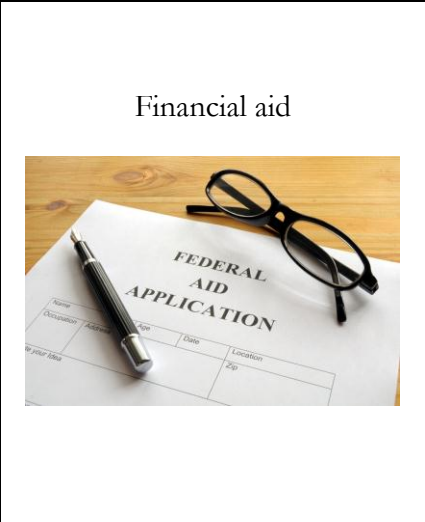
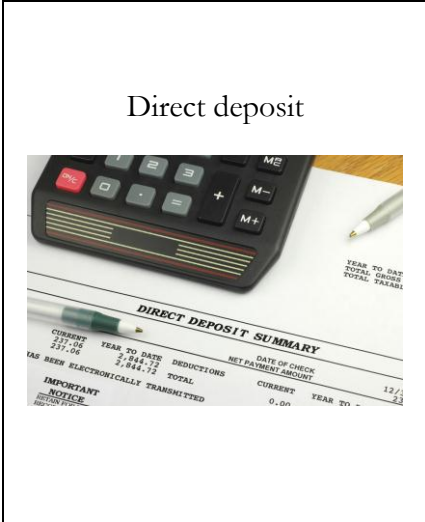
Financial Systems Cards

Some terms are duplicated, as they could go in more than one space on the chart.

<p>Automated teller machine (ATM)</p> 	<p>Bad credit</p> 	<p>Balance</p> 
<p>Balance</p> 	<p>Balance</p> 	<p>Bank of America</p> 
<p>Bounced check</p> 	<p>Chase</p> 	<p>Check</p> 









Transfer



Wells Fargo



Withdrawal



Withdrawal



Financial Systems Chart Answer Key

Savings accounts	Checking accounts	Other financial accounts	Types of banks
Balance	Automated teller machine (ATM)	Bad credit	Bank of America
Deposit	Balance	Balance	Chase
Direct deposit	Bounced check	Credit	Citibank
Interest	Check	Credit card	Credit union
Money order	Checkbook	Debt	TD Bank
Online banking	Debit card	Financial aid	Wells Fargo
Savings	Deposit	Good credit	
Statement	Endorse	Interest	
Transfer	Online banking	Invest	
Withdrawal	Overdraft	Loan	
	Statement	Online banking	
	Withdrawal	Statement	

Signs

# TRUE



# FALSE

## Financial Management Statements

1. You can only have one bank account at a time. False
2. Debit cards automatically take money out of your checking account. True
3. Checks can only be written for small amounts of money. False
4. There are thousands of banks across the U.S. True
5. Saving money at home is the safest way to keep your money. False
6. Some banks are credit unions. True
7. Debit cards and credit cards are the same thing. False
8. Checking accounts and credit accounts are the two most common types of banking in the U.S. True
9. You can only use your debit card at your bank's ATM machines. False
10. Money saved in banks is protected by the U.S. government True
11. Bank of America is the only bank in the U.S. False
12. You have to make credit card payments every month to have good credit. True
13. Credit unions are only for credit cards. False
14. Even a small town in the U.S. can have its own bank. True
15. There are some free accounts for students, but most bank accounts have fees. True



## Financial Management

### Budgeting, Finances, and Prioritizing

50 minutes

#### Objectives

Participants will be able to:

- ✓ learn how to set up a budget and keep track of spending
- ✓ determine how things they may want but do not need could affect their budget
- ✓ discuss some common household expenses



#### Materials

- ☐ “Your Month Game Board” (4 profiles included), 1 per group
- ☐ “Budgeting Worksheet” (4 corresponding profiles included), 1 per group
- ☐ Playing pieces (colored paper scraps, paperclips, etc.), 1 per group
- ☐ Writing implements, 1 per group
- ☐ “Expense Cards” (included), printed and cut
- ☐ Optional: calculators



#### Key English Vocabulary

saving	budget
expense	financial planning
priorities	taxes

#### Note to Trainer

Please note that this exercise uses very approximate and rounded amounts in order to focus attention on the idea of prioritizing rather than on mathematics. If you feel that these numbers would be distracting, please modify the exercise to use amounts more likely to be encountered in your area.

#### Pre-Session Preparation

Cut up “Expense Cards.”

#### Facilitator’s Introduction of Session to Participants

In this session, we will continue discussing budgeting, prioritizing expenses, and managing family finances.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise by asking participants think about the expenses their families currently have, and how their family is currently managing their budget. Participants pair with a partner and share budgeting practices.

### *Activity*

Divide participants into groups of 3-5. Distribute one “Your Month Game Board,” a corresponding “Budgeting Worksheet,” one playing piece, and one writing implement to each group.

All groups begin with their playing piece at the start on their “Your Month Game Board.” Groups will move around the board at the same pace as the other groups, keeping track of their budget each “day” on their “Budgeting Worksheets.”

Some expenses are defined on group “Your Month Game Boards,” while others are defined on the card. Some “Expense Cards” are optional; groups determine how much money they have and decide if they will spend the money, also taking into consideration the expenses they might incur in upcoming days.

Ask each group to move to the first square on their board. Hold out the “Expense Cards” face-down to one participant, and ask that participant to choose a card from your hand. Read what the card says. Groups follow the directions based on the card, and record their actions on their budgeting worksheets.

Ask all groups to move their playing piece to the second square, where groups receive a paycheck. Groups add this income to their “Budgeting Worksheet” based on the paycheck amount provided on their game boards.

Continue until all groups have reached the end.

### *Debriefing Questions to Ask Participants*

- ☺ What expenses do you have each month?
- ☺ How does your family currently keep track of your budget?
- ☺ What are some things you learned from this session that might be helpful?
- ☺ What items did your group want, but could not get? Why?

### *Variations or Considerations*

When working with an individual or a small group, “Your Month Game Boards” can be distributed to individuals or smaller groups.

If time, continue with additional “months.”

Distribute calculators to groups to assist with their budgeting.



8-10 minutes

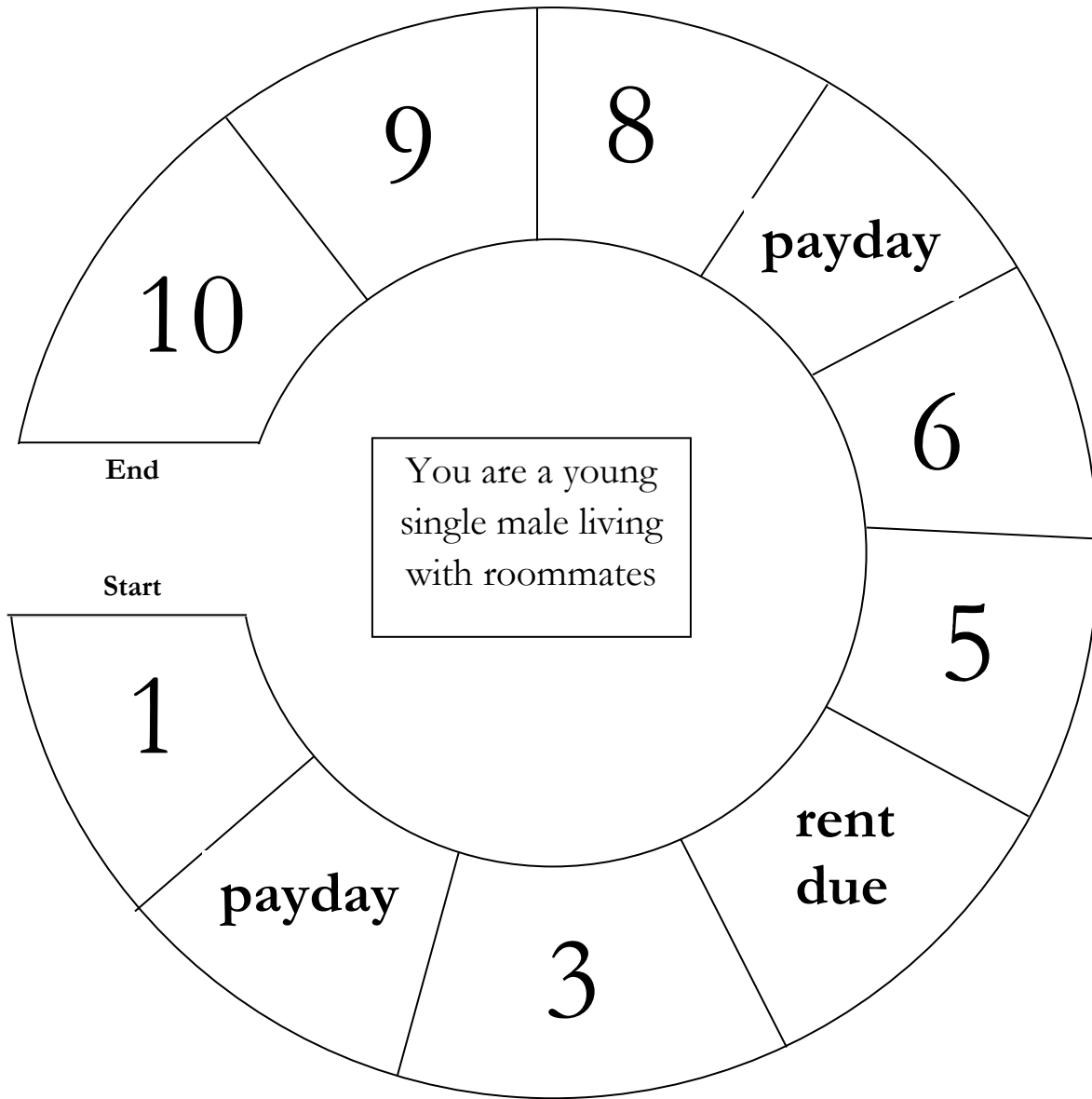
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<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
saving	<i>Saving</i> is keeping or storing money for later.	Idris is <i>saving</i> his money for a trip to visit family.	Why is <i>saving</i> important?
budget	A <i>budget</i> is a plan for how to get and spend money during a certain period.	The school has a <i>budget</i> for each year. The Win family plans a <i>budget</i> each month.	Do you plan a <i>budget</i> ?
expense	An <i>expense</i> is the money that you need to buy or do something; the cost.	Nadifa has a lot of <i>expenses</i> because she is studying at a university.	What are your biggest <i>expenses</i> every month?
financial planning	<i>Financial</i> means having to do with money. <i>Financial planning</i> is deciding how to manage, save, or spend money.	Paw and Yoshu are doing some <i>financial planning</i> to get ready for their baby. Paw's parents are doing <i>financial planning</i> to retire from their jobs.	What are other reasons to do <i>financial planning</i> ?
priorities	<i>Priorities</i> are things that are the most important or urgent.	The Subba family will not take a vacation this year. Their <i>priorities</i> are to fix a leaky pipe and buy winter clothes.	What are your financial <i>priorities</i> ?
taxes	<i>Taxes</i> are the money that you pay to a government. The government uses the money to provide services, such as schools and roads.	Bisrat pays his <i>taxes</i> every year in April. Each time Lemlem eats at a restaurant, she pays a small amount in state <i>taxes</i> .	Do people pay <i>taxes</i> in your home country?



Your Month Game Board: Profile 1



Your expenses:

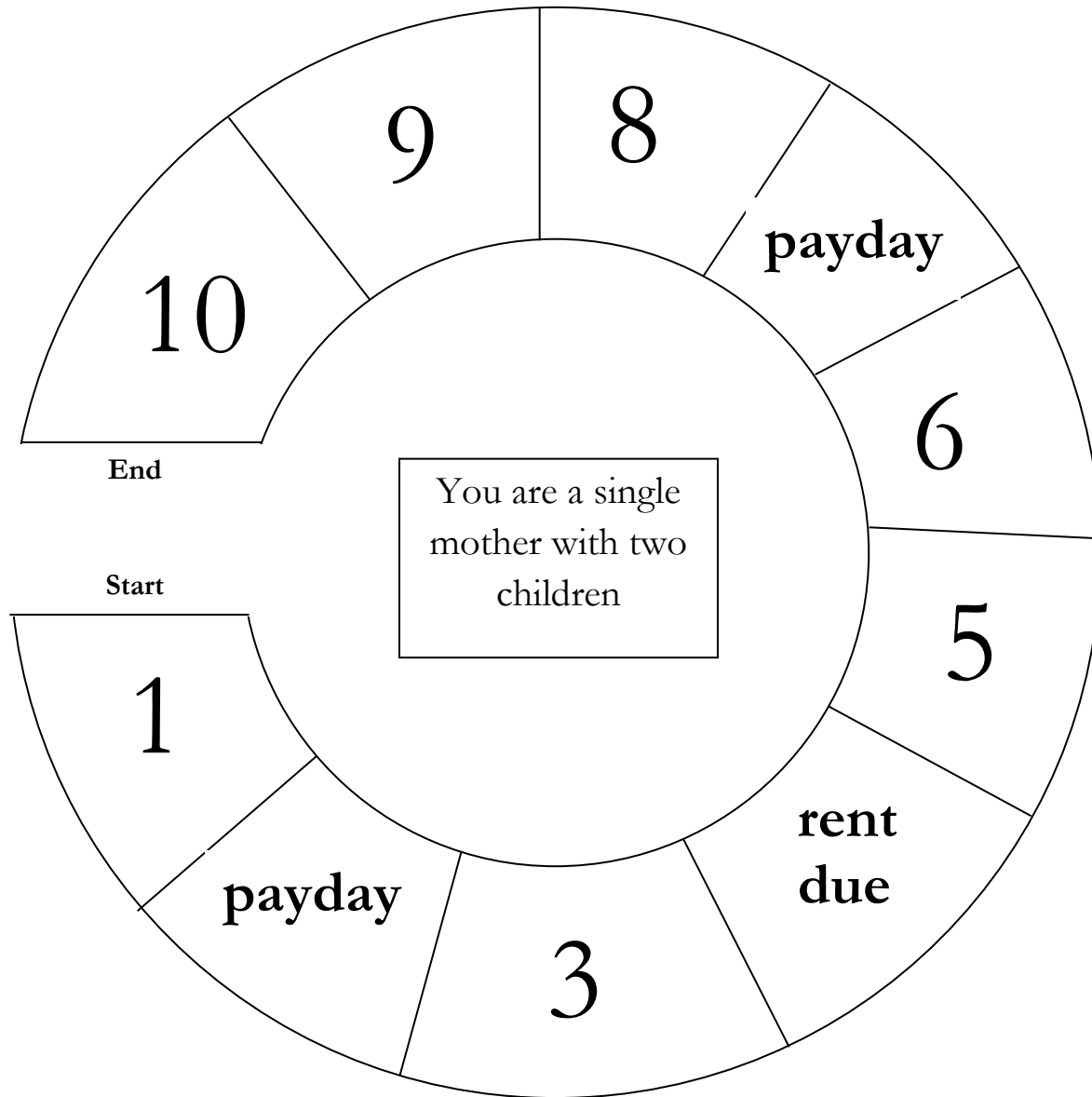
Bus pass	\$40
Clothing	\$50
Groceries	\$80
Paycheck	\$600
Rent	\$400
Child care	\$0
Utilities	\$40

Budgeting Worksheet: Profile 1

*You are a young single male living with roommates*

Day	Month 1		Month 2		Month 3	
	Savings:	\$460	Savings:		Savings:	
#1	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 1 total:		Day 1 total:		Day 1 total:	
#2	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 2 total:		Day 2 total:		Day 2 total:	
#3	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 3 total:		Day 3 total:		Day 3 total:	
#4	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 4 total:		Day 4 total:		Day 4 total:	
#5	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 5 total:		Day 5 total:		Day 5 total:	
#6	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 6 total:		Day 6 total:		Day 6 total:	
#7	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 7 total:		Day 7 total:		Day 7 total:	
#8	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 8 total:		Day 8 total:		Day 8 total:	
#9	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 9 total:		Day 9 total:		Day 9 total:	
#10	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 10 total:		Day 10 total:		Day 10 total:	

Your Month Game Board: Profile 2



Your expenses:

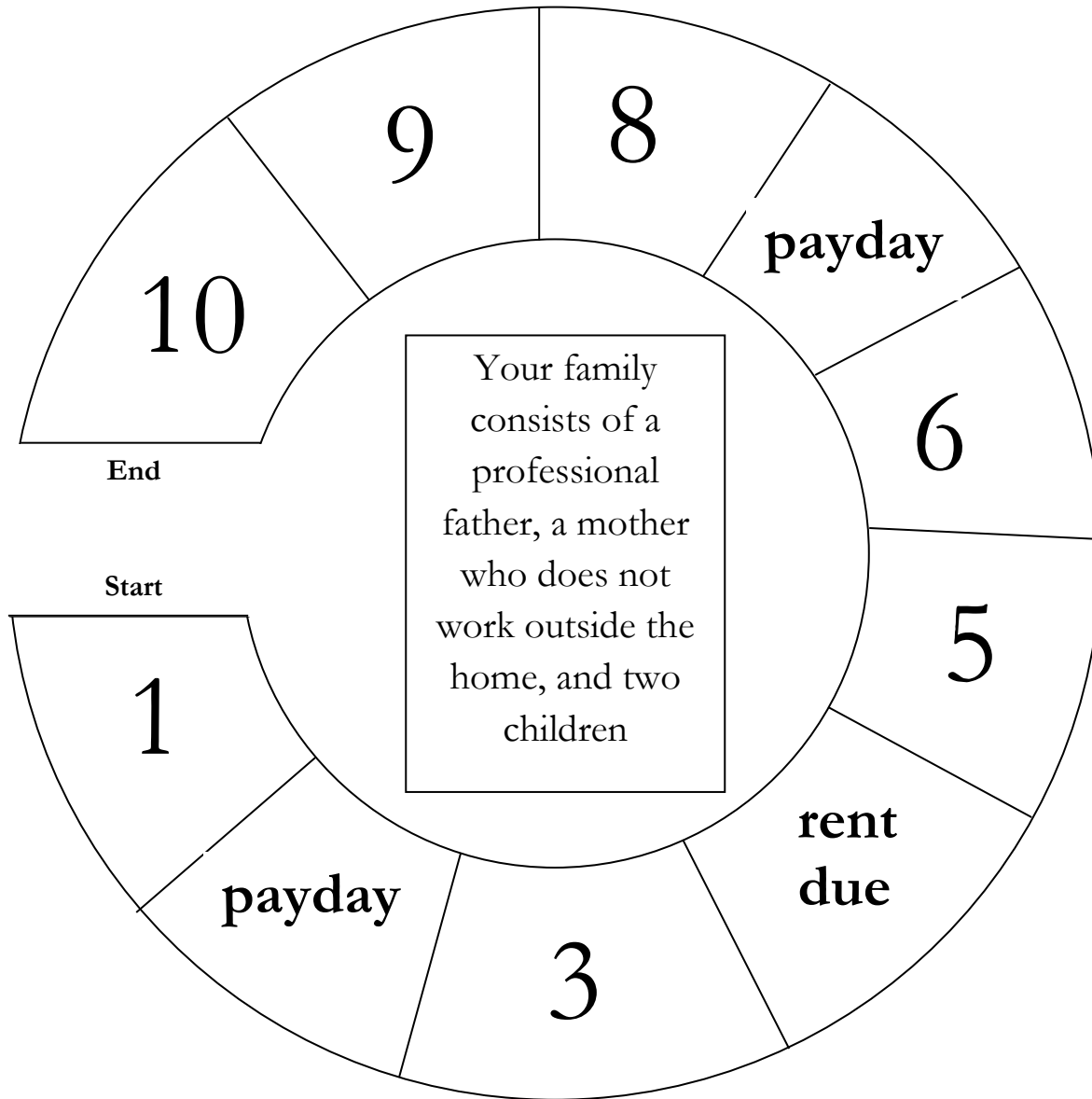
Bus pass	\$90
Clothing	\$120
Groceries	\$210
Paycheck	\$900
Rent	\$600
Child care	\$420
Utilities	\$170

Budgeting Worksheet: Profile 2

*You are a single mother with two children*

Day	Month 1		Month 2		Month 3	
	Savings:	\$320	Savings:		Savings:	
#1	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 1 total:		Day 1 total:		Day 1 total:	
#2	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 2 total:		Day 2 total:		Day 2 total:	
#3	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 3 total:		Day 3 total:		Day 3 total:	
#4	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 4 total:		Day 4 total:		Day 4 total:	
#5	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 5 total:		Day 5 total:		Day 5 total:	
#6	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 6 total:		Day 6 total:		Day 6 total:	
#7	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 7 total:		Day 7 total:		Day 7 total:	
#8	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 8 total:		Day 8 total:		Day 8 total:	
#9	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 9 total:		Day 9 total:		Day 9 total:	
#10	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 10 total:		Day 10 total:		Day 10 total:	

Your Month Game Board: Profile 3



Your expenses:

Bus pass	\$120
Clothing	\$270
Groceries	\$240
Paycheck	\$1,800
Rent	\$1,400
Child care	\$1,000
Utilities	\$380

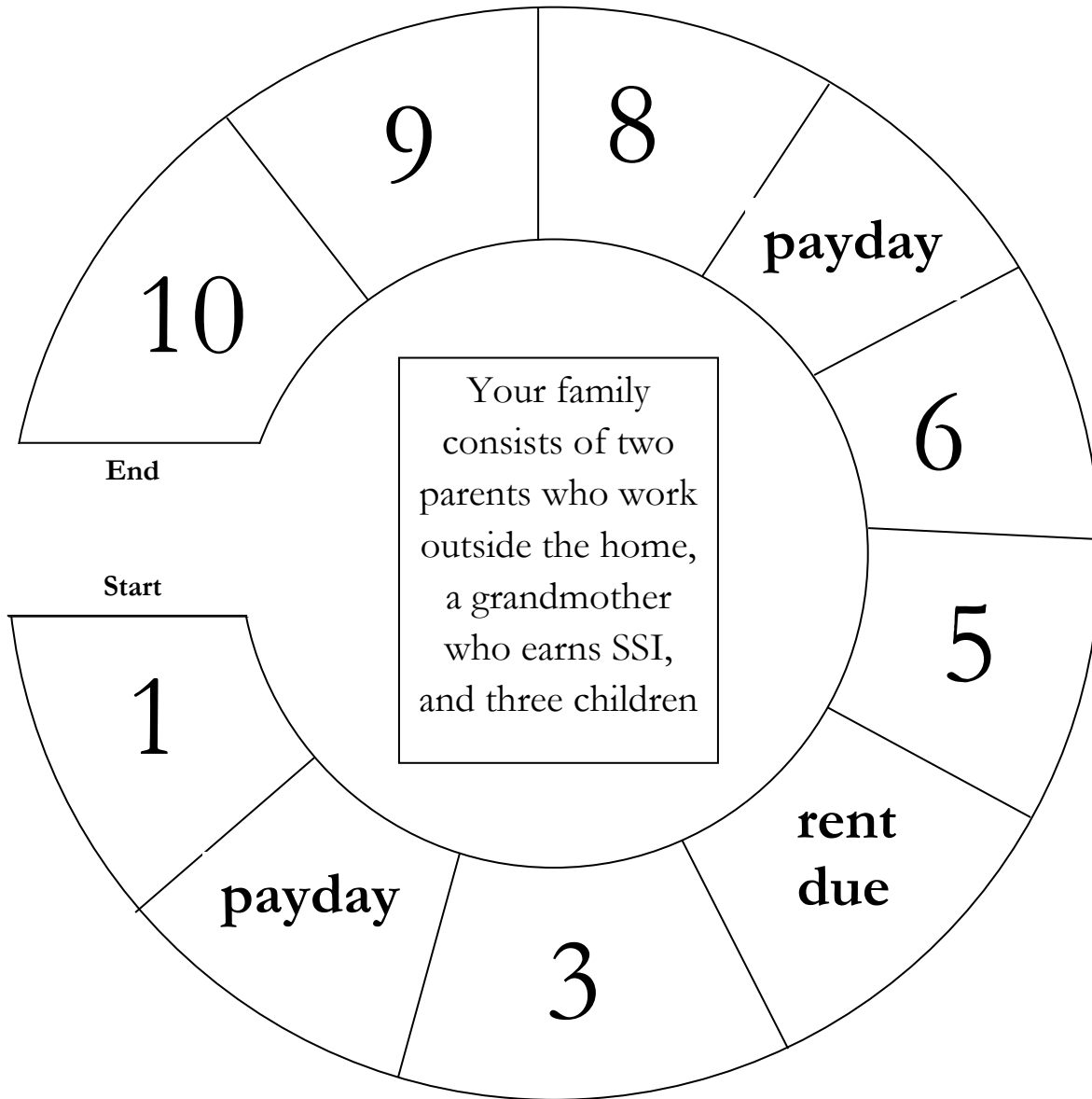


Budgeting Worksheet: Profile 3

Your family consists of a professional father, a mother who does not work outside the home, and two children

Day	Month 1		Month 2		Month 3	
	Savings:	\$960	Savings:		Savings:	
#1	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 1 total:		Day 1 total:		Day 1 total:	
#2	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 2 total:		Day 2 total:		Day 2 total:	
#3	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 3 total:		Day 3 total:		Day 3 total:	
#4	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 4 total:		Day 4 total:		Day 4 total:	
#5	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 5 total:		Day 5 total:		Day 5 total:	
#6	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 6 total:		Day 6 total:		Day 6 total:	
#7	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 7 total:		Day 7 total:		Day 7 total:	
#8	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 8 total:		Day 8 total:		Day 8 total:	
#9	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 9 total:		Day 9 total:		Day 9 total:	
#10	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 10 total:		Day 10 total:		Day 10 total:	

Your Month Game Board: Profile 4



Your expenses:

Bus pass	\$140
Clothing	\$220
Groceries	\$250
Combined paycheck	\$2,000
Rent	\$1,600
Child care	\$800
Utilities	\$490

Budgeting Worksheet: Profile 4

Your family consists of two parents who work outside the home, a grandmother who earns SSI, and three children

Day	Month 1		Month 2		Month 3	
	Savings:	\$600	Savings:		Savings:	
#1	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 1 total:		Day 1 total:		Day 1 total:	
#2	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 2 total:		Day 2 total:		Day 2 total:	
#3	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 3 total:		Day 3 total:		Day 3 total:	
#4	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 4 total:		Day 4 total:		Day 4 total:	
#5	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 5 total:		Day 5 total:		Day 5 total:	
#6	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 6 total:		Day 6 total:		Day 6 total:	
#7	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 7 total:		Day 7 total:		Day 7 total:	
#8	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 8 total:		Day 8 total:		Day 8 total:	
#9	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 9 total:		Day 9 total:		Day 9 total:	
#10	Add/ subtract:		Add/ subtract:		Add/ subtract:	
	Day 10 total:		Day 10 total:		Day 10 total:	

Expense Cards

<p>Buy bus pass</p> 	<p>Buy groceries</p> 	<p>Buy groceries</p> 
<p>Pay utilities</p> 	<p>Buy clothes</p> 	<p>Pay for child care</p> 
<p>Buy cleaning supplies</p>  <p>\$40</p>	<p>Attend a medical appointment</p>  <p>\$50</p>	<p>Visit the hospital emergency room (ER)</p>  <p>\$200</p>

Your friend is getting married in another state. It will cost \$400 to go. Will you attend?



Your child wants to attend a school field trip. It will cost \$10. Will you pay for this?



You can go out to dinner tonight. It will cost \$60. Will you go out to dinner, or cook at home?



You have time to visit your family in another town. It will cost \$150. Will you visit your family?



You belong to a religious institution that would like a financial contribution of \$100.

Will you pay it?



You can buy a cell phone. It will cost \$120. Will you buy one?







## U.S. Law, Rights, and Responsibilities

### Personal Safety in Your New Community

45 minutes

#### Objectives

Participants will be able to:

- ✓ identify ways to stay safe in the community
- ✓ compare American laws to the laws in their home countries



#### Materials

- ☐ “Safety Dominoes” (“Small Group Version” and “Large Group Version” included)
- ☐ “Safety Dominoes Answer Key” (“Small Group Version” and “Large Group Version” included)
- ☐ Flipchart or board
- ☐ Writing implement for flipchart or board



#### Key English Vocabulary

stay safe	prevent
documentation	neighborhood
witness	

#### Note to Trainer

Determine the approximate number of participants that will be attending the session. If there will be 12 or less participants, consider using the recommended “Safety Dominoes: Small Group Version,” or creating a smaller version for your group. If there will be less than 28 participants, consider removing some of the “Safety Dominoes: Large Group Version.” When removing “Safety Dominoes,” ensure that common safety concerns of clients in your area are addressed.

#### Pre-Session Preparation

In large letters, write on a flipchart or board: “When you \_\_\_\_\_, you should \_\_\_\_\_.”

#### Facilitator’s Introduction of Session to Participants

As you know, in addition to U.S. laws, rights, and responsibilities, there are also steps you can take to keep you and your family safe. We will continue discussing some of these safety measures during this session.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

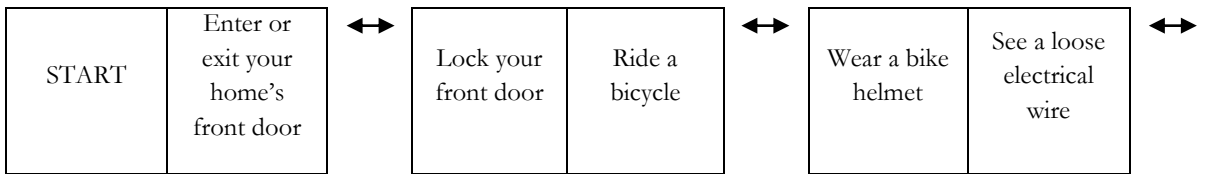
Conduct a “think-pair-share” exercise by asking participants to think about what they already do

to stay safe in their community. Participants pair with a partner and share their thoughts about keeping safe.

### *Activity*

Distribute “Safety Dominoes” to participants. If participants are not familiar with the information on their card, they can switch with another participant.

As a full group, participants line up in the correct order of their “Safety Dominoes.” The participant with the domino that says “Start” stands at one side of the training space. The participant holding the domino that says “End” stands at the other side of the training space. The rest of the participants find the matches to both sides of their “Safety Dominoes” and form a line between “Start” and “End” with their cards to show the safety issue and a way to maintain safety in that situation. For example:



When participants have correctly lined up, show participants the sentence stem on the board. Participants go down the line from “Start” to “End” and read or describe their cards by using the sentence stem. For example: *When you cross the street, you should look both ways.*

As a full group, debrief the activity by asking the questions below.

### *Debriefing Questions to Ask Participants*

- ☺ Why are safety measures useful?
- ☺ What safety measures do you and your family already take?
- ☺ What are some additional safety measures you will start to use?

### *Variations or Considerations*

When working with an individual or a few participants, the “Safety Dominoes” can be completed as a puzzle on a table or the floor as a full group.

When working with a larger group, divide participants into two or more smaller groups and use one set of “Safety Dominoes” for each smaller group. Debrief as a full group.



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
stay safe	To <i>stay safe</i> is to keep away from danger.	Ibrahim tells his son to <i>stay safe</i> when he walks to school. Abakar wears a helmet to <i>stay safe</i> when he rides his bike.	What are some ways you <i>stay safe</i> ?
prevent	To <i>prevent</i> is to keep or stop from happening.	Wearing a seatbelt <i>prevents</i> you from getting hurt in an accident. Hla wears a winter hat to <i>prevent</i> himself from getting cold.	What can you do to try to <i>prevent</i> a fire?
documentation	<i>Documentation</i> is official documents, identity cards, or paperwork used to prove that something is true or correct.	Yente carries identification <i>documentation</i> with her when she travels. The school asks to see <i>documentation</i> before Yaccoub can start school.	What <i>documentation</i> do you have?
neighborhood	A <i>neighborhood</i> is a small area in a city, town, or other place that is different from other areas.	Peter knows all the people in his <i>neighborhood</i> . Luis and Yahya move to a new neighborhood.	Does your <i>neighborhood</i> have a name?
witness	To <i>witness</i> is to see or experience something directly. A person who sees something happen is a <i>witness</i> .	Dinesh <i>witnesses</i> the fight and tells the teacher.	When can you <i>witness</i> the full moon?

Safety Dominoes: Large Group Version

# START



Enter or exit your home's front door



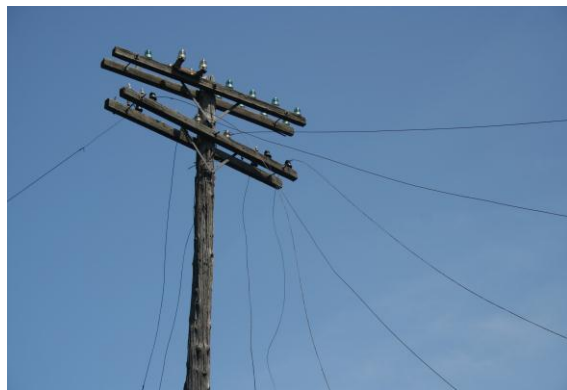
Lock your front door



Ride a bicycle



Wear a bike helmet



See a loose electrical wire



Avoid the electrical wire and report it



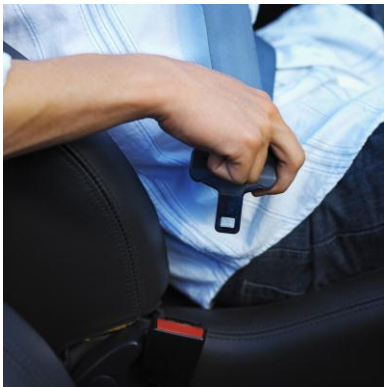
Cross the street



Look both ways



Ride in a car



Buckle your safety belt



Walk somewhere in the dark





Not walk alone



Have a fire in the fireplace



Have a fire extinguisher available



Are seriously injured



Call 9-1-1



Finish using the oven or stove



Make sure it is turned off



Are stopped by a police officer



Provide documentation if asked



Have a smoke detector at home



Make sure the batteries are charged



Ride a bicycle



Obey traffic signs



Have trash to throw away



Put it in a proper trash bin



Are outside in cold weather



Wear appropriate clothing for the weather



You are offered a ride by a stranger





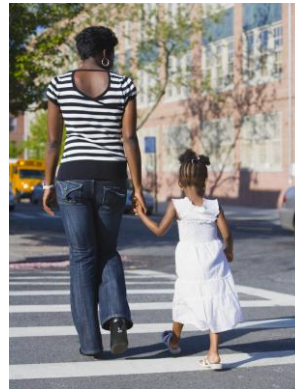
Not accept the ride



Have slippery steps in cold weather



Put salt or sand on the ice



Cross the street



Use a crosswalk



Are offered alcohol



Not drink too much and stay in control



See something on fire



Call 9-1-1



Have been drinking alcohol



Not drive a motor vehicle



Are feeling frustrated





Take a deep breath and try to remain calm



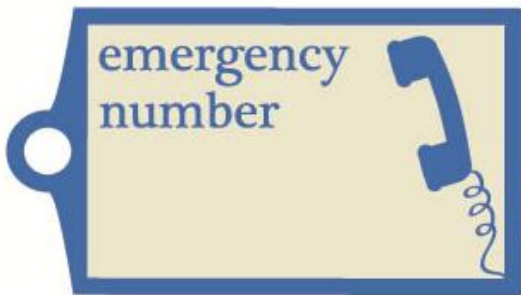
Witness a crime



Call 9-1-1



Move to a new community



Know the emergency phone numbers for that community



Are traveling



Inform a family member or friend of your travel plans



Move to a new neighborhood



Get to know your neighbors



See a stranger knocking at your door



Not invite the stranger inside



See suspicious people loitering in your neighborhood



Call the police to report the activity

# END

Safety Dominoes: Small Group Version

# START



Enter or exit your home's front door



Lock your front door



Ride a bicycle



Wear a bike helmet



Cross the street

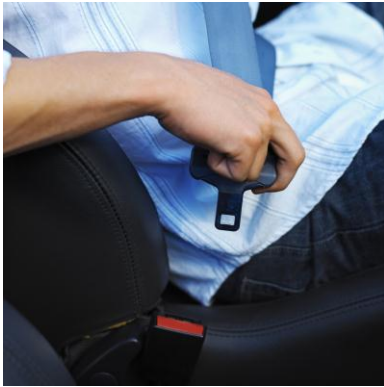




Look both ways



Ride in a car



Buckle your safety belt



Are stopped by a police officer



Provide documentation if asked



Have trash to throw away





Put it in a proper trash bin



Are outside in cold weather



Wear appropriate clothing for the weather



Are offered alcohol



Not drink too much and remain in control



Are feeling frustrated



Take a deep breath and try to remain calm



Witness a crime



Call 9-1-1



Move to a new neighborhood



Get to know your neighbors

**END**

Safety Dominoes Answer Key: Large Group Version

START	Enter or exit your home's front door	↔	Lock your front door	Ride a bicycle
Wear a bike helmet	See a loose electrical wire	↔	Avoid the electrical wire and report it	Cross the street
Look both ways	Ride in a car	↔	Buckle your safety belt	Walk somewhere in the dark
Not walk alone	Have a fire in the fireplace	↔	Have a fire extinguisher available	Are seriously injured
Call 9-1-1	Finish using the oven or stove	↔	Make sure it is turned off	Are stopped by a police officer
Provide documentation if asked	Have a smoke detector at home	↔	Make sure the batteries are charged	Ride a bicycle
Obey traffic signs	Have trash to throw away	↔	Put it in a proper trash bin	Are outside in cold weather
Wear appropriate clothing for the weather	You are offered a ride by a stranger	↔	Not accept the ride	Have slippery steps in cold weather

Put salt or sand on the ice	Cross the street	↔	Use a crosswalk	Are offered alcohol
Not drink too much and remain in control	See something on fire	↔	Call 9-1-1	Have been drinking alcohol
Not drive a motor vehicle	Are feeling frustrated	↔	Take a deep breath and try to remain calm	Witness a crime
Call 9-1-1	Move to a new community	↔	Know the emergency phone numbers for that community	Are traveling
Inform a family member or friend of your travel plans	Move to a new neighborhood	↔	Get to know your neighbors	See a stranger knocking at your door
Not invite the stranger inside	See suspicious people loitering in your neighborhood	↔	Call the police to report the activity	END

Safety Dominoes Answer Key: Small Group Version

START	Enter or exit your home's front door	↔	Lock your front door	Ride a bicycle
Wear a bike helmet	Cross the street	↔	Look both ways	Ride in a car
Buckle your safety belt	Are stopped by a police officer	↔	Provide documentation if asked	Have trash to throw away
Put it in a proper trash bin	Are outside in cold weather	↔	Wear appropriate clothing for the weather	Are offered alcohol
Not drink too much and remain in control	Are feeling frustrated	↔	Take a deep breath and try to remain calm	Witness a crime
Call 9-1-1	Move to a new neighborhood	↔	Get to know your neighbors	END





## U.S. Laws, Rights and Responsibilities

### Local Laws and Customs

40 minutes



#### Objectives

Participants will be able to:

- ✓ share one or two local laws and customs with the group
- ✓ discuss the implications of abiding by local laws
- ✓ increase understanding of local customs

#### Materials

- ☐ Board or wall
- ☐ Tape or tacks (to hang paper on the board or wall)
- ☐ Paper, 1-2 pieces per participant
- ☐ Drawing implements



#### Key English Vocabulary

law	customs
legal	illegal
local	

#### Pre-Session Preparation

Instruct participants to talk to their case manager, neighbors, or other community members about laws and customs. This could include but is not limited to:

- the age required for public school
- child labor laws
- car seat requirements
- drug tolerance
- recycling
- landlord-tenant relationships
- zoning laws
- tolerance of jaywalking
- leash laws
- fire codes

Participants choose one or two laws or customs to present to the group.

Identify a board or wall for permanent display. Divide it into two sides, labeled *laws* and *customs*.

#### Facilitator's Introduction of Session to Participants

You have already learned about some U.S. laws and customs. During this session, we will share some of the laws and customs we have learned and develop a resource for others to learn from us.

### *Introductory Exercise*

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

### *Activity*

Divide participants into groups of 4-5. Distribute paper and drawing implements to groups.

Within their groups, participants take turns sharing a local law or custom they learned about. Groups then write or draw laws and customs on paper.

Bring the full group together in front of the board or wall. Small groups briefly present the laws and customs to the full group, and tape/tack the papers under *law* or *custom*.

Have this wall or board available for other clients.

### *Debriefing Questions to Ask Participants*

- ☺ What laws did you learn about today?
- ☺ What are some new customs you will consider trying?
- ☺ Why is it important to know the laws?
- ☺ How can learning local customs be helpful for your situation?

### *Variations or Considerations*

This activity could also be done with legal versus illegal activities, new versus similar to previous experiences, etc.

Use this board with future clients for further discussion, to revise or add to the board, or as talking points when discussing U.S. laws and customs.

When working with an individual or a small group, ask participants to come up with 2-3 laws or customs. Conduct the “Activity” as a full group.



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
law	A <i>law</i> is a rule that people in a community must follow.	Wearing a seatbelt is the <i>law</i> when you are in a moving car.	What U.S. <i>laws</i> do you already know?
customs	<i>Customs</i> are ways of acting that are usual for a person or social group.	When you meet someone in the U.S., shaking hands is the <i>custom</i> .	What American <i>customs</i> do you know?
legal	<i>Legal</i> means that it is allowed by the law.	In some states, it is <i>legal</i> to turn right when the traffic light is red and it is safe. There is no traffic coming through.	Finish the sentence: In the United States it is <i>legal</i> to...
illegal	<i>Illegal</i> means that it is not allowed by the law.	It is <i>illegal</i> to throw trash on the grass in the park.	Finish the sentence: In the United States it is <i>illegal</i> to...
local	<i>Local</i> means about a specific place, such as a town or neighborhood.	Mya's brings her daughter to the <i>local</i> school. Then she shops at the <i>local</i> grocery store.	Can you walk to the <i>local</i> grocery store?



## Cultural Adjustment

### Adjusting Through the U-Curve

40 minutes

#### Objectives

Participants will be able to:

- ✓ describe the phases of cultural adjustment
- ✓ identify their current placement on the U-curve of cultural adjustment



#### Materials

- ☐ “U-Curve of Cultural Adjustment” poster  
([www.cal.org/co/domestic/toolkit/tools/U-Curve%20of%20Cultural%20Adjustment.pdf](http://www.cal.org/co/domestic/toolkit/tools/U-Curve%20of%20Cultural%20Adjustment.pdf))
- ☐ “U-Curve of Cultural Adjustment Worksheet” (included), 1 per participant
- ☐ Writing implements, 1 per participant



#### Key English Vocabulary

miss	adjust
support	culture shock
phases	

#### Pre-Session Preparation

Hang the “U-Curve of Cultural Adjustment” poster in front of the training space.

#### Facilitator’s Introduction of Session to Participants

You have learned about cultural adjustment before. Since you are continuously adjusting, we will continue talking about the phases of cultural adjustment.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

#### Activity

Ask participants to raise their hands if they have seen a U-curve of cultural adjustment before. Explain that the U-curve of cultural adjustment is a common chart showing the phases of cultural adjustment. Point out the four phases of cultural adjustment on the poster: honeymoon, culture shock, adjustment, and mastery.

Divide participants into 4 groups. Distribute worksheets to participants. Assign each group a phase of cultural adjustment. In groups, participants discuss what the phase is about and what happens in that phase based on the pictures.

Bring the full group together. In order of the phases (honeymoon, culture shock, adjustment, mastery), small groups share their assigned phase of cultural adjustment.

Distribute writing implements. On their individual worksheets, participants mark the day's date where they think they are on the U-curve of cultural adjustment. If they remember, participants can also mark other dates for past experiences along the U-curve of cultural adjustment.

Share tools and resources available in the area when participants are encountering culture shock or difficulties with cultural adjustment.

### *Debriefing Questions to Ask Participants*

- ☺ What phase of culture shock are you going through?
- ☺ If you or someone you know is going through culture shock or having difficulties adjusting, how long should the person wait before seeking help?
- ☺ If you are having trouble with cultural adjustment, where can you go for help and support?

### *Variations or Considerations*

Consider dividing participants by language group to discuss the phases of the U-curve.

When working with an individual or a small group, groups can discuss more than one phase of cultural adjustment, or the discussion can be conducted as a full group.

When working with a larger group, divide participants into more groups; ideally, there would be 4 groups, 8 groups, or 12 groups so the work can be divided and discussed evenly.





Teaching English Vocabulary

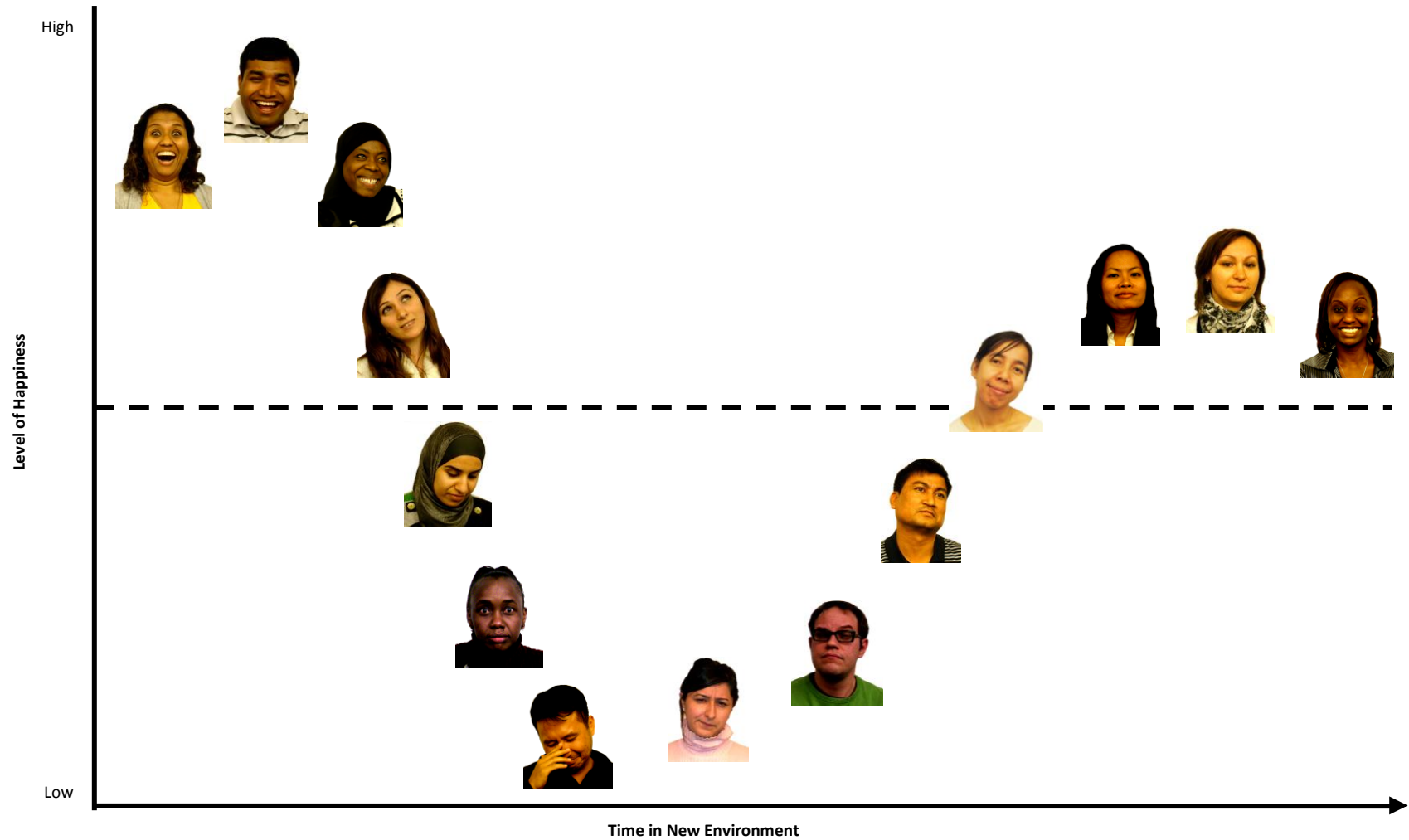
8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
miss	To <i>miss</i> is to feel sad or lonely without someone or something.	Sameul <i>misses</i> his cousins. Aida <i>misses</i> her favorite foods from Iraq.	Are there foods that you <i>miss</i> from your home country?
adjust	To <i>adjust</i> is to change in order to fit in or to get used to a situation. <i>Adjustments</i> are the changes.	Kyaw <i>adjusts</i> by writing his cousins emails and talking on the phone once a month. Blu makes an <i>adjustment</i> by learning how to make recipes with American ingredients.	How did you <i>adjust</i> to the United States?
support	To <i>support</i> is to help or assist when someone needs help.	Leila <i>supports</i> her father by leaving his dinner out when he comes home late from work.	How do you <i>support</i> your family?
culture shock	<i>Culture shock</i> is the stress or confusion someone feels when they meet people from a different culture or move to a different culture.	Purna has <i>culture shock</i> when he goes to an American mall. Rajen calls his mother when he feels <i>culture shock</i> ; she makes him feel better.	When do you feel <i>culture shock</i> ?
phases	<i>Phases</i> are periods of time in a process or cycle of development.	The moon has different <i>phases</i> every month. Each person goes through <i>phases</i> of cultural adjustment at different times.	Describe the phases of the moon to a partner.

# U-Curve of Cultural Adjustment Worksheet





## Cultural Adjustment

### Balancing Cultures and Values

30 minutes

#### Objectives

Participants will be able to:

- ✓ identify aspects of U.S. culture they would like to adopt
- ✓ identify aspects of their home culture they would like to maintain
- ✓ discuss finding a balance between their home culture and U.S. culture



#### Materials

- ☐ Masking tape
- ☐ “Values Statements” (included)
- ☐ A second trainer, interpreter, or participant volunteer



#### Key English Vocabulary

culture	opinion
beliefs	values
balance	punishment

#### Pre-Session Preparation

Push all furniture to the walls of the training space, leaving an open space in the middle of the room for the session’s activities.

Put a line of masking tape down the center of the floor.

#### Facilitator’s Introduction of Session to Participants

It can be difficult to find a balance between your previous experiences and your experiences in the United States. Many immigrants find it difficult to decide what values and cultural aspects to adopt, which to maintain, and ways to find a balance between the two.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

#### Activity

Invite participants to stand on either side of the line on the floor.

Tell participants that two statements will be read with pictures to demonstrate the meaning of the words. Participants must decide which statement they most agree with, and stand on the side of the line where that statement is being held.

The trainer and volunteer stand on opposite sides of the line with “Values Statements” for individual sides (Side A and Side B) in order (1 through 10). Statement 1 is read for both sides. Participants decide which statement they most agree with and move to that side.

Continue with statements 2 through 10.

### *Debriefing Questions to Ask Participants*

- ☺ What did you notice?
- ☺ Which side did you spend more time on?
- ☺ How would you describe the difference between the two sides?
- ☺ Do you feel you have found a balance between your home culture and U.S. culture?
- ☺ Would you like to create more of a balance, or are you happy with your adjustment thus far?

### *Variations or Considerations*

This activity plan can easily be conducted with any size group of participants, from an individual to a very large group.

Come up with your own or additional statements based on the needs of refugees in your community.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
culture	<i>Culture</i> is the ideas and practices of a particular group of people.	American <i>culture</i> has differences from Chinese <i>culture</i> .	What do you know about American <i>culture</i> ?
opinion	An <i>opinion</i> is what a person thinks about a person or an idea. It is not a fact.	Moo Moo's <i>opinion</i> is that her daughter should speak Karen at home.	Use these words to start a sentence: In my <i>opinion</i> ...
beliefs	<i>Beliefs</i> are strong opinions.	Every person has different <i>beliefs</i> about raising children.	What are your strongest <i>beliefs</i> ?
values	<i>Values</i> are beliefs about what is right or wrong or most important in life.	Americans feel working hard is an important <i>value</i> .	What are some <i>values</i> in your home culture?
balance	A <i>balance</i> is a way of keeping things equal even if they are different.	Leela tries to have a <i>balance</i> between her work life and her family life.	How can you balance work life and family life?
punishment	<i>Punishment</i> is making someone experience something painful or bad if they do something wrong.	Jul gives his son a <i>punishment</i> for coming home late. His son cannot watch TV for one month.	Do you remember a time when you got a <i>punishment</i> as a child?



Side A: Statement 1



Children should live on their own when they reach a certain age

Side B: Statement 1



Children should live at home until they are married

Side A: Statement 2



Corporal punishment should not be permitted

Side B: Statement 2



Corporal punishment should be legal and used when necessary

Side A: Statement 3



All members of the family should be consulted before making decisions

Side B: Statement 3



The man of the house should make decisions for the family



Side A: Statement 4



Children should speak their mind

Side B: Statement 4



Children should never question their parents or teachers

Side A: Statement 5



When you see someone you know on the street, you prefer to just nod

Side B: Statement 5



When you see someone on the street, you should greet them and ask how their day is going



Side A: Statement 6



You can find things in common with people from many different backgrounds

Side B: Statement 6



It is very difficult to find things in common with someone who looks different than you, or practices a different religion than you

Side A: Statement 7



It is important to take any job you are offered, and try to work your way up from there

Side B: Statement 7



It is important to wait to find a job in your field

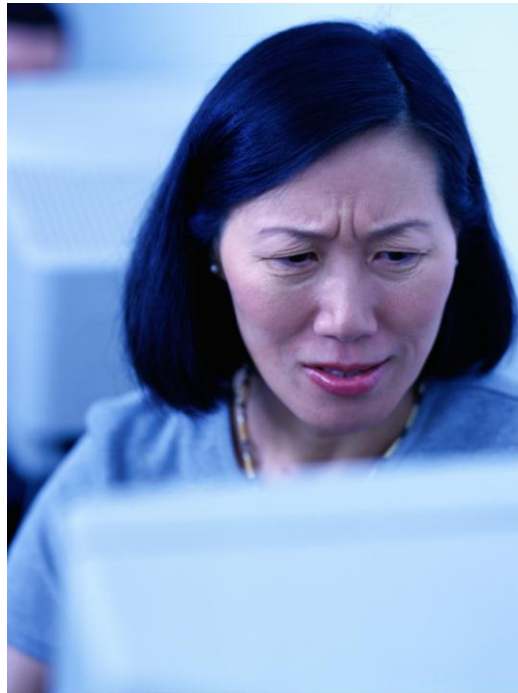


Side A: Statement 8



Anyone can learn new things, no matter how old they are

Side B: Statement 8



School is for children to learn; it is very difficult for adults to learn new things

Side A: Statement 9



Learning English takes time but is very important

Side B: Statement 9



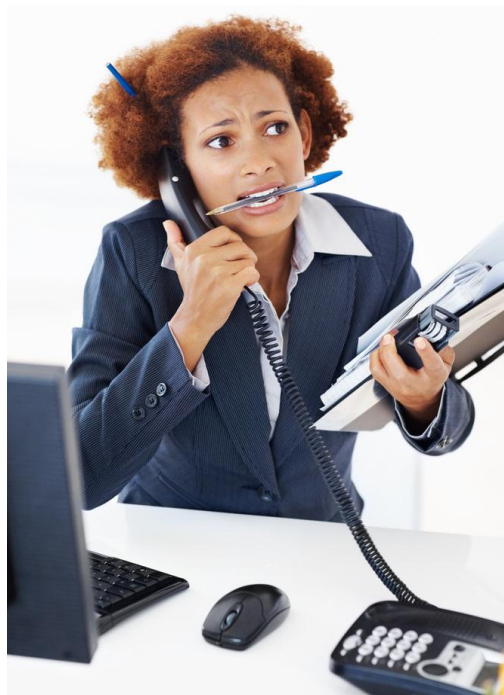
I will speak only my own language; it is too difficult to learn English

Side A: Statement 10



It is important to be on time for meetings and appointments

Side B: Statement 10



Sometimes I have other things to do and cannot be on time





## Cultural Adjustment

### Communicating With Diverse Populations

20 minutes

#### Objectives

Participants will be able to:

- ✓ practice interacting with people with differing characteristics
- ✓ describe some of the diversity in their community



#### Materials

- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board



#### Key English Vocabulary

communication	diverse
diversity	conversation
similarity	

#### Note to Trainer

This is a short session and could easily serve as the introductory piece to a larger topic within cultural adjustment or learning English.

#### Pre-Session Preparation

Assign participants to go into their community and engage in two brief conversations in English with two different, diverse people: a man and a woman, people of different races or ethnicities, people with different religious beliefs, etc. Participants may choose a shop clerk, librarian, case manager, a neighbor, and so forth. Encourage participants to talk to people that are different from each other. Participants take note of the differences in the two conversations.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

#### Activity

Conduct a “pair-and-share” exercise by putting participants into pairs. With their partner, participants describe their interactions, who they talked with, and how the conversations went. Participants also share any differences they noticed in the two conversations and discuss these differences with their partner.

Bring the full group together and ask for highlights from their conversations. Record notes on a flipchart or board that have to do with communicating with diverse people. Lead the group in a discussion and debrief of communicating with diverse populations by using the questions below.

*Debriefing Questions to Ask Participants*

- ☺ What differences did you notice between the two conversations?
- ☺ What similarities did you notice?
- ☺ Were you more comfortable during one conversation or the other? If so, why?
- ☺ What diversity do you see in your community?
- ☺ What can we say about communicating with diverse people in our communities?

*Variations or Considerations*

When working with an individual or a small group, continue with the “Pre-Session Preparation” activity as described. Discuss the conversations as a full group.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
communication	<i>Communication</i> is sharing messages, information, or ideas.	Tira <i>communicates</i> with her brother in Syria every day. They <i>communicate</i> by phone or by text message.	How do you <i>communicate</i> with your family?
diverse	<i>Diverse</i> means having different kinds or sorts.	There are a <i>diverse</i> group of students in class. They come from different countries, speak different languages, and like different subjects.	What are the different ways that people can be <i>diverse</i> from each other?
diversity	<i>Diversity</i> is being diverse.	The United States is a country with a lot of <i>diversity</i> . Asu likes working at a place with a lot of <i>diversity</i> , because he meets a lot of people who are different from him.	What <i>diversity</i> did you see in your home country or country of asylum?
conversation	A <i>conversation</i> is a talk that two or more people have.	Isabel has a <i>conversation</i> with her doctor.	Do you have <i>conversations</i> with your American neighbors?
similarity	A <i>similarity</i> is a way of being the same. Opposite: difference.	There are many <i>similarities</i> between lions and tigers.	What are the similarities between your home country and the United States?



## Cultural Adjustment

### Changes Within the Family

40 minutes

#### Objectives

Participants will be able to:

- ✓ discuss how family roles and responsibilities may change
- ✓ consider ways to handle these changes in a healthy manner



#### Materials

- ☐ “Family Situations” (included)
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board



#### Key English Vocabulary

relationship	stress
challenge	healthy reaction
uncomfortable	situation

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise by asking participants to think about a challenging situation that has occurred within their family or within the family of someone they know, and how the family handled the challenge. Participants then share their thoughts with a partner.

Bring the full group together and ask for highlights from the exercise. Record the ways people handled family challenges on flipchart or the board.

#### Activity

Divide participants into groups of 3-4 people. Each group chooses a spokesperson. Distribute one “Family Situations” to each group. Groups read the “Family Situations,” discuss what happened, and address the questions.

Bring the full group together. Spokespeople from each group share highlights from their group discussions. After one spokesperson is done, ask the full group for additional ways to handle the situation. Record ideas on flipchart or the board.

### *Debriefing Questions to Ask Participants*

- ☺ What stories are similar to situations you have heard about in the past?
- ☺ What are some ways to have a healthy reaction to some of the situations that you or your family might try?
- ☺ What is challenging about some of these situations?
- ☺ Why is family communication important when situations like this occur?

### *Variations or Considerations*

When working with a less literate group, read a “Family Situation” aloud for the full group. Small groups discuss what happened. Bring the full group together and ask follow-up questions provided with the situation. Continue with additional “Family Situations” as time permits.

When working with an individual or a small group, use fewer “Family Situations.” Discuss situations in small groups or as a full group.





8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
relationship	A <i>relationship</i> is the kind of connection between people.	Their <i>relationship</i> changed over time. First they were classmates. Then they were good friends. Now they are married!	What are the <i>relationships</i> in your life?
stress	<i>Stress</i> is a pressure or negative feeling.	Martine has a lot of <i>stress</i> at work so she calls her sister to feel better.	Who do you talk to when you feel <i>stress</i> ?
challenge	A <i>challenge</i> is a difficult problem.	There are many <i>challenges</i> of moving to a new country, such as learning a new language.	What <i>challenges</i> do you have in the United States?
healthy reaction	A <i>healthy reaction</i> is a good way of responding to something that happens. A healthy reaction makes you feel better about the situation.	Khine gets a bad grade on the test but he has a <i>healthy reaction</i> . He stays calm and goes to talk to the teacher.	What are some ways to have a <i>healthy reaction</i> to a challenge or stress?
uncomfortable	Feeling <i>uncomfortable</i> is when you are not relaxed in your mind or body. Opposite: <i>comfortable</i> .	Adad is <i>uncomfortable</i> telling his boss that he needs the day off.	Where do you feel <i>comfortable</i> speaking English? Where do you feel <i>uncomfortable</i> ?
situation	A <i>situation</i> is what is happening at a time and place.	Mehrdad loves his job. The <i>situation</i> at his work is very good.	Tell a partner about your housing <i>situation</i> .

## Family Situations

### Family Situation 1: Salima and Her Daughter

Salima and her family had been in the United States for almost a year. Salima was not learning English as quickly as her oldest daughter, who was in middle school. Salima wanted to stay involved in her children's education, so she made sure to attend parent-teacher conferences. Salima's daughter always interpreted for Salima and told her what good students her children were. One day, Salima saw her daughter's English teacher. The teacher told Salima that her daughter was failing a class.

*Discuss what happened in the situation using the questions below.*

- Describe the relationship between Salima and her daughter. What is the challenge here?
- What information might Salima be missing?
- What other options might Salima have?
- How can you have a healthy reaction to this situation?

### Family Situation 2: Kyale and His Wife

Kyale's wife found a full-time job soon after they arrived in the U.S. Kyale was nervous about his wife working, but he recognized that their family needed income and health benefits. A year later, Kyale was offered a part-time position stocking shelves at a local store. Kyale wanted his wife to stop working so he could support their family again. His wife pointed out that Kyale would not be making enough money at his part-time job, nor would he receive benefits. Kyale knew she was right, but he felt uncomfortable not being able to support their family.

*Discuss what happened in the situation using the questions below.*

- Describe the relationship between Kyale and his wife. What is the challenge here?
- Why does Kyale feel uncomfortable?
- How could Kyale and his wife work together so they are both more comfortable with the situation?
- How can you have a healthy reaction to this situation?

### Family Situation 3: Jeun and His Son

Jeun had been nervous about resettlement, because he wanted his children to understand their history and culture. But he also thought they would have more opportunities if they resettled. In the U.S., Jeun's children quickly adjusted to their new home. Over time, his children started speaking English most of the time. One day, Jeun asked his oldest son a question in their first language. Jeun's son responded in English. Jeun asked another question in their first language, and his son again responded in English. Jeun asked his son why he was not speaking their first language; his son said, "We are in American now, and we speak English in America."

*Discuss what happened in the situation using the questions below.*

- Describe the relationship between Jeun and his son. What is the challenge here?
- How do you think Jeun feels?
- What do you think Jeun should do?
- How can you have a healthy reaction to this situation?

### Family Situation 4: Prakash and His Daughter

Prakash resettled in the U.S. with his parents, wife, and three children. He wanted his children to find a healthy balance between life in the U.S. and their home culture. Prakash was very happy that his children continued to spend time at home, especially with their grandparents. One day, Prakash's 15-year-old daughter walked into the kitchen in a very short skirt. Prakash asked what she was doing, since it was almost time to leave for school. His daughter said she was dressed and ready for school.

*Discuss what happened in the situation using the questions below.*

- Describe the relationship between Prakash and his daughter. What is the challenge here?
- How do you think Prakash feels?
- How can you have a healthy reaction to this situation?

### Family Situation 5: Lipia and Her Children

Lipia was a single mother of five school-aged children between 7 and 15 years of age. She was happy to find a job that allowed her to have breakfast with her children, but did not arrive home until dinnertime. Lipia woke up early to make breakfast and lunches to take to school in the morning. She arrived home in the evening to start cooking, and her family would eat a late dinner. Lipia felt very fortunate to be able to spend this time with her family, but she was having trouble finding time to clean the house, do laundry, help her children with their homework, and other household chores.

*Discuss what happened in the situation using the questions below.*

- Describe the relationship between Lipia and her children. What is the challenge here?
- How do you think Lipia feels?
- What could Lipia do to ease her stress and ensure household chores are done?
- How can you have a healthy reaction to this situation?

### Family Situation 6: Amina and Her Son

Amina was pleased that her 16-year-old son was doing well in school, learning English, and staying involved with their family. His teachers spoke highly of him, and he seemed genuinely happy. However, Amina's son would often be out very late on weekend nights with friends, and rarely brought them to their house so she could meet them. The few she had met were not polite and rarely even greeted her when they came over.

*Discuss what happened in the situation using the questions below.*

- Describe the relationship between Amina and her son. What is the challenge here?
- How do you think Amina feels?
- How can you have a healthy reaction to this situation?



## Evaluation

### Evaluating Understanding and Skills

30 minutes

#### Objectives

Participants will be able to:

- ✓ explain specific aspects of the sessions they have attended
- ✓ demonstrate knowledge and understanding of various aspects of their adjustment



#### Materials

- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board
- ☐ “Goal Board” (sample included)
- ☐ “Simple Scoreboard” (sample included)
- ☐ Post-It notes, 1 for each team
- ☐ “Evaluation Questions” (included)

#### Pre-Session Preparation

Put the “Goal Board” and “Simple Scoreboard” on a flipchart or board.

Determine the length of time in which the game will be played, leaving time for discussion and clarification.

#### Facilitator’s Introduction of Session to Participants

During this session, we will review the information you have learned during this course.

#### Activity

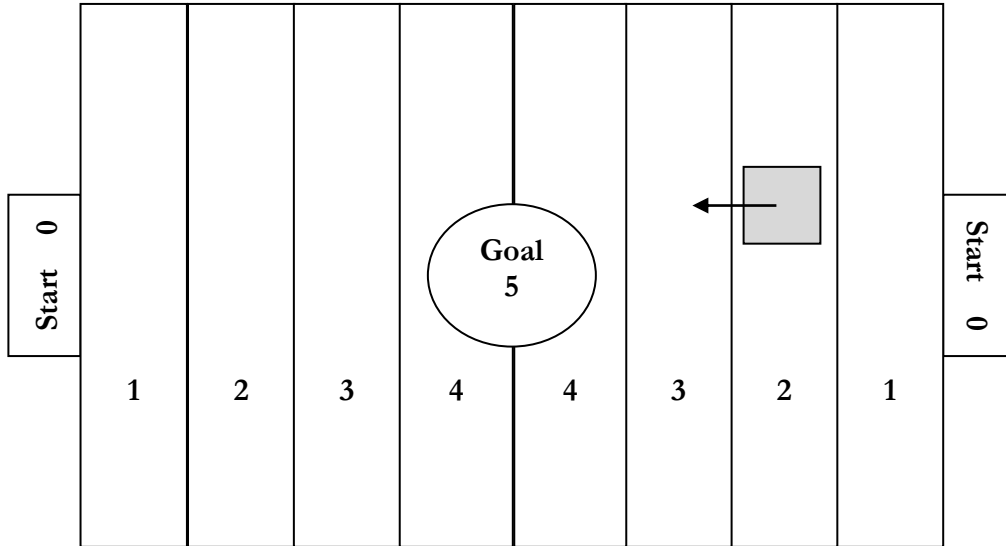
Divide participants into two teams. Each team is represented by Post-It notes and begins in the Start block of their respective sides.

Explain the rules of the game:

- The object is to answer questions correctly based on what has been learned during the session about adjusting to life in the U.S.
- Correct and incorrect answers will be determined by the trainer. The game is being played to demonstrate understanding, so participants should ask questions if something is unclear. Correct answers will be provided, and additional information will be discussed as needed.
- If a question is answered correctly, your team receives the number of points shown in the

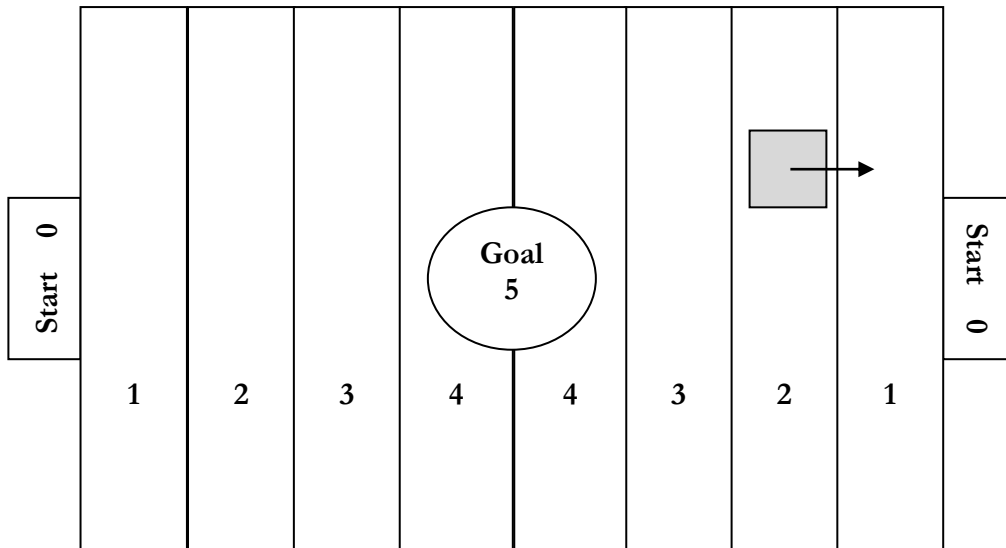


box where your Post-It note was when the question was presented. Your team's Post-It is then moved one box closer to the goal. For example:



*If answered correctly, this team would receive two points and move one block toward the goal.*

- Once a team has reached the goal circle, they must answer a question correctly (and earn five points), and then return to the starting block. The team continues answering questions and continues to try to score goals.
- If a question is answered incorrectly, your team loses the number of points shown in the box where your Post-It note was when the question was presented. Your team's Post-It is then moved one box closer to the starting block. For example:



*If answered incorrectly, this team would lose two points and move one block toward the starting block.*

- If a team is already on the starting block and answers a question incorrectly, the team does not lose any points and remains on the starting block.
- At the end of the game, the timing of which is determined by the trainer, the team with the most points wins.

Determine which team will go first. Present the starting team with a question. The team discusses and answers the question. The team's score is added to or subtracted from the scoreboard, and the team's Post-It is moved accordingly.

#### *Debriefing Questions to Ask Participants*

- ☺ What are some of the most important things you have learned during these orientation sessions?
- ☺ What would you like to know more about?

#### *Variations or Considerations*

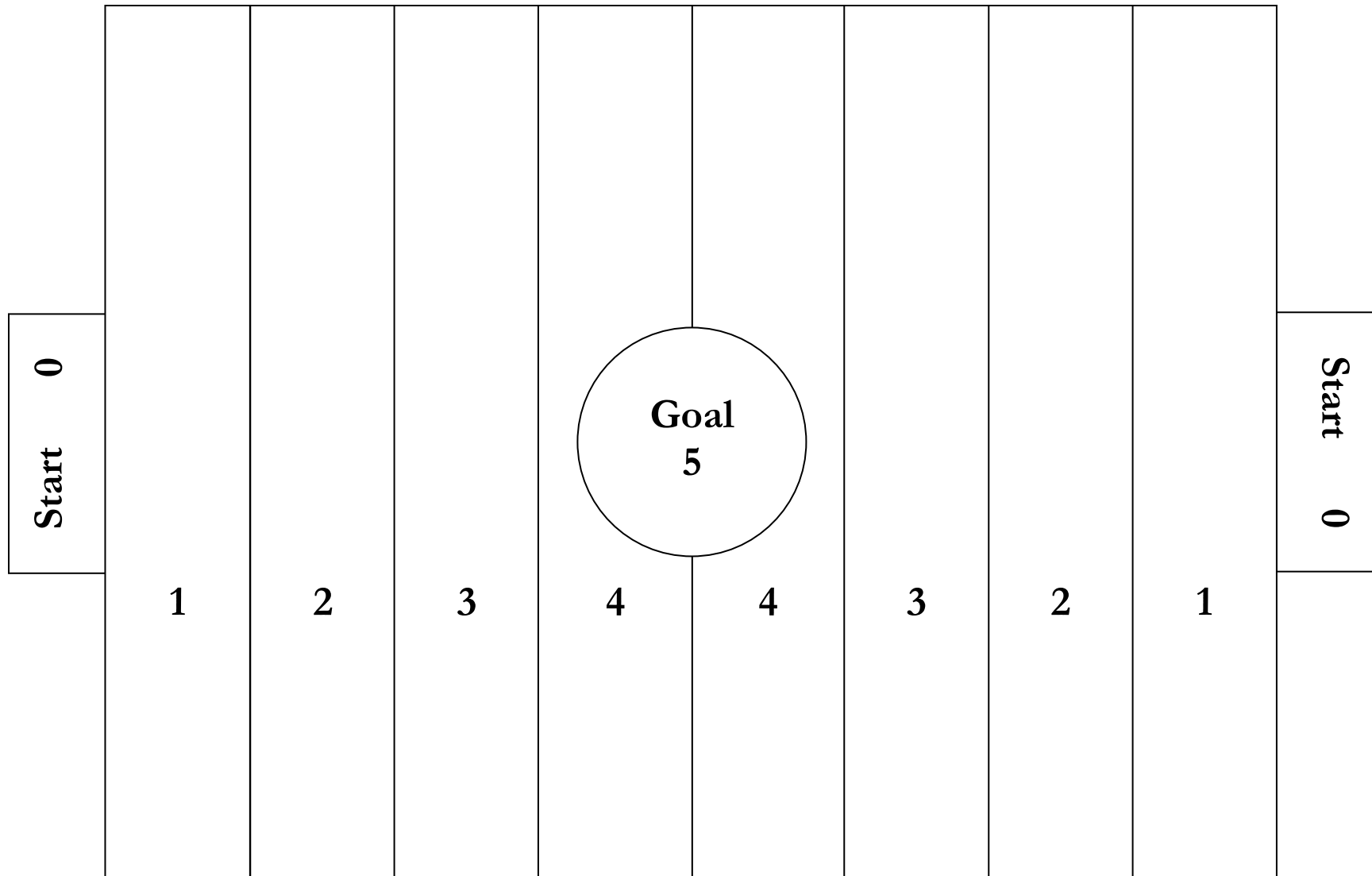
This evaluation game can go on for as long as necessary or as time permits, and can be used for a variety of topics when there is a correct and an incorrect answer.

If a team answers a question incorrectly, the question can be offered to the other team.

If needed, create a time limit for teams to confer before answering a question.

When working with an individual, use only one side of the scoreboard. The individual participant tries to get the highest score possible. Discuss questions as needed.

Goal Board



Simple Scoreboard

Green Team	Blue Team

## Evaluation Questions

*These questions were developed based on the full Domestic Community Orientation Curriculum. Add or remove questions based on the material covered during the community orientation sessions you covered.*

Unit	Activity Plan	Question
Your Resettlement Agency	Positive Relationships With Your Resettlement Agency	What are two things you can do to help keep a positive relationship with your resettlement agency?
	Secondary Migration	What are two challenges of moving to a new community within the United States?
	Rumors and Accurate Messages	What is one way you can determine if a message you have heard is accurate and correct?
Community Services	Exploring Your New Community	What is one new community service you will try, and what will you do there?
	Volunteering in Your New Community	What is one way volunteering in your community can benefit you?
Housing	Housekeeping Standards	What is one housekeeping tip that should be accomplished every day, and one that should be accomplished every week?
	Rights and Responsibilities as a Renter	What are two responsibilities of a renter?
Transportation	Pedestrian Safety	What is a crosswalk?
	Getting Around a Community	What are two ways of getting around in your community?
Employment	Path to Finding a Job	What are two things to remember when you go for a job interview?
	Marketable Skills	What are three marketable job skills that you have?



Learning English	The Importance of English	If you need to find something but do not know the word in English, what is one thing you could do?
	Ways to Practice English	What are two ways you can practice English by using two different language skills?
Education	Understanding the School	Give three expectations that U.S. schools have.
	Parental Involvement	Name two ways that parents can get involved in their child's education.
	Opportunities for Adults	What are two adult educational opportunities available in your community?
Health Care	Caring for Your Health in the U.S.	What is one good reason to see a doctor?
	Making Medical Appointments	Describe the four steps in making a doctor's appointment.
Financial Management	Understanding the U.S. Banking System	What is the difference between a debit card and a credit card?
	Budgeting, Finances, and Prioritizing	What are two common household expenses?
U.S. Laws, Rights and Responsibilities	Personal Safety in Your New Community	What are three important safety measures you should practice in your community?
	Local Laws and Customs	What is one local or national U.S. law that does NOT exist in your home country or country of asylum?

Cultural Adjustment	Adjusting Through the U-Curve	What are two healthy ways to cope with culture shock?
	Balancing Cultures and Values	Give one way in which you will try to uphold your traditional values, and one way you will try to uphold American values.
	Communicating With Diverse Populations	What are two similarities you have noticed when talking with two people from diverse backgrounds?
	Changes Within the Family	What are two things you could do to deal with a challenge you have with a family member or friend in a healthy way?