

Topical Signs



*Role of the local resettlement agency*



*Community services and public assistance*



*Housing*



*Transportation*



*Employment*



*Learning English*



Education



*Health and hygiene*





*Budgeting and personal finance*



*Cultural adjustment*



*U.S. laws and refugee status*

Topical Pictures



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Housing*



*Housing*



*Housing*



*Housing*



*Housing*



*Housing*



*Housing*



*Housing*



*Housing*



*Housing*



*Transportation*



*Transportation*



*Transportation*



*Transportation*



*Transportation*



*Transportation*



*Transportation*



*Transportation*



*Transportation*



*Transportation*



*Employment*



*Employment*



*Employment*



*Employment*



*Employment*



*Employment*



*Employment*



*Employment*



*Employment*



*Employment*





*Learning English*



*Learning English*



*Learning English*



*Learning English*



*Learning English*



*Learning English*



*Learning English*



*Learning English*



*Learning English*



*Learning English*



*Education*



*Education*



*Education*



*Education*



*Education*



*Education*



*Education*



*Education*



*Education*



*Education*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Health and hygiene*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*

Topic Headers



*Role of the local resettlement agency*



*Community services and public assistance*



*Housing*



*Transportation*





*Employment*



*Learning English*



*Education*



*Health and hygiene*



*Budgeting and personal finance*



*Cultural adjustment*



*U.S. laws and refugee status*

## Role of the Local Resettlement Agency Statements

Your resettlement agency will help you access important public services, such as medical assistance and English language classes.

*Note to trainer: Stress that participants should discuss accessing public assistance with their resettlement agency.*

Your resettlement agency is always available to help you, so you do not need to work with the agency.

*Note to trainer: Discuss the importance of establishing a partnership with the resettlement agency.*

You will receive basic services from your resettlement agency, such as scheduling your first medical appointment and registering your children at school.

*Note to trainer: Discuss some of the other services the resettlement agency offers.*

Your resettlement agency will be able to help you for as long as you need the help.

*Note to trainer: Stress that services are for a limited period of time.*

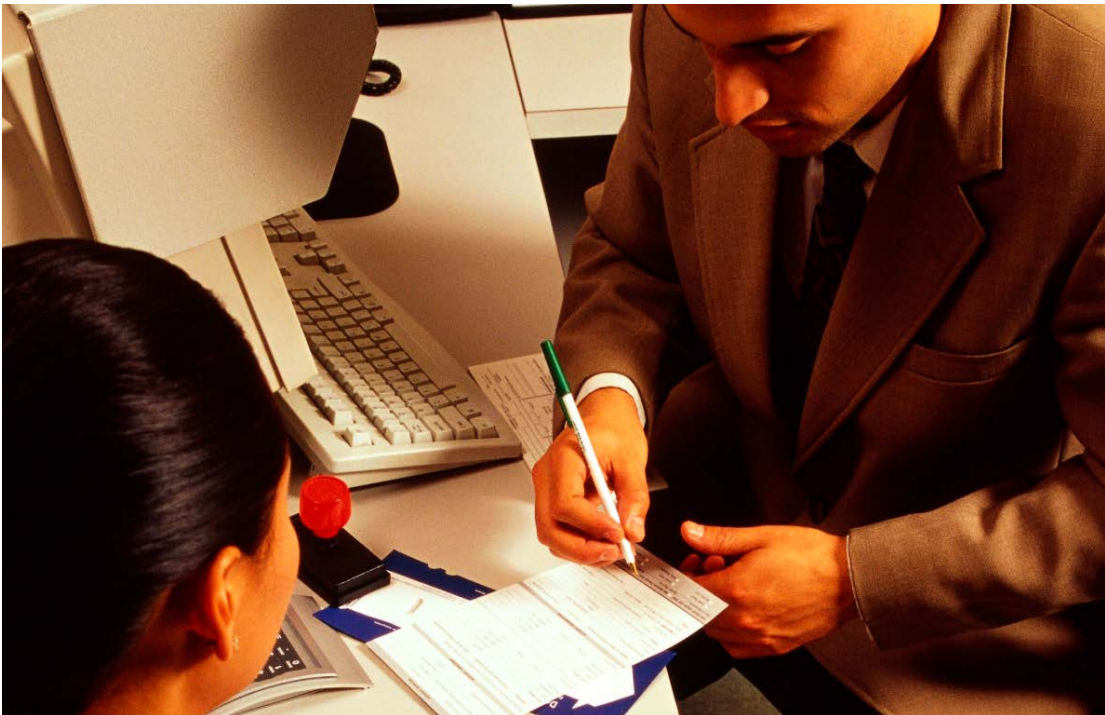
Whenever you need your case worker/manager, s/he is available, so you can call her/him anytime.

*Note to trainer: Define appropriate hours to call case workers/managers. Remind participants that they can leave a message, either in English or a language they are more comfortable in.*

# Initial Assistance and Services Game Board

<p style="text-align: center;"><b>S T A R T</b></p>	<p><b>Preparation of home</b></p>  <p>What did resettlement agency staff do to prepare your home for your arrival?</p>	<p><b>Airport arrival</b></p>  <p>Who met you at the airport? What happened there?</p>	<p><b>Home orientation</b></p>  <p>What did you learn during your initial home orientation?</p>	<p><b>Assistance enrolling children in school</b></p>  <p>How can resettlement agency staff help you with this? What is your responsibility?</p>	<p><b>Connections with local services such as</b></p> <hr/>  <p>What local services are available to you?</p>	<p><b>Using transportation</b></p>  <p>What types of transportation are available to you? Why are they useful?</p>	<p style="text-align: center;"><b>E N D</b></p>
<p><b>Ongoing assistance</b></p>  <p>What kind of assistance can your resettlement agency help you access in the future?</p>	<p><b>Employment assistance</b></p>  <p>How can employment assistance be helpful to you? Why is having a job important?</p>	<p><b>Enrollment in English language classes</b></p>  <p>Why are English language classes important?</p>	<p><b>Attending medical screening appointment</b></p>  <p>Why do you need a medical screening?</p>	<p><b>Attending community orientation classes</b></p>  <p>What can you learn in orientation classes? What would you like to learn more about in these classes?</p>	<p><b>Using shopping facilities</b></p>  <p>What type of shopping do you need to know how to do?</p>		

Orientation Session Pictures



*Adjusting your refugee status*



*Budgeting and personal finance*



*Children and youth*



*Community services and public assistance*





*Cultural adjustment*



*Employment*



*Family and parenting*



*Health and hygiene*



*Home safety*



*Housing*



*K-12 education*



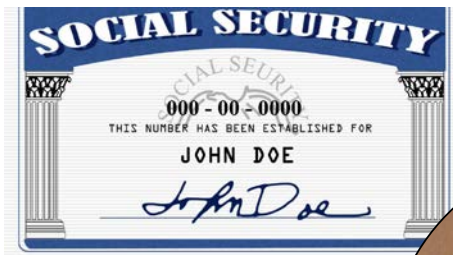
*Learning English*



*Older refugees*



*Rights and responsibilities*



*Role of the resettlement agency*



*Safety*



*Transportation*



*U.S. laws*

Orientation Cards



*Adjusting your refugee status*



*Budgeting and personal finance*



*Children and youth*



*Community services and public assistance*



*Cultural adjustment*



*Employment*





*Family and parenting*



*Health and hygiene*



*Home safety*



*Housing*



*K-12 education*



*Learning English*



*Older refugees*



*Rights and responsibilities*



*Role of the resettlement agency*



*Safety*



*Transportation*



*U.S. laws*

Resettlement Agency Partnership Puzzle

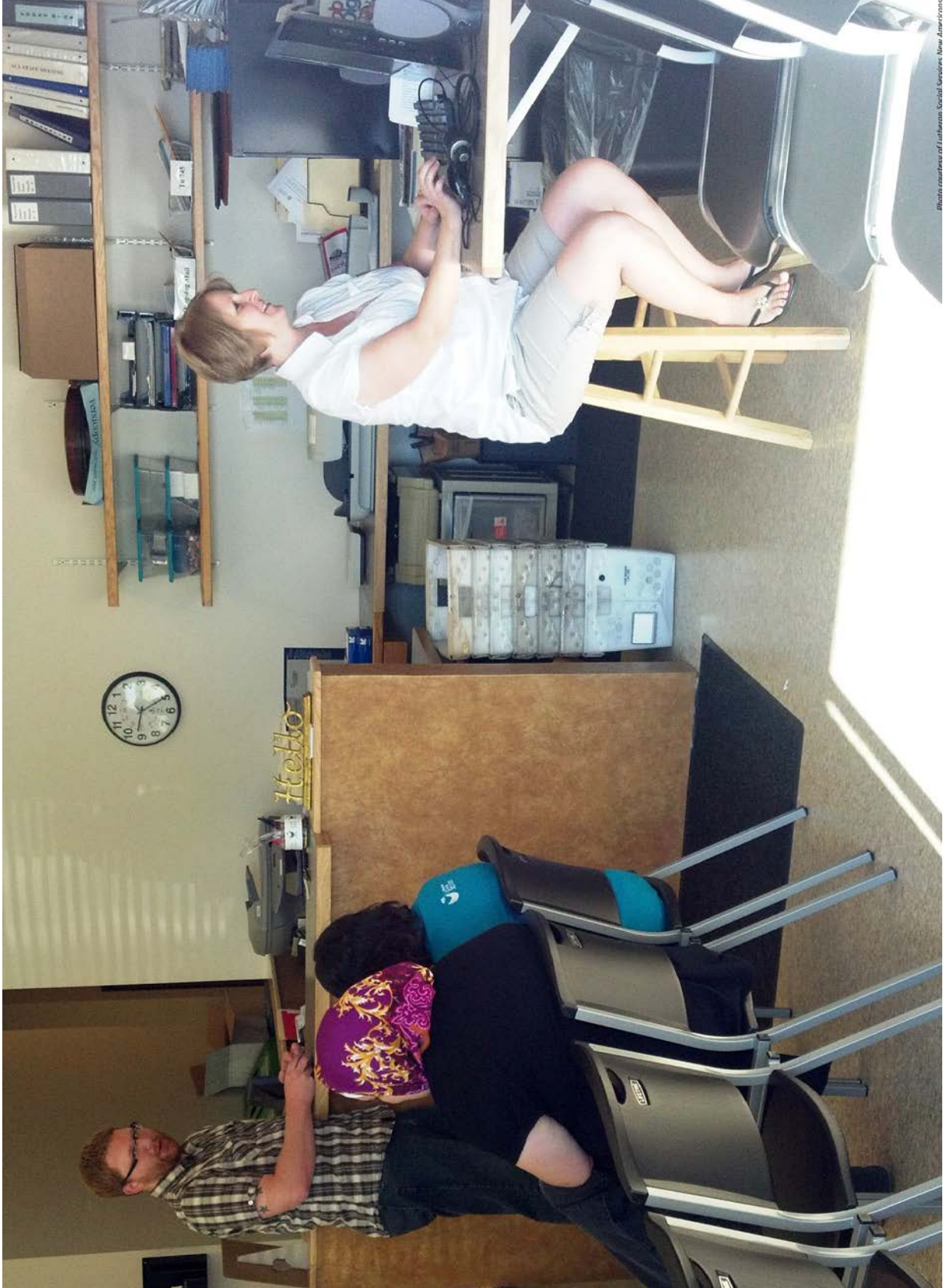


Photo courtesy of Lakshmi Social Services, New Americans

## New Partnership Critical Incidents

### New Partnership Critical Incident 1

Maryam and Bandeh's case worker/manager, Joan, told them to meet her at the resettlement agency at 10:00 the next morning. When they didn't show up, Joan called them at home, and was surprised when they answered the phone. Maryam and Bandeh had thought Joan would pick them up and were surprised to hear they had been expected at the resettlement agency.

#### *Questions to consider:*

- ▶ What was the confusion in this incident?
- ▶ To avoid a similar situation, what could you do?
- ▶ What are some things Maryam and Bandeh should remember about good communication?

### New Partnership Critical Incident 2

Sandhya needs to make a follow-up appointment with her doctor. She has forgotten what the phone number is. Sandhya goes to the resettlement agency, but her case worker/manager is not at the office.

#### *Questions to consider:*

- ▶ What is the issue in this incident?
- ▶ What should Sandhya do?
- ▶ What could Sandhya have done to avoid this situation?
- ▶ What are some things Sandhya should remember about good communication?

### New Partnership Critical Incident 3

Cirguje feels his case worker/manager is not helping him enough to look for a job. He calls his case worker/manager and leaves a message demanding more assistance.

#### *Questions to consider:*

- ▶ What is the issue in this incident?
- ▶ What could Cirguje have done differently?
- ▶ What are some things Cirguje should remember about good communication?

### **New Partnership Critical Incident 4**

The employment specialist has offered to help Hau Lian Khup apply for a part-time job stocking shelves at a grocery store. Hau Lian Khup's neighbor, who is from his home country and has been very helpful to Hau Lian Khup, tells him not to trust the employment specialist and to wait for a full-time position that pays more.

#### *Questions to consider:*

- ▶ What is the issue in this incident?
- ▶ If Hau Lian Khup does not take the part-time job, what could happen?
- ▶ Why does Hau Lian Khup's neighbor tell him not to trust the employment specialist?
- ▶ What do you think Hau Lian Khup should do?
- ▶ What are some things Hau Lian Khup should remember about good communication?

### **New Partnership Critical Incident 5**

There is a leaky sink in Camilo's apartment. He calls his case worker/manager Danna for advice. Danna tells Camilo that she will report the problem to Camilo's landlord. Three days later, Danna stops at Camilo's apartment to drop off some paperwork. Camilo asks Danna about the leaky sink, and Danna says she forgot but will call the landlord soon.

#### *Questions to consider:*

- ▶ What is the issue in this incident?
- ▶ What should Camilo do?
- ▶ What are some things Camilo should remember about good communication?

## Challenge Cards



*The couches in your new home are very old, and you do not like the color.*



*The resettlement agency's employment specialist tells your 55-year-old mother that she has to get a job.*



*The sink in your apartment is not working, so you go to the resettlement agency for help. Your case worker/manager is not available to talk with you.*



*There is no space in the ESL class that your case worker/manager helped you find. You will have to wait for a month before you can start taking classes.*



*You want to go to college, but your case worker/manager tells you that you will need to start working first.*



*Your case worker/manager has found a part-time job for you. Your neighbor tells you to wait for a full-time job that pays more.*





*Your case worker/manager is a young female non-native English speaker who resettled in the United States as a refugee 5 years ago.*



*Your case worker/manager tells you that you need to actively look for employment.*



*Your case worker/manager tells you to call the receptionist at the resettlement agency to schedule an appointment.*



*Your cousin's family resettled in another state and their family was placed in a house. Your family has been placed in a small two-bedroom apartment.*



*Your daughter has been at school for 2 weeks, and her teacher asks you to come to the school to discuss her behavior.*



*Your neighbor's family was given a television by a resettlement agency volunteer, but your family was not given a television.*



*Your son wakes you up in the middle of the night because he is sick.  
You try to call your case worker/manager for advice,  
but she does not answer the phone.*

## Role of the Local Resettlement Agency Unit Vocabulary Worksheet 1

Directions: Look at each picture and find the word in the word bank that matches it. Write the word on the line under its picture. One is done for you.

Word Bank		
1. appointment	2. clock	3. entrance
4. exit	5. front desk	6. home
7. older refugee	8. shopping	9. Social Security number

 <hr/> <input type="text"/>	 <hr/> <input type="text"/>	 <hr/> <input type="text"/>
 <hr/> <input type="text"/>	 <hr/> <input type="text"/>	 <p style="text-align: center;"><b>appointment</b></p> <hr/> <div style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto; padding: 2px;">1</div>
 <hr/> <input type="text"/>	 <hr/> <input type="text"/>	 <hr/> <input type="text"/>

Now you can check your work! In the word bank, each word has a number next to it. Write that number in the box under the picture of the word. Add up the rows, columns, and diagonals and make sure each line equals 15.

## Role of the Local Resettlement Agency Unit Vocabulary Worksheet 2

Directions: Use the clues to fill in the words in the puzzle below. The words are included in a word bank. The first one is done for you.

Word Bank		
case worker	exact time	orientation
older refugee	resettlement agency	waiting room

**Across ↔**

(words that go from left to right):

- The process of preparing oneself or others for a new situation

**Down ↓**

(words that go from top to bottom):

- An organization that helps refugees resettle in a new country
- The precise time to the minute
- A room where people stay until someone can meet with them
- A person from the resettlement agency who works with individuals and families
- A refugee who is older than 65

Meeting Regular Needs Cards



*Bank*



*Big box store*





*Community center*



*Convenience store*



*[Complete this information based on what you found out during the session preparation]*



---

## *Emergency services and 9-1-1*



---

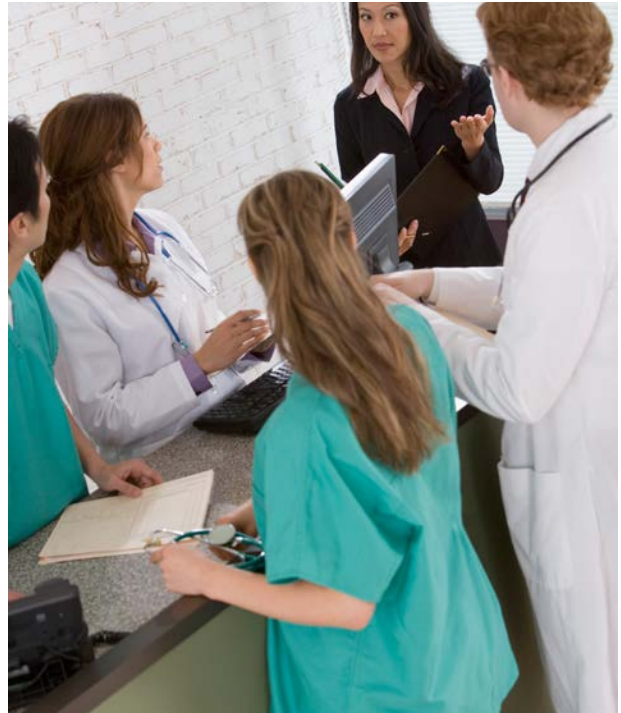
*Government assistance office*



*Grocery store*



*Health clinic or doctor's office*



## Hospital





## *Laundromat*



## Library



## *Park*



*Pharmacy (drugstore)*



*Police*



*Post office*



## School

# Community Passport

## Community Passport

Directions: Visit as many Community Service Stations as possible and learn about what is offered at each one. When finished at a station, get a stamp or mark in the appropriate box inside your Community Passport to show your visit.

Thank you for visiting!  
Welcome to your new community!



Bank



Community center



Grocery store



Library



Park



Pharmacy  
(drugstore)



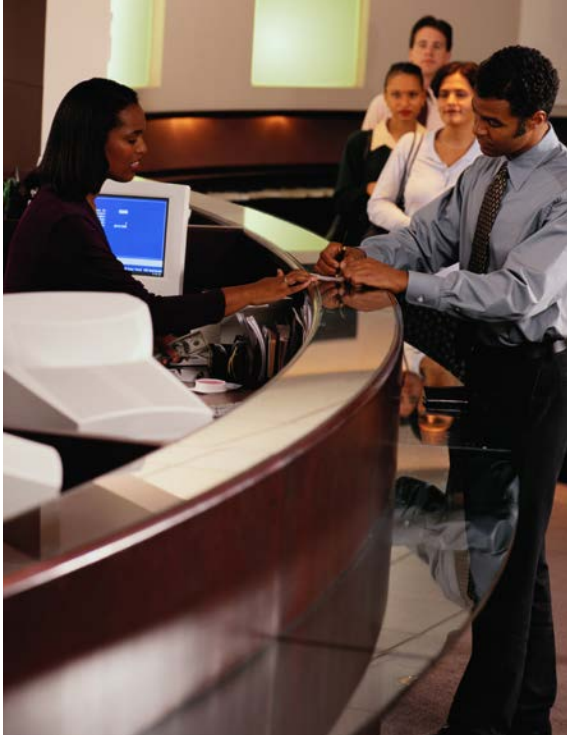
Police



Post office



Community Service Station Signs



*Bank*



## Community center



*Grocery store*



## Library



---

## Park



*Pharmacy (drugstore)*



## *Police*



## Post office



# Community Services and Public Assistance Unit Vocabulary Worksheet 1

Directions: Match the community places to something you might find at that place. One is done for you.

## Community Places



*park*



*hospital*



*library*



*bank*



*post office*

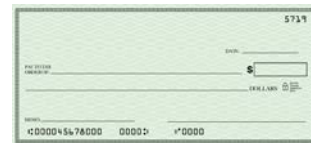


*pharmacy  
(drugstore)*

## Things You Find at Each Community Place



*mail*



*check*



*medicine*



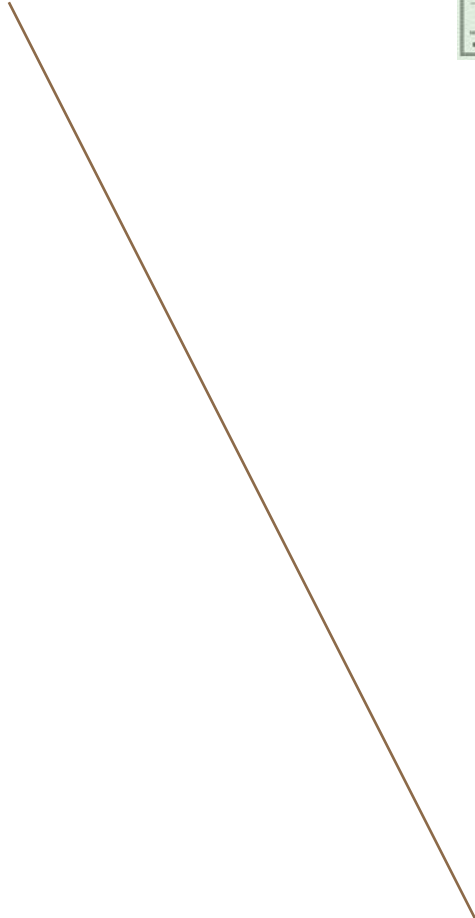
*books*



*swings*



*doctor*



## Community Services and Public Assistance Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word bank to complete the sentences.

Word Bank			
community	help	trash	volunteers

Ofelia loves where she lives. It is a good \_\_\_\_\_ . If there is a problem, a lot of people try to \_\_\_\_\_ their neighbors. Ofelia also wants to help her community. On Saturdays she \_\_\_\_\_ with her family. They go to the park and pick up \_\_\_\_\_ to make the park clean.



## Bathroom Facilities

---



---

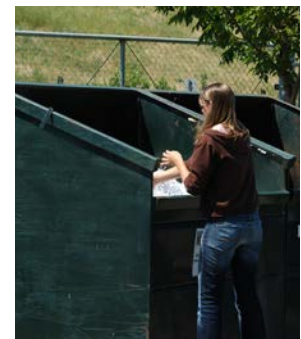
*Use bathroom facilities.*

# Cleaning Products and How to Use Them

---



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



*It is important to clean your  
home properly.*

*It is important to throw away  
trash properly.*

# Cleaning the Bathroom and Kitchen

---



*The bathroom and kitchen have appliances that need to be cleaned with special products.*



*It is important to clean your bathroom properly.*



*It is important to clean your kitchen properly.*

# Common Household Appliances

---



*Use appliances safely.*

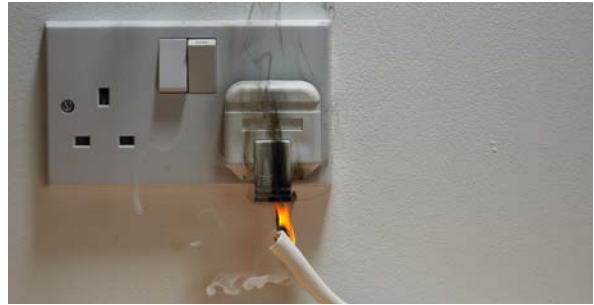
# Home Safety

---

*Preventing fires is very important.*



*Make sure the stove and oven are turned off when you are not using them.*



*Keep water away from electrical outlets and plugs.*



*Know where the candles, matches, and lighters are, and be very careful when you use them.*



*If a smoke detector goes off, check for a fire.*

*If there is a fire:*



*Use your fire extinguisher to put out a very small fire.*



*Call 9-1-1 immediately if the fire is bigger than a small stove fire.*

# Mail, Rent, and Utilities



*Paying your rent and utilities in full and on time is very important.*

*If you do not make these payments, you could be evicted from your home or have your utilities turned off.*



*You will receive important mail.*

*If you do not understand the mail, ask your case worker/manager for help.*



# Proper Food Storage and Care

## Keep food in the right places:

Items that go bad quickly, such as these:



should be kept in the refrigerator.

Items that do not go bad quickly, such as these:



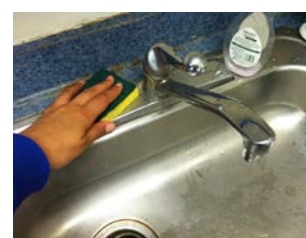
should be kept in cupboards or a pantry.

## Avoid bugs by:

Keeping food in sealed containers like these:



Cleaning spilled food like this:



If you do not practice proper storage and care of food, you may have bugs. They can be very expensive to get rid of.



# Tenants and Landlords/Landladies

---

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

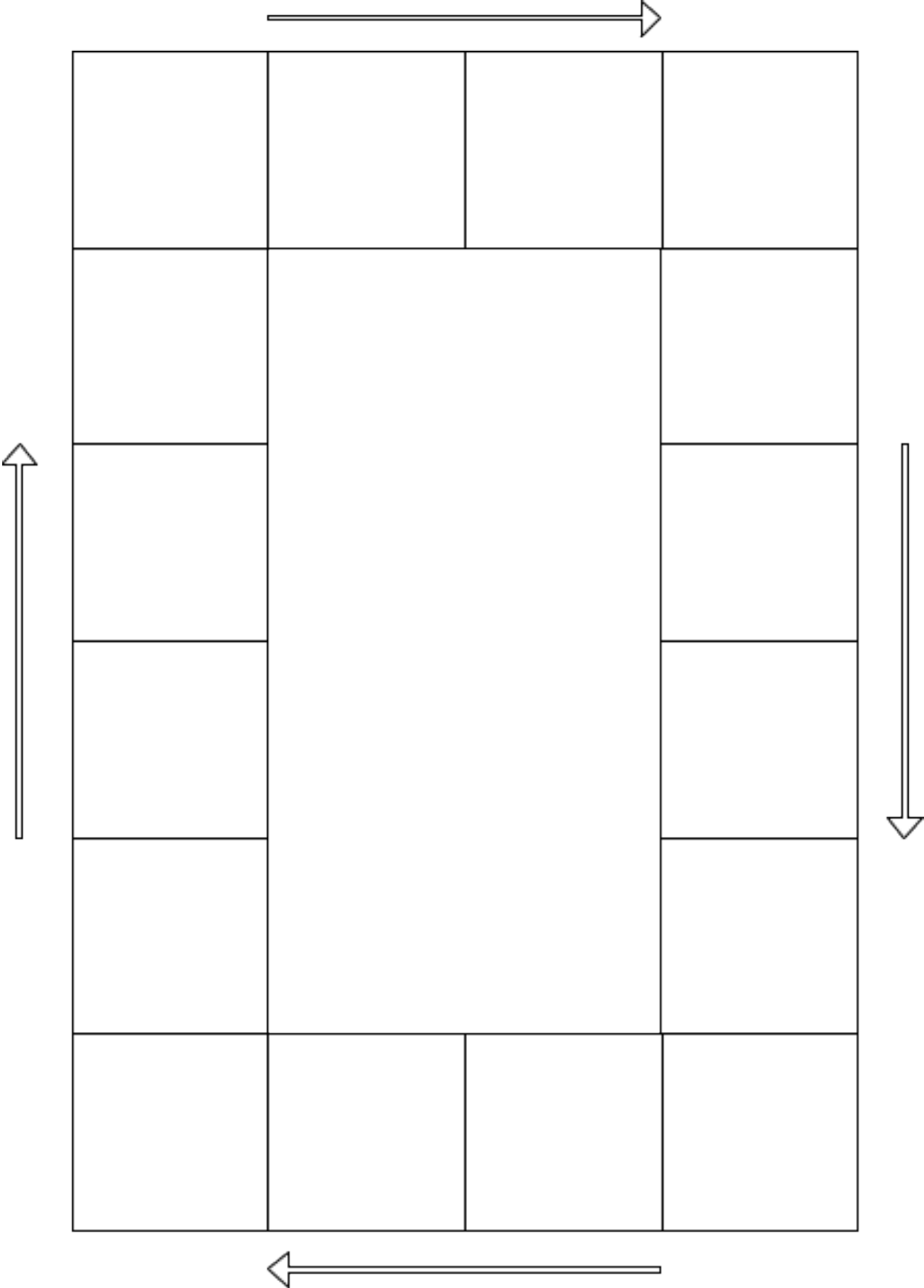


## *Housing responsibilities*



## *Utility responsibilities*

# Housing Rights and Responsibilities Game Board



# Housing Rights and Responsibilities Playing Cards

## Rights



*A landlord/landlady cannot refuse to rent to you because of your race, nationality, religion, sex, family situation, or physical or mental condition.*



*There should be a smoke detector in your home that works.*



*When you move out of your apartment or house, you should get your security deposit back if you have left the place in good condition.*



*You can live wherever you can afford to live.*



*You can move out of your apartment or house if you let your landlord/landlady know ahead of time, as agreed on in your lease.*



*You should have a lease with the landlord/landlady.*



*You should have hot and cold running water.*



*Your housing should be safe.*

## Responsibilities



*There are certain changes to the apartment or house (such as painting the walls) that you can make only if the landlord/landlady gives you permission.*



*There are costs to moving to another apartment, and you should think about these before you decide to move.*



*You may have to pay more rent under certain conditions and after a certain period of time.*



*You should be a considerate neighbor.*



*You should identify and answer mail, such as bills.*



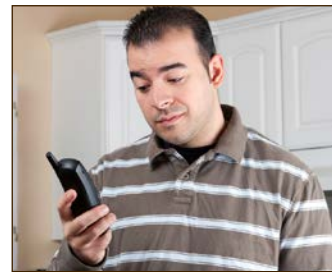
*You should keep public areas (such as a laundry room) clean and obey rules for that area.*



*You should keep sound low so you do not disturb neighbors at night or in the morning.*



*You should keep your home clean.*



*You should know how to make and receive telephone calls.*



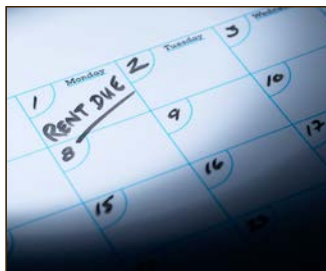
*You should know that your bills for electricity, gas, and water will depend on how much electricity, gas, and water you use each month. The more you use, the more you pay.*



*You should learn how appliances are used, and use them properly.*



*You should not take down the smoke detector in your home.*



*You should pay rent on time and in full.*



*You should pay utilities on time and in full.*



*You should put trash in the right place and recycle properly.*



*You should store food properly in the refrigerator and freezer.*



*You should tell the landlord/landlady about problems such as leaking pipes, rotting wood, or insects.*



*You should understand how to prevent fires in the home.*

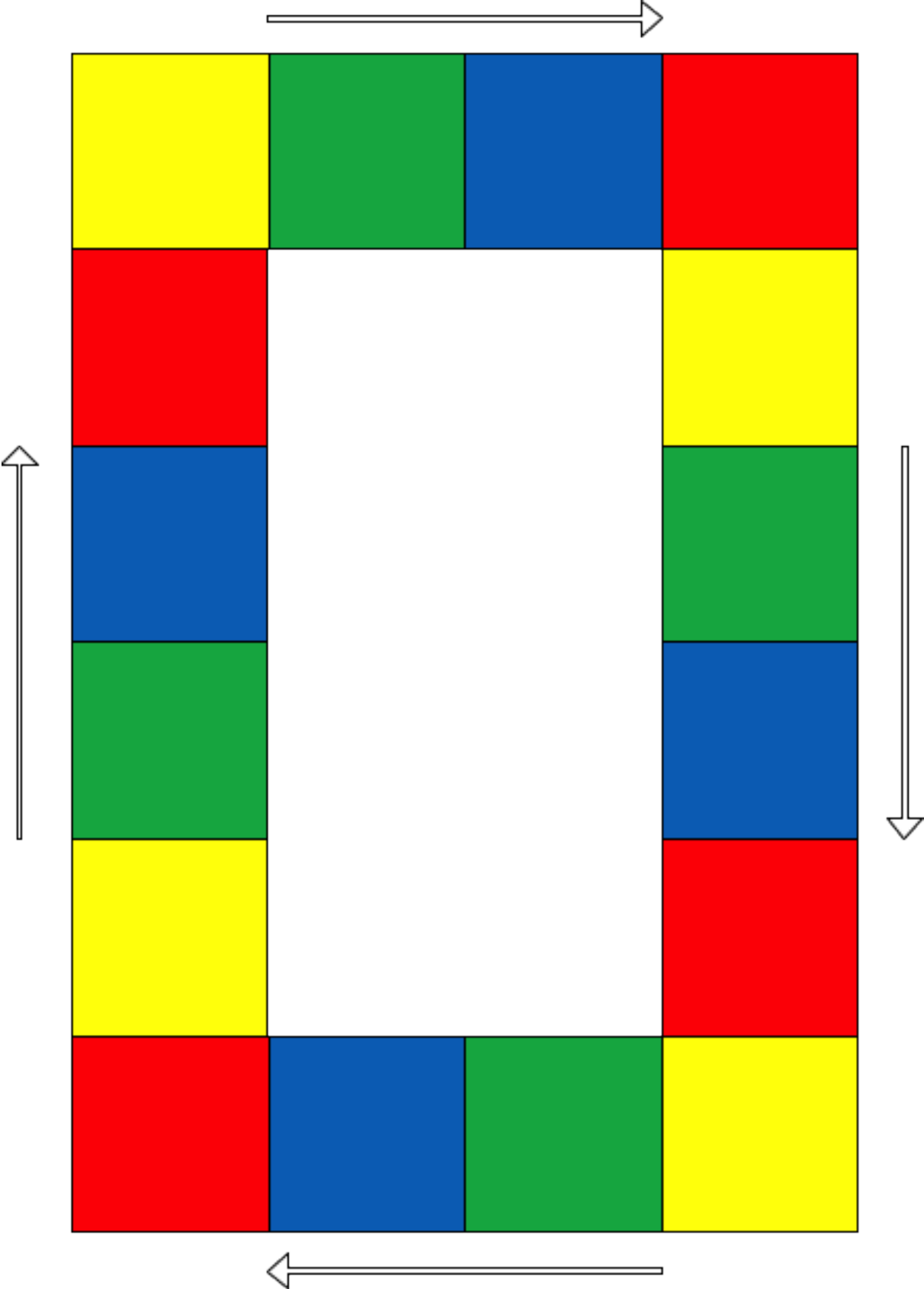


*You should understand your lease and do what it says you are supposed to do.*

# Housing Rights and Responsibilities Spinner Mat




# Housing Rights and Responsibilities Color Game Board



# Housing Rights and Responsibilities Color Playing Cards

## Rights



*A landlord/landlady cannot refuse to rent to you because of your race, nationality, religion, sex, family situation, or physical or mental condition.*



*There should be a smoke detector in your home that works.*



*When you move out of your apartment or house, you should get your security deposit back if you have left the place in good condition.*



*You can live wherever you can afford to live.*



*You can move out of your apartment or house if you let your landlord/landlady know ahead of time, as agreed on in your lease.*



*You should have a lease with the landlord/landlady.*



*You should have hot and cold running water.*



*Your housing should be safe.*

## Responsibilities



*There are certain changes to the apartment or house (such as painting the walls) that you can make only if the landlord/landlady gives you permission.*



*There are costs to moving to another apartment, and you should think about these before you decide to move.*



*You may have to pay more rent under certain conditions and after a certain period of time.*



*You should be a considerate neighbor.*



*You should identify and answer mail, such as bills.*



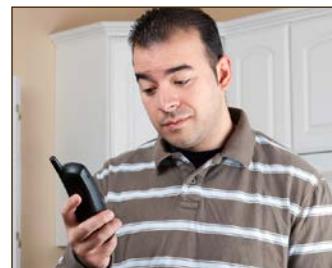
*You should keep public areas (such as a laundry room) clean and obey rules for that area.*



*You should keep sound low so you do not disturb neighbors at night or in the morning.*



*You should keep your home clean.*



*You should know how to make and receive telephone calls.*



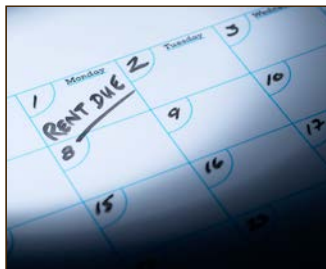
*You should know that your bills for electricity, gas, and water will depend on how much electricity, gas, and water you use each month. The more you use, the more you pay.*



*You should learn how appliances are used, and use them properly.*



*You should not take down the smoke detector in your home.*



*You should pay rent on time and in full.*



*You should pay utilities on time and in full.*



*You should put trash in the right place and recycle properly.*



*You should store food properly in the refrigerator and freezer.*



*You should tell the landlord/landlady about problems such as leaking pipes, rotting wood, or insects.*

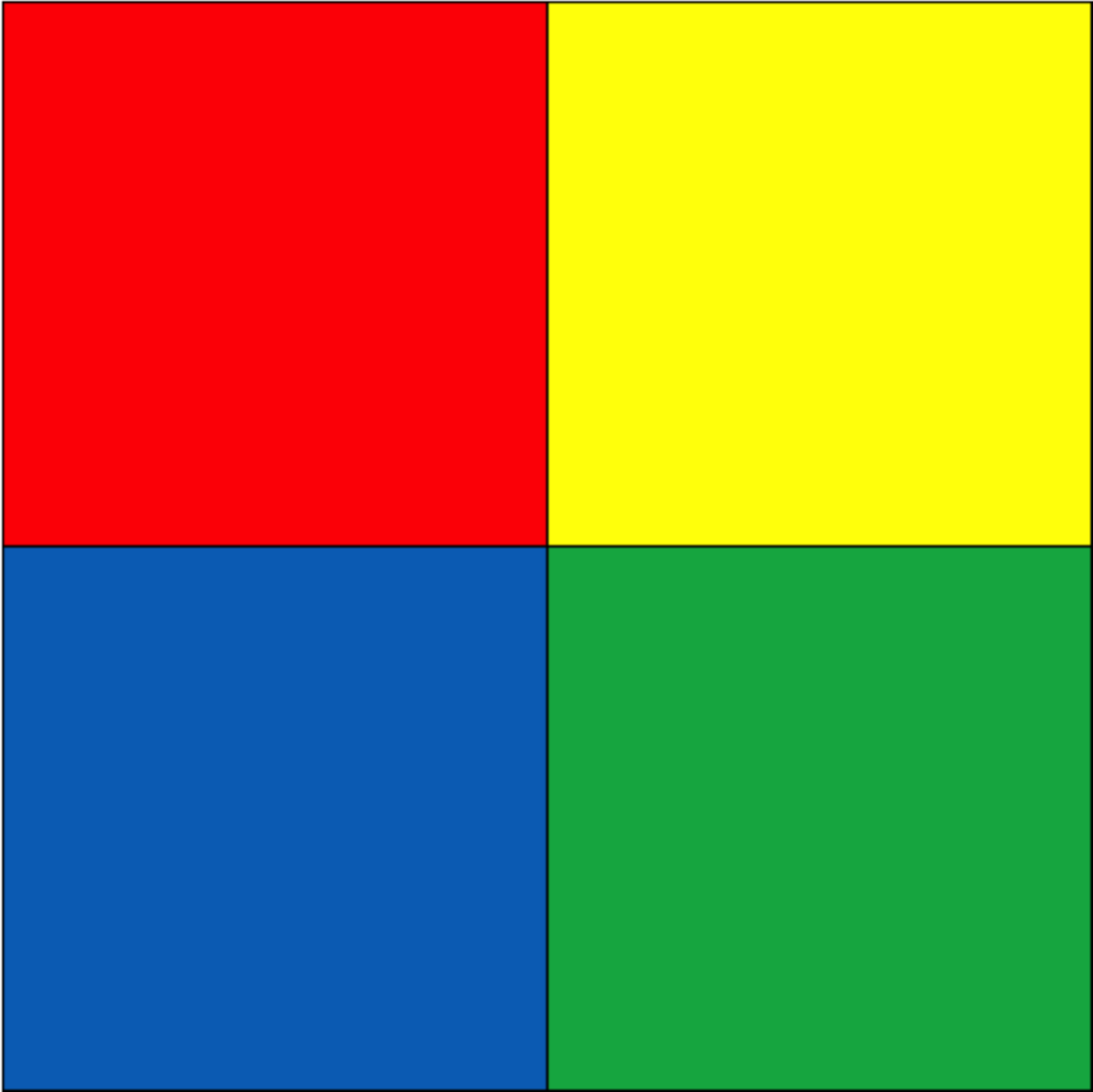


*You should understand how to prevent fires in the home.*



*You should understand your lease and do what it says you are supposed to do.*

Housing Rights and Responsibilities Color Spinner Mat



## Good Neighbor Critical Incidents

### Good Neighbor Critical Incident 1: Nahid and his children

Nahid and his family move into their new home. Their new neighbors have two large dogs, and Nahid's children are afraid of the dogs, although they seem friendly. Nahid's children refuse to play in the backyard alone because the neighbor's dogs are often playing in the fenced-in lot next door.

*Consider the following questions:*

- ▶ What could Nahid do so everyone feels more comfortable?
- ▶ How would you handle this situation while keeping a good relationship with your neighbors?
- ▶ What is important for Nahid to keep in mind so he can be a good neighbor while making sure that his family is safe?

### Good Neighbor Critical Incident 2: Letia and her family

Letia and her husband move into their home and are happy to be living near cousins. Their cousins come to Letia's house often, and they all cook and listen to music from their country together. One day Letia's landlord calls and tells Letia that she cannot play music after 9:00 p.m. anymore, because it is disturbing the neighbors.

*Consider the following questions:*

- ▶ What is the issue in this situation?
- ▶ What could Letia and her family do to be more considerate of their neighbors?
- ▶ What is important for Letia and her husband to remember so they can be good neighbors, but also be comfortable and happy in their new home?

### Good Neighbor Critical Incident 3: Palau and Alex

Palau and his family move into their new apartment. Palau's new neighbor, Alex, stops by to meet Palau one morning before leaving for work. Palau cannot tell if Alex is a man or a woman. After Palau says good-bye, he feels very uncomfortable. Later that day, Palau sees Alex again. What should he say?

*Consider the following questions:*

- ▶ What is the issue in this situation?
- ▶ How do you think Alex may feel in this situation?
- ▶ What should Palau do the next time he sees the neighbor?
- ▶ What is important for Palau to remember so he can be a good neighbor, but also be comfortable in his new neighborhood?

#### **Good Neighbor Critical Incident 4: Saw Nee Kow and her neighbors**

Saw Nee Kow and her family move into their new apartment complex. Everyone is very friendly. Saw Nee Kow's neighbors invite her family to a building potluck, a get-together where everyone brings food or drink to share. Saw Nee Kow has been feeling lonely and is very excited about the invitation. She buys two live chickens and leaves them in the apartment complex courtyard while she prepares to slaughter them. One of Saw Nee Kow's neighbors knocks on her door and asks about the chickens. Saw Nee Kow explains that they are for the potluck. Her neighbor seems surprised and uncomfortable.

- ▶ Why is Saw Nee Kow's neighbor surprised and uncomfortable?
- ▶ What would you do in this situation if you were Saw Nee Kow?
- ▶ What should you know that might help you take care of this situation?

#### **Good Neighbor Critical Incident 5: Juan and Richard**

Juan moves into his new apartment with his wife and baby. Their next door neighbor, Richard, is friendly and helpful. He tells Juan how to find places like parks and convenience stores near their new home. One night, Juan's baby cannot sleep because Richard has music playing loudly. Juan likes Richard and does not want to bother him because he has been helpful to their family. However, the next night, Richard again has loud music playing and the baby is again unable to sleep.

- ▶ What is the issue in this situation?
- ▶ How would you feel if you were Juan? How would you feel if you were Richard?
- ▶ What do you think Juan should do?



# Housing Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

## Words

*friendly*

*housing*

*appliance*

*clean*

*damage*

*utilities*

*mail*

## Pictures



## Housing Unit Vocabulary Worksheet 2

Directions: Read the sentences below. Indicate whether a landlord would be made happy or unhappy by the tenant actions described. The first one is done for you.

Tenant	Landlord	
	Happy	Unhappy
The tenant forgets to pay <i>rent</i> .	J	<input checked="" type="radio"/>
The tenant pays his <i>rent</i> every month.	J	L
The tenant keeps the house <i>clean</i> .	J	L
The tenant is a good <i>neighbor</i> .	J	L
The tenant <i>damages</i> the wall.	J	L
The tenant does not <i>clean</i> the house.	J	L

What are some reasons a landlord might *evict* a tenant? Circle the words that show reasons a landlord might *evict* a tenant.



clean



damage



friendly



pays rent



comfortable



does NOT pay rent

Basics of Transportation Signs



Bike



Bus



*Drive a car*



Ferry



*Ride in a car*



Subway/metro





*Taxi/cab*



*Train*



Walk

## Basics of Transportation Cards



*Wear a helmet.*



*When possible, use bike lanes and ride in the same direction as the traffic on your side of the road.*



*When there are no bike lanes, ride on the side of the road in the same direction as the traffic.*



*Use the correct hand signals when turning or stopping.*



*Lock your bike when you are not using it.*



*Buy a ticket or pass in advance.*



*Arrive early.*



*Wait at a bus stop and flag the bus if needed.*



*Step onto the bus.*



*Show your ticket or pass or purchase a ticket.*



*Sit or hold the rail while standing.*



*Press the button or pull the string before your stop.*



*Check to make sure you have all of your belongings.*



*Exit at your stop.*



*Study for a learner's permit to drive.*



*Take and pass the learner's permit test.*



*Take driver's education classes.*



*Practice driving with a licensed driver.*



*Take and pass the driving test.*



*Get a driver's license.*



*Buy insurance.*



*Register your car.*



*Buy a car.*



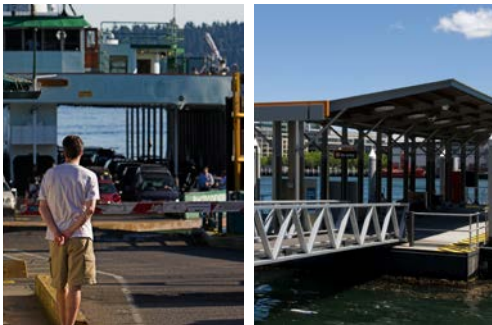
*Buy gas.*



*Maintain your car.*



*Buy a ticket or pass.*



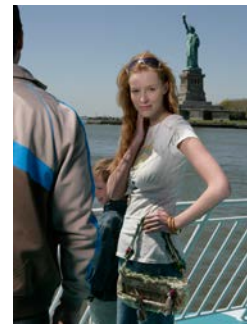
*Arrive early.*



*Board the ferry when it is ready.*



*Sit or hold the railing while standing.*



*Check to make sure you have all of your belongings.*



*Exit when the ferry arrives at your destination.*



*Open the door.*



*Buckle children under the age of \_\_\_\_\_ into child safety seats.*



*Sit down on the seat.*



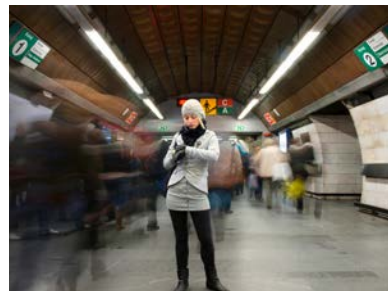
*Close the door.*



*Buckle your safety belt.*



*Buy a ticket, token, or pass.*



*Arrive early.*





*Step into the subway car when it arrives.*



*Sit or hold the rail while standing.*



*Check to make sure you have all of your belongings.*



*Exit at your stop.*



*Flag a taxi by waving from the side of the road.*



*Call a taxi company on the telephone.*



*Go to a taxi stand and tell the attendant that you would like a taxi.*



*Open the back passenger side door.*



*Buckle the safety belts of children.*



*Sit down on the seat.*



*Close the door.*



*Buckle your safety belt.*



*Tell the driver where you are going.*



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



*Check to make sure you have all of your belongings.*



*Open the door and get out of the taxi.*



*Thank the driver and close the door.*



*Walk to the curb.*



*Buy a ticket or pass.*



*Arrive early.*



*Step onto the train when it is ready.*



*Sit or hold the rail while standing.*



*Check to make sure you have all of your belongings.*



*Exit at your stop.*



*Walk on the sidewalk when possible.*



*If there is no sidewalk, walk facing traffic, either off the road or on the shoulder of the road.*



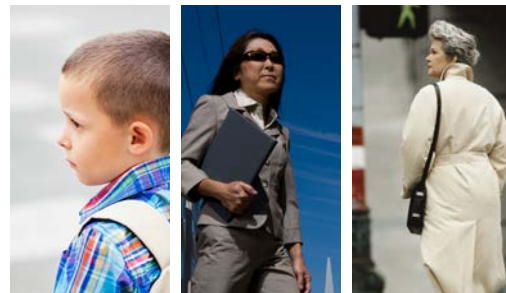
*Find a crosswalk to cross the road safely.*



*Press the button.*



*Wait for a walk signal.*



*Look left, right, and left again before crossing the road to make sure no cars are coming.*



*Walk quickly across the road.*

## Basics of Transportation Answer Key

		Steps to the Process of Using the Form of Transportation	Notes and Overlap Among the Steps
Type of Transportation	Bike	Wear a helmet.	
		When possible, use bike lanes and ride in the same direction as the traffic on your side of the road.	Only one of these two steps would take place.
		When there are no bike lanes, ride on the side of the road, in the same direction as the traffic.	
		Use the correct hand signals when turning or stopping.	
		Lock your bike when you are not using it.	
	Bus	Buy a ticket or pass in advance.	Paying for or purchasing a ticket or pass may take place after stepping onto the bus.
		Arrive early.	
		Wait at a bus stop and flag the bus if needed.	
		Step onto the bus.	
		Show your ticket or pass or purchase a ticket.	
		Sit or hold the rail while standing.	
		Press the button or pull the string before your stop.	
		Check to make sure you have all of your belongings.	
	Drive a Car	Exit at your stop.	
		Study for a learner's permit to drive.	These two steps may be reversed or may not be required, depending on the state and age of the driver.
		Take and pass the learner's permit test.	
		Take driver's education classes.	
		Practice driving with a licensed driver.	
		Take and pass the driving test.	
		Get a driver's license.	
Buy insurance.			
Buy a car.			
Register your car.			
Buy gas.			
Maintain your car.			

		Steps to the Process of Using the Form of Transportation	Notes and Overlap Among the Steps
Type of Transportation	Ferry	Buy a ticket or pass.	Paying for or purchasing a ticket or pass may take place after arriving.
		Arrive early.	
		Board the ferry when it is ready.	
		Sit or hold the railing while standing.	
		Check to make sure you have all of your belongings.	
		Exit when the ferry arrives at your destination.	
	Ride in a Car	Open the door.	
		Buckle children under the age of _____ into child safety seats.	
		Sit down on the seat.	
		Close the door.	
		Buckle your safety belt.	
	Subway/Metro	Buy a ticket, token, or pass.	Purchasing a ticket, token, or pass may take place after arriving.
		Arrive early.	
		Step into the subway car when it arrives.	
		Sit or hold the rail while standing.	
Check to make sure you have all of your belongings.			
Exit at your stop.			
Taxi/Cab	Flag a taxi by waving from the side of the road.	Only one of these three steps would take place.	
	Go to a taxi stand and tell the attendant that you would like a taxi.		
	Call a taxi company on the telephone.		
	Open the back passenger side door.		
	Buckle the safety belts of children.		
	Sit down on the seat.		
	Close the door.		
	Buckle your safety belt.		
	Tell the driver where you are going.		
	Pay the driver when you arrive at your stop.		
	Check to make sure you have all of your belongings.		
	Open the door and get out of the taxi.		
	Thank the driver and close the door.		
	Walk to the curb.		

		Steps to the Process of Using the Form of Transportation	Notes and Overlap Among the Steps
Type of Transportation	Train	Buy a ticket or pass.	
		Arrive early.	
		Step onto the train when it is ready.	
		Sit or hold the rail while standing.	
		Check to make sure you have all of your belongings.	
		Exit at your stop.	
	Walk	Walk on the sidewalk when possible.	Only one of these two steps would take place.
		If there is no sidewalk, walk facing traffic, either off the road or on the shoulder of the road.	
		Find a crosswalk to cross the road safely.	These steps would take place only if there is a crosswalk.
		Press the button.	
		Wait for a walk signal.	
		Look left, right, and left again before crossing the road to make sure no cars are coming.	
		Walk quickly across the road.	





Transportation Cards



Car



City bus



Bike



Carpool



*Taxi/cab*



*Walk*









*Intercity bus*









*Train*

## Task Lists







### Task List 1

1	 <p><i>Get assistance looking for a job.</i></p>
2	 <p><i>Buy groceries for the week.</i></p>
3	 <p><i>Go to the post office to buy stamps to mail a letter.</i></p>
4	 <p><i>Visit a doctor.</i></p>
5	 <p><i>Take your child to a playground.</i></p>
6	 <p><i>Attend an English class.</i></p>

### Task List 2

1	 <p><i>Apply for the Supplementary Nutrition Assistance Program.</i></p>
2	 <p><i>Get immunizations.</i></p>
3	 <p><i>Talk with your child's teacher.</i></p>
4	 <p><i>Go to a place of worship.</i></p>
5	 <p><i>Buy a calling card to call your family overseas.</i></p>
6	 <p><i>Attend a community event.</i></p>

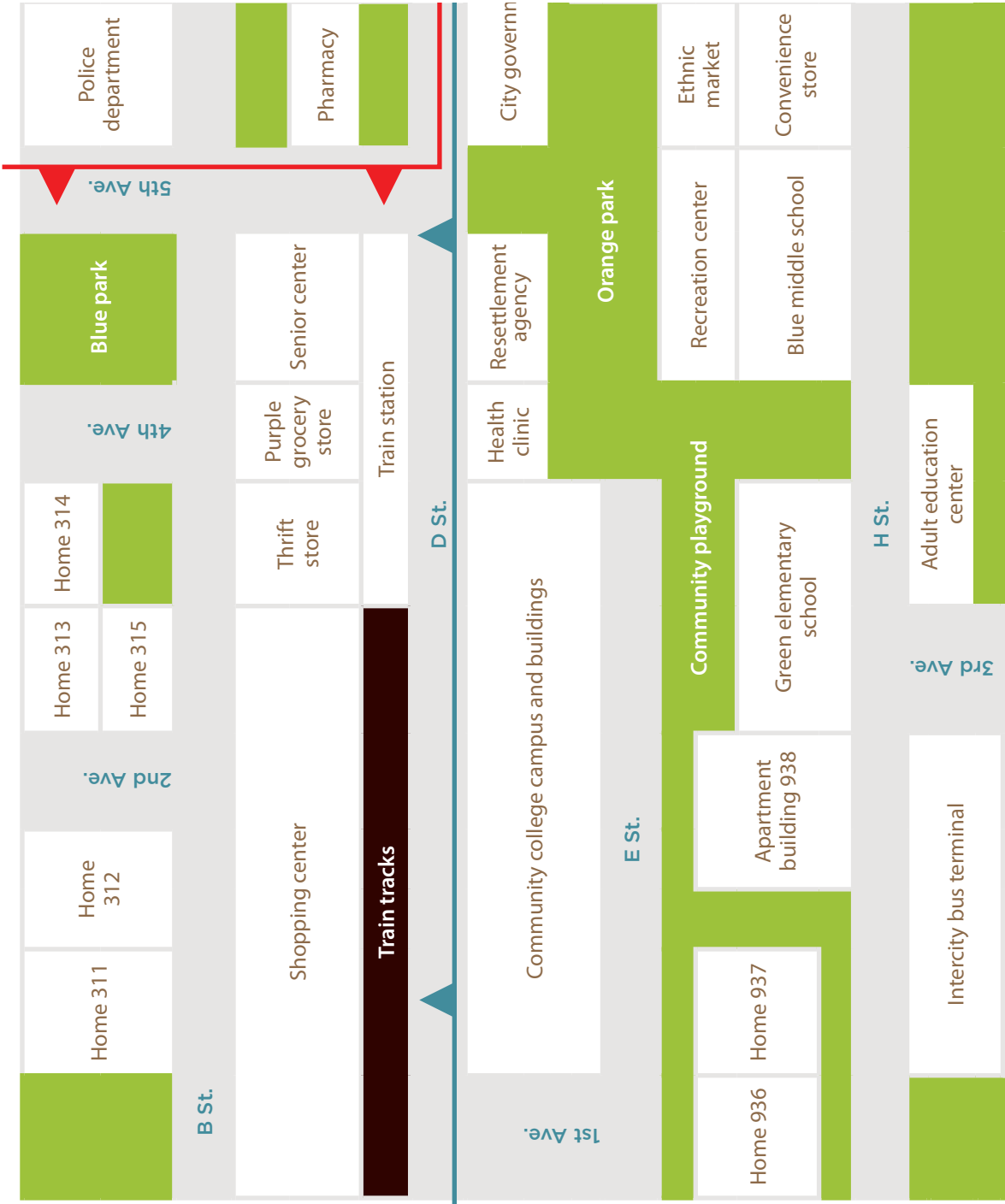
### Task List 3

1	 <p><i>Take your child to preschool.</i></p>
2	 <p><i>Meet with your case worker/manager.</i></p>
3	 <p><i>Go to work at an office.</i></p>
4	 <p><i>Find where the emergency room is.</i></p>
5	 <p><i>Borrow a book to read.</i></p>
6	 <p><i>Get cough medicine.</i></p>

### Task List 4

1	 <p><i>Take your child to day care.</i></p>
2	 <p><i>Go to work at a hotel.</i></p>
3	 <p><i>Open a bank account.</i></p>
4	 <p><i>Buy dishes for your kitchen.</i></p>
5	 <p><i>Attend an English language class.</i></p>
6	 <p><i>Visit a friend.</i></p>

# Getting Around Game Board 2: Left Side



# Getting Around Game Board 2: Right Side



## My New Car Role Play: Part 1

*Roles: Trainer, Owner, Dealer, Officer*

Trainer: The new car Owner is at the used car dealership. The Owner has decided which car to buy, and the new Owner and Dealer have agreed on a price.

Owner: Thank you for your help today.  
*The Owner and Dealer shake hands.*

Dealer: Enjoy your new car.  
*The Owner gets into the car, puts on her/his safety belt, and drives away.*

Trainer: Soon the Owner is stopped by a police Officer.  
*The Owner pulls over to the side of the road and the Officer walks to the car window.*

Officer: License and registration, please.

Owner: I just bought this car.

Officer: Usually the registration is kept in the glove compartment, in front of the passenger seat.

*The Owner hands the Officer the registration paper.*

Officer: Thank you. You have one month to get this car registered under your name. Where is your license?

Owner: I have not gotten my driver's license yet.

**Stop the role play.**

*Ask participants watching the role play:*

What is the problem here?

*Response: It is illegal to drive without a license.*

## My New Car Role Play: Part 2

*Roles: Trainer, Owner, Neighbor, Officer*

**Trainer:** Six months later, the Owner has taken the required driver's education classes and has gotten her/his driver's license. After another month, the Owner gets her/his car inspected and registered.

*The Owner is driving again, following a Neighbor who is also driving. The Neighbor stops quickly, and the Owner's car bumps into the Neighbor's car from behind.*

*The Owner and the Neighbor get out of their cars.*

**Owner:** I am sorry. Why did you stop so suddenly?

**Neighbor:** I saw a small animal in the road and did not want to hit it. Since we were in an accident, I have to call the police.

*The Neighbor calls the police. The Officer arrives and inspects the cars.*

**Officer:** This looks like minor damage.

*[To the Owner] Your insurance company will have to cover this.*

**Owner:** I do not have car insurance, but I have health insurance. Will that work?

**Stop the role play.**

*Ask participants watching the role play:*

What is the problem here?

*Response: It is illegal to drive without car insurance.*

## My New Car Role Play: Part 3

*Roles: Trainer, Owner*

**Trainer:** After a few months, the Owner has saved enough money and gets car insurance. S/he makes payments each month. S/he is driving again.

**Owner:** *[Driving.]* I need to get gas. But now that I have car insurance, I don't have enough money to pay for gas.

**Stop the role play.**

*Ask participants watching the role play:*

What happens if you do not get gas for your car?

*Response: The car will stop running.*



## My New Car Role Play: Part 4

*Roles: Trainer, Owner, Mechanic*

- Trainer: It takes the Owner a few weeks to save money for gas.
- Owner: My car's brakes are squeaking. I should probably get them checked out.
- Trainer: The Owner takes the car to an auto repair shop to have the brakes checked. The Mechanic looks at the brakes.
- Mechanic: You need new front brake pads. It is not safe to drive with these pads.
- Owner: Oh, no!
- Mechanic: Do you want me to do the work? It will cost \$90.

### **Stop the role play.**

*Ask participants watching the role play:*

What should the Owner do?

*Response: If the owner wants to keep the car, s/he will need to get new brake pads.*

## My New Car Role Play: Part 5

*Roles: Trainer, Owner, Officer*

- Trainer: One month later, the Owner has saved enough money and has the Mechanic fix the brake pads. The Owner is driving again.
- Owner: *[Driving]* Today I am going shopping in town.
- The Owner parks and goes into a store. The Officer approaches the car and starts writing a ticket. The Owner comes out of the store as the officer is writing.*
- Owner: Good afternoon, Officer.
- Officer: *[Handing a small piece of paper to the Owner.]* Here is your ticket.
- Owner: Why did I get a ticket?
- Officer: You left your car and did not pay for parking.

### **Stop the role play.**

*Ask participants watching the role play:*

What is the problem here?

*Response: In many places you have to pay to park, and if you don't pay, you will be fined.*

## My New Car Pictures



*Do not follow other cars too closely.*



*If you are in an accident, you need to call the police.*



*Most new drivers need to take driver's education classes.*



*You can buy a car.*





*You need to insure your car.*



*You need to maintain your car and fix things that are broken.*



*You need to park legally and pay for parking when necessary.*



*You need to register your car in your name.*

# Transportation Unit Vocabulary Worksheet 1

Directions: Look at the pictures. Decide whether each picture shows something you need to drive a car or depicts a place to go. Then draw a line to the right category. You may also write the word and add your own words.

police station



insurance



driver's license



shopping center



learner's permit



gasoline



school



Things you need to drive a car

- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_



Places to go with transportation

- ▶ **police station**
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_

## Transportation Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word bank, the definitions, and your glossary to complete the sentences.

Word Bank			
carpool	driver's license	insurance	learner's permit

Abdul's daughter Fatimah is turning 16. Abdul wants Fatimah to learn how to drive. First she

needs a \_\_\_\_\_ . Then she can  
*(a card you get from the motor vehicle office that gives you permission to learn to drive)*

only drive with Abdul and her mom. After a few months she can take a test to get her

\_\_\_\_\_. Abdul will need to add her to  
*(a card you get from the motor vehicle office of your state to legally drive)*

his \_\_\_\_\_ in case she is in an accident. After she drives  
*(the promise of a company to cover the cost of an accident)*

for a year, then she can drive her friends. They can \_\_\_\_\_ to  
*(an agreement among drivers to share driving and costs)*

soccer practice.





## Basics of Employment Questions

1. Who in your family has worked before?
2. Who in your family is able to work in the United States?
3. Who is responsible for you and your family members finding a job?
4. Once you have a job in the United States, why is it important for you to keep that job?
5. What rights do workers in the United States have?

# Most Important

# Least Important

## Employment Reasons Cards



*To buy or save up for something my family really wants.*



*To earn money to go to school in the future.*



*To find a job in my field.*



*To gain respect in the community.*



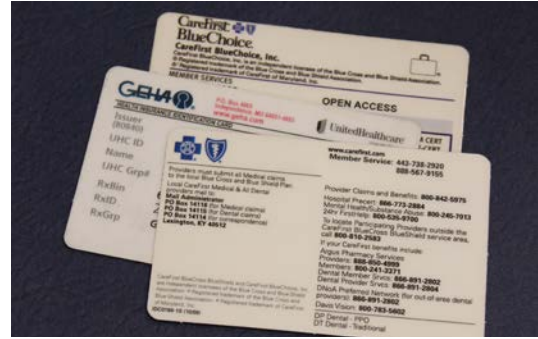
*To gain valuable experience.*



*To gain work experience in the United States.*



*To get to know my community and the people in it better.*



*To have health insurance.*



*To interact with Americans.*



*To learn and practice English.*



*To learn more about U.S. culture.*



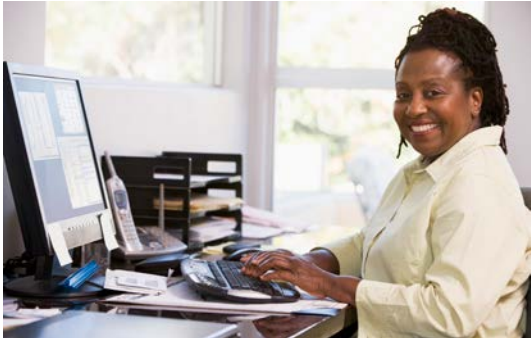
*To set a good example for my children.*



*To stay busy.*



*To start on the path to a higher paying job.*



*To start on the path to a non-manual labor job.*

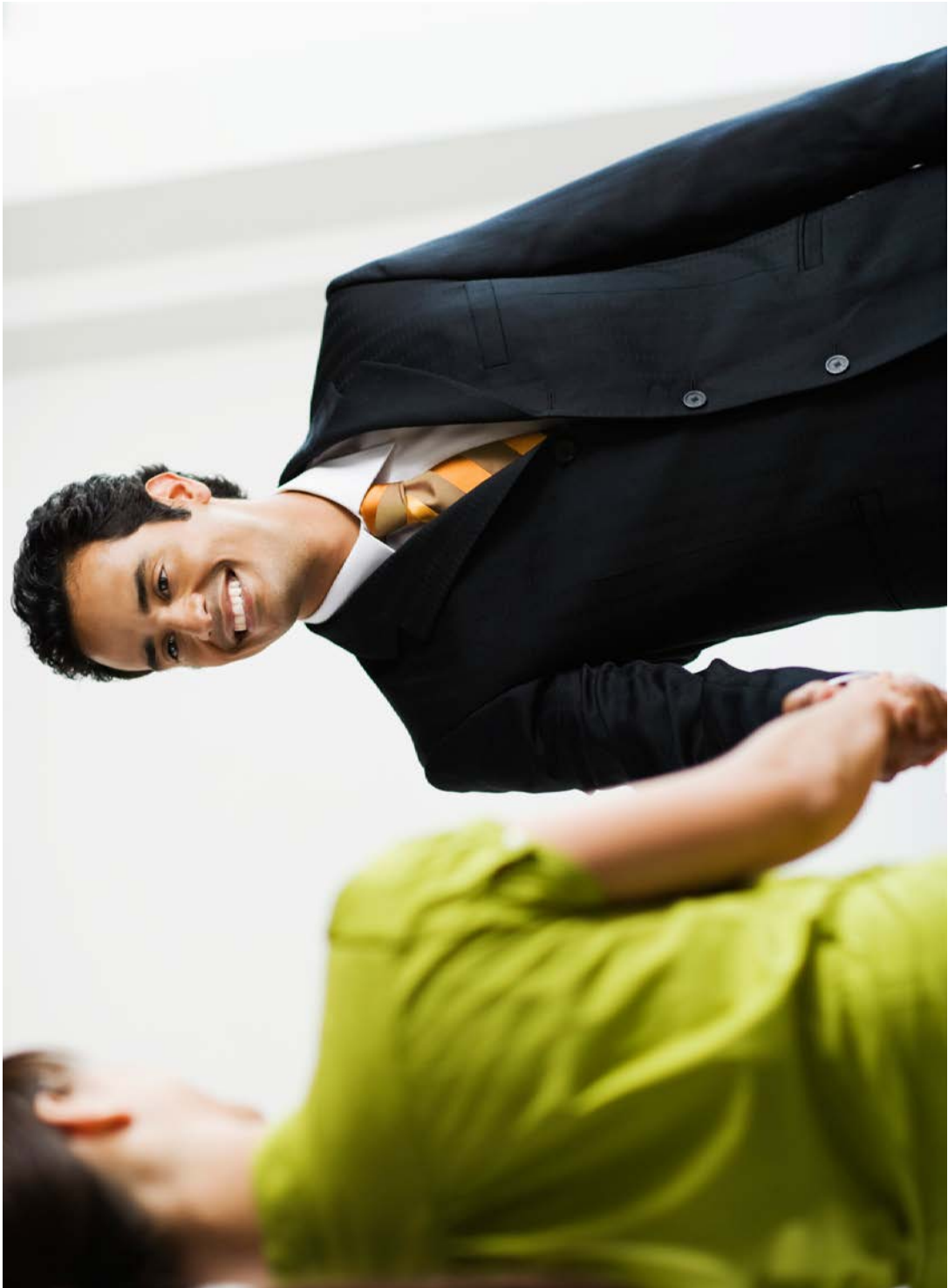


*To support my family.*



*To use my skills.*

Ways to Find Jobs Pictures



*Employment specialist*

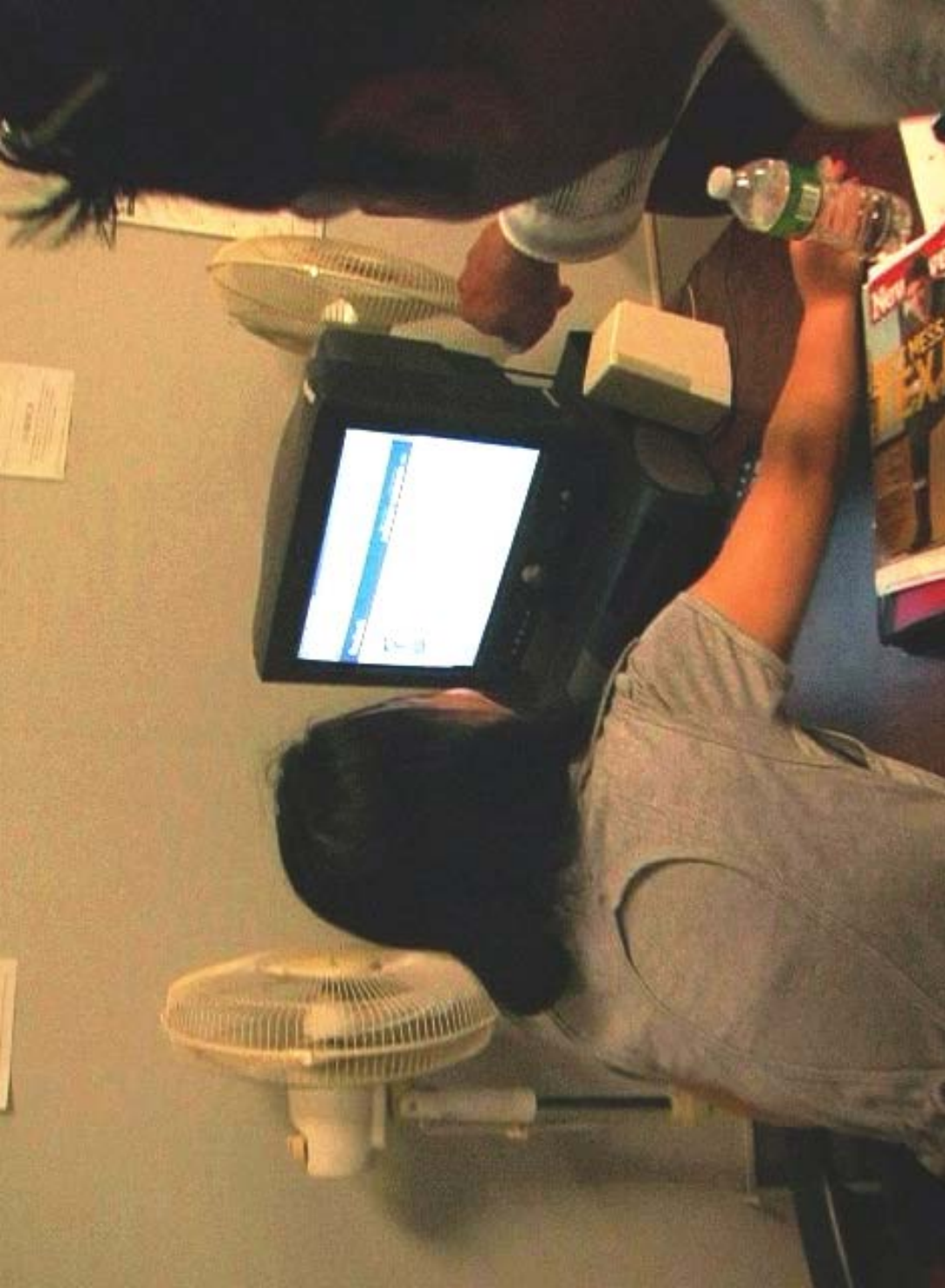


Newspaper





*"Now Hiring" signs*



Online



People you know



*Resettlement agency staff*

Common Jobs Pictures



*Assembling parts*



*Building things*



*Caring for plants or yards*

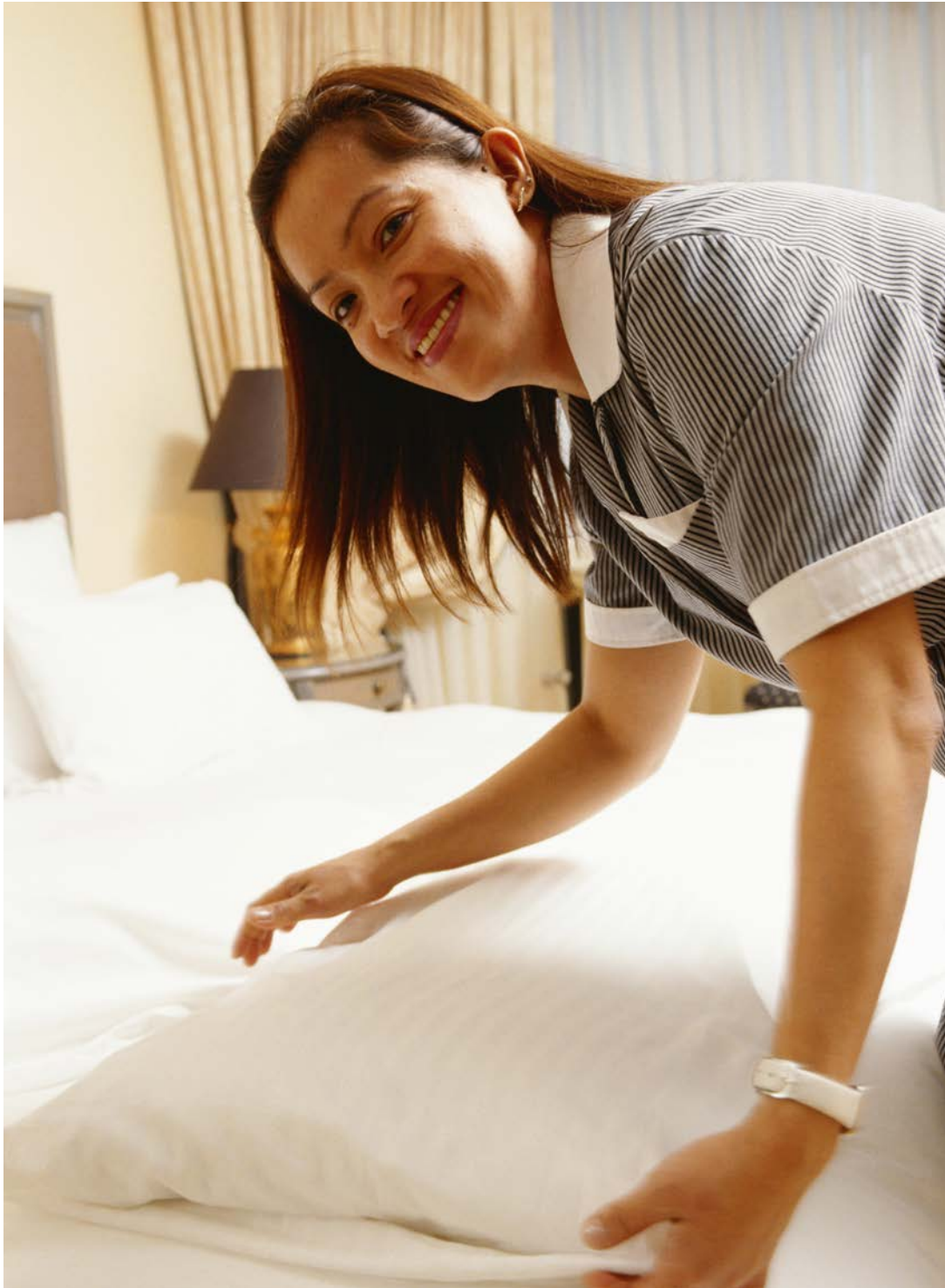


*Cleaning floors*



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





---

## *Making beds*



## *Preparing food*



*Providing in-home care*



*Sorting meat parts*



## *Stocking shelves*



*Taking or giving money*



## *Washing dishes*



*Washing laundry*





# Right



# Not Right

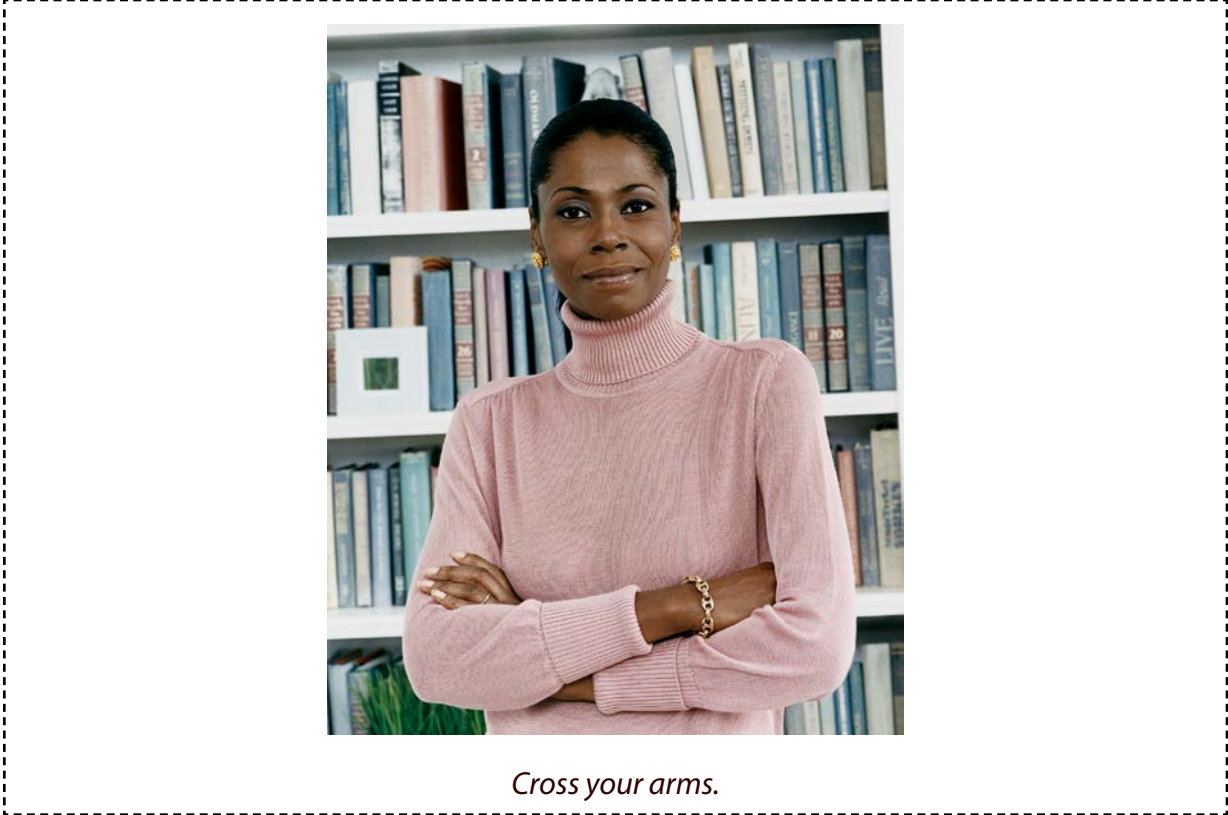
 Cultural Orientation  
Resource Center

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

Interview Preparation Pictures



*Comb your hair and groom your beard.*



*Cross your arms.*



*Dress neatly.*



*Dress very casually.*



*Pick your nose.*



*Place your hands behind your head.*



*Place your hands in your lap.*



*Show interest in the position.*



*Show you don't care about the position.*



*Shower and be well groomed.*



*Smile, shake hands, and make eye contact.*



*Wear closed-toed shoes.*





*Wear shoes that are very casual.*

# Preparing for an Interview Handout

The following are things you should remember when you are preparing for an interview.



*Dress neatly.*



*Place your hands in your lap.*



*Show interest in the position.*



*Shower and be well groomed.*



*Smile, shake hands, and make eye contact.*



*Wear close-toed shoes.*



*Comb your hair and groom your beard.*

## Suggested Interview Questions

Tell me about yourself.

Why do you want to work here?

What are your goals?

Where have you worked before?

What did you do well in your last job? What are your strengths?

What don't you do well? What are your weaknesses?

Do you prefer to work on a team or by yourself?

What do you do when you have problems with your co-workers?

Do you have a way to get to work on time every day?

Do you have any questions for me?

# Employment Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

## Words

application

bills

pay

newspaper

online

interview

shake hands










make eye contact

## Pictures



## Employment Unit Vocabulary Worksheet 2

Directions: Yamina is looking for a job. Read the steps she went through to find a job. Then put them in order by writing the number in the blank. One is the first thing she does. Nine is the last thing she does. The first one is done for you.

 <input data-bbox="337 577 474 648" type="text"/> She asks about the job's <b>health insurance</b> .	 <input data-bbox="743 577 880 648" type="text"/> Yamina starts her first day as an <b>employee</b> .	 <input data-bbox="1149 577 1286 648" type="text"/> The job looks good so she completes an <b>application</b> and brings it to the employer.
 <input data-bbox="337 1056 474 1127" type="text" value="1"/> Yamina is <b>networking</b> by calling a friend who saw a job for Yamina in the newspaper.	 <input data-bbox="743 1056 880 1127" type="text"/> She goes to an <b>interview</b> and gets a job offer.	 <input data-bbox="1149 1056 1286 1127" type="text"/> Yamina accepts the <b>job</b> .
 <input data-bbox="337 1556 474 1627" type="text"/> They call her to set up an <b>interview</b> . After the call, she learns more about the <b>employer</b> and the <b>job</b> online.	 <input data-bbox="743 1556 880 1627" type="text"/> Yamina asks about the <b>dress code</b> .	 <input data-bbox="1149 1556 1286 1627" type="text"/> Yamina looks in the newspaper and finds the ad that says <b>"Now Hiring."</b>

Basics of Learning English Signs



*Before I learn English*



*While I am learning English*



*After I learn English*



Basics of Learning English Cards



Accept a job



Access community services



Access public benefits



Attend doctor's appointments



Attend orientation sessions



Do volunteer work



*Enroll in school*



*Enroll my children in school*



*Help my children with their homework*



*Look for a job*



*Meet my children's teachers*



*Meet my neighbors*



*Participate in community life*



*Request an interpreter*



*Use an interpreter*



*Use public transportation*

## Learning English Pictures



*Attending English language classes*



*Doing activities you enjoy with English speakers*



*Get involved at your child's school*



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



*Having “English only” time at home each day*



*Joining (or creating) a group to practice English*





*Listening to the radio*



*Listening to your case worker/manager/teacher*



*Practicing English with friends or neighbors*



Reading local newspapers



*Reading signs*



*Speaking English at work*



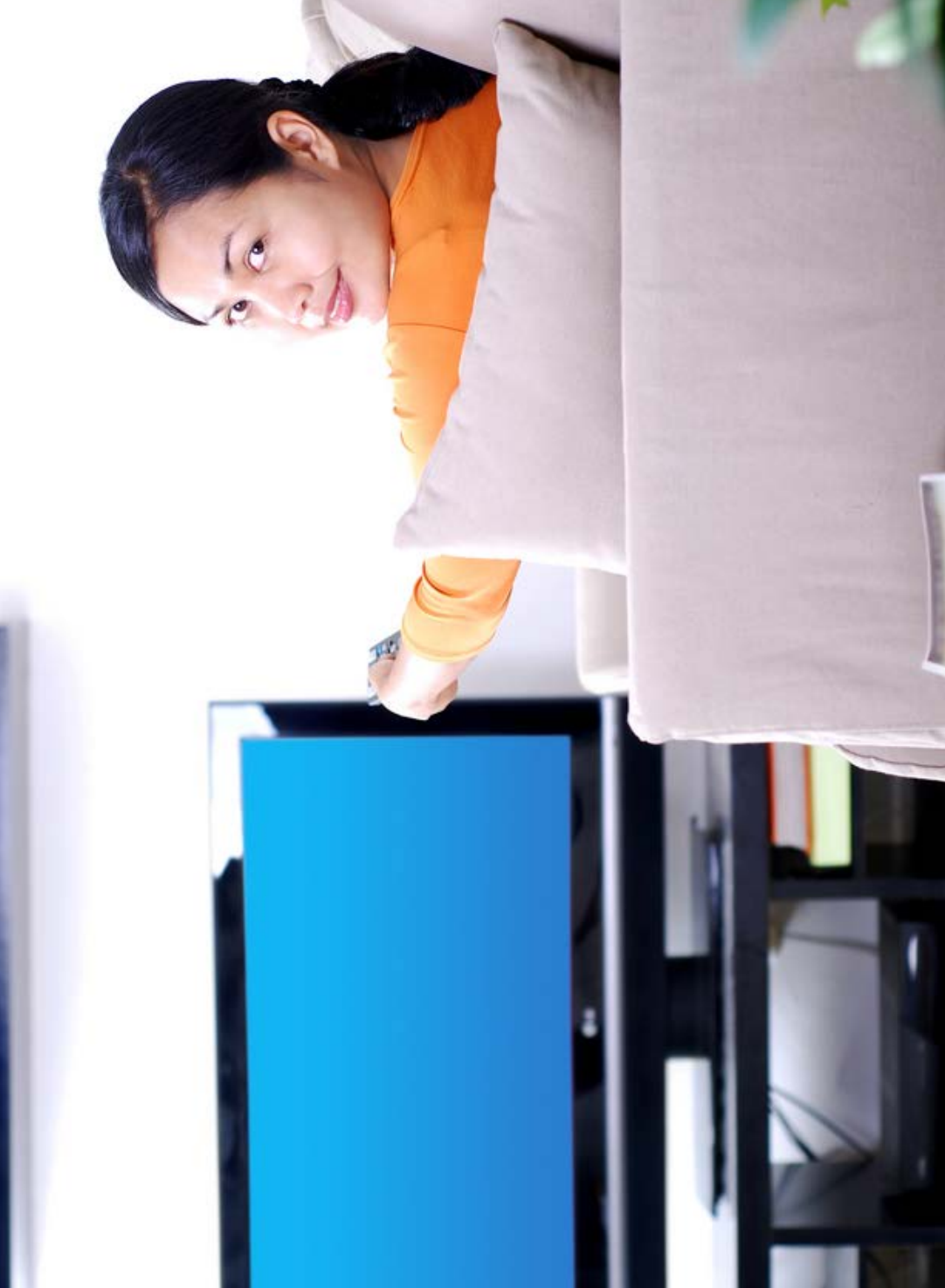
*Studying English books at home*



---

*Talking with people in stores*





*Watching movies or television in English*

# Learning English Worksheet

Directions: Circle three ways you will try to learn English.



*Attending English language classes*



*Doing activities you enjoy with English speakers*



*Getting involved at your child's school*



*Having "English only" time at home each day*



*Joining (or creating) a group to practice English*



*Listening to the radio*



*Listening to your case worker/manager or teacher*



*Practicing English with friends or neighbors*



*Reading local newspapers*



*Reading signs*



*Speaking English at work*



*Speaking English at home*



*Talking with people in stores*



*Watching movies or television*

## Benefits of Learning English Questions

*Why is it important to learn English in the United States?*

*Why is it important to attend English classes?*

*What are the benefits of attending English classes even after you have started a job?*

## Benefits of Learning English Pictures



*Attending English class regularly will help me learn English better and faster.*



*English is the most commonly used language in the United States.*



*English will help me with taking public transportation and shopping.*



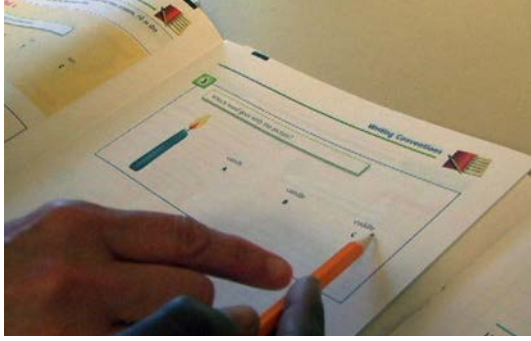
*I can communicate with my children's teachers in English.*



*I can learn English from an experienced teacher.*



*I can learn English while I am at work.*



*I can learn how to understand, speak, read, and write in English.*



*I can speak English with others who are learning the language, even if we don't speak the same first language.*



*I need to be able to talk to my co-workers.*



*I need to be able to talk to other people in my community.*



*Learning English is my responsibility.*



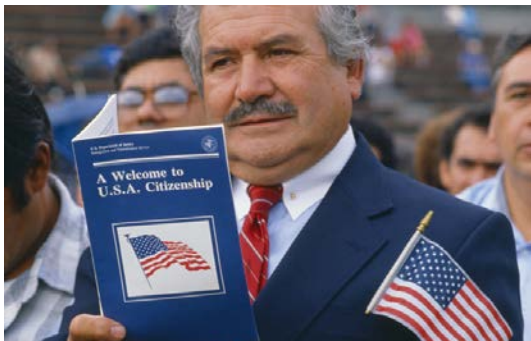
*Learning English will help me become independent.*



*Learning English will help me get a better job or earn a promotion.*



*Learning English will help me get a job.*



*Learning English will help me study for and pass the U.S. Citizenship test, so I can become a citizen of the United States.*



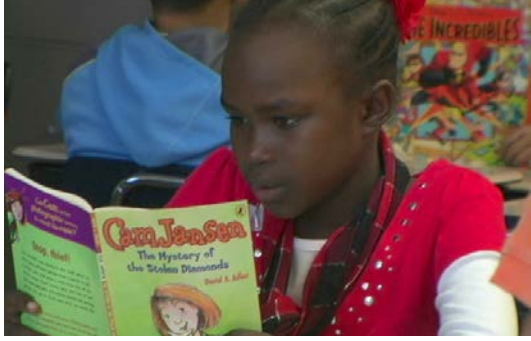
*Learning English will help my adjustment to my new community.*



*Learning English will mean that I am not dependent upon my children for interpretation.*



*Learning English will take time.*



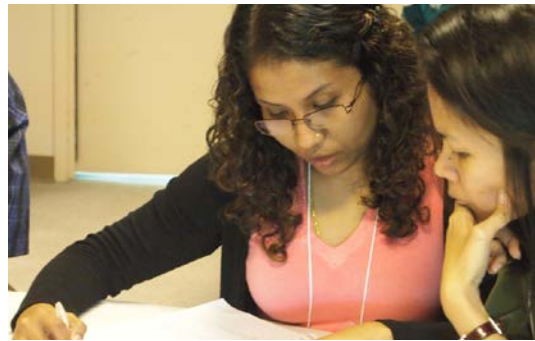
*My children will learn English quickly.*



*Practicing English regularly is very important.*



*Speaking English will allow me to make doctor's appointments and attend them without an interpreter.*

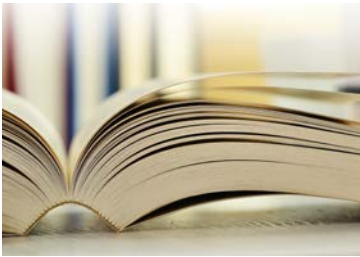


*There are many different ways to learn English.*

# Learning English Unit Vocabulary Worksheet 1

Directions: Match the language skill to the body part you use the most when you practice that skill.

## Words



*read*



*write*



*listen*



*speak*

## Body Part



*ear*



*mouth*



*eyes*



*hands*



## Learning English Unit Vocabulary Worksheet 2

Directions: Use the clues to fill in the words in the puzzle below. The words are included in a word bank. The first one is done for you.

Word Bank			
attend	class	enroll	interpreter
learn	practice	teacher	understand

### Across ↔

(words that go from left to right):

- To put your name on an official list, usually to join a class
- To know what something means
- To repeat an activity many times
- To get knowledge about something
- A person whose job is helping others learn

### Down ↓

(words that go from top to bottom):

- A person who translates orally from one language to another
- To be present at a place for an event or an activity
- A group of students who study together with a teacher

## Basics of Education Statements and Answer Key

1. In the United States, girls are not expected to attend school after the age of 12.  
(Practice statement)  
*Answer: False*
2. School is required for students until they are at least \_\_\_ years old.  
*Answer: True*
3. Schools have special services, such as counselors and low-cost lunches, for students who need them.  
*Answer: True*
4. Schools expect parents to be involved in their children's education.  
*Answer: True*
5. Public school is free, but there may be some costs related to your child's K-12 education.  
*Answer: True*
6. Most children do not have homework.  
*Answer: False*
7. After-school activities, such as student government or a sports team, teach children how to get along with people and other life skills.  
*Answer: True*
8. When family income is low, working is more important than school for young adults as well as adults.  
*Answer: True*
9. Most people in the United States consider education to be a lifelong experience.  
*Answer: True*
10. If you are working, you cannot go to school or a training program.  
*Answer: False*
11. If an adult does not have a high school diploma, s/he can get a special high school diploma, called a *GED*.  
*Answer: True*
12. Education after high school is free for everyone.  
*Answer: False*
13. Adults who want to continue their education may be eligible for financial aid.  
*Answer: True*

## Basic Information About the U.S. Education System

[This information is for trainers who need to become more familiar with the U.S. education system.]

### Children and Youth

Elementary and secondary school education is available to everyone in the United States, regardless of ability, sex, age, race, religion, sexual orientation, or social class. Most Americans view education as a way to get better jobs and improve their standard of living.

Public education is free and mandatory for all children between 7 and 16 years of age. In some states, children under 7 and over 16 must also attend school. Throughout the United States, school is available to students 18 and younger, and in some states, students up to 21 years of age can attend public schools.

The United States does not have a national system of education controlled by the central government. There are no national education requirements or courses of study. States and local school districts decide what students will study, what books they will use, and what they have to do to pass from one grade to another.

Public schools are available throughout the country free of charge. By law, public schools cannot have any religious affiliation. Private schools are also available in most areas, and some have religious affiliations. Private schools charge tuition, which can be very expensive.

It is important that children are enrolled in school as soon as possible after they arrive in their new communities. Case workers/managers help with this process. Most schools require that parents give them a copy of their child's immunization records.

There are four levels of education for children in the United States. Children in the same grade may be different ages, although most children are usually within 1 to 2 years of each other in age.

- ▶ *Preschool.* This level is for children 3 to 5 years of age. It is not required by law, and it is usually not free.
- ▶ *Elementary school.* This level begins with kindergarten (age 5) and continues through fifth or sixth grade (age 12).
- ▶ *Middle or junior high school.* This level usually includes sixth or seventh through eighth or ninth grade, for children ages 12 to 14.
- ▶ *High school.* This level usually includes ninth or tenth grade through twelfth grade, for children ages 14 to 18. Students who complete school requirements at this level receive a high school diploma.

Many schools have special English language classes for children whose first language is not English. Other schools offer extra help to children who need it through a special teacher or a tutor.

There are schools or special classes for children with special needs, such as those with emotional or behavioral issues, learning disabilities, and other physical or mental disabilities. In some communities,

there are also special schools or classes for children with high academic ability in general or with talent in a certain subject area, such as math, sciences, or the arts.

The school year begins in August or September and ends in May or June. Most children attend classes about 6 hours a day, Monday through Friday. Students who need additional time to complete work for their classes may attend summer school in June and July.

Attending school is very important. When students miss school, parents must write a note that explains why the student was absent, and students have to make up the school work they missed.

Although public school is free, parents pay some expenses, such as the cost of school supplies and fees for special activities. Children can take lunch to school or buy low-cost, nutritious lunches in the school cafeteria. Many schools also offer breakfast. Schools may also offer breakfast and lunch for free or at a low cost for children from low-income families.

Some children live close enough to the school to walk there. If the school is too far from home for a child to walk, school buses may provide free transportation to school. The school system will decide the distance from school for free transportation.

The style of teaching and learning in U.S. schools may be different from the style in other countries. In the United States, teachers encourage children to learn by thinking and analyzing, asking questions, and joining in discussions and activities. Students may even disagree with their teachers, if they do so in a respectful way.

Common subjects include English, science, social studies (which often includes history and geography), mathematics, and foreign languages. Many schools also offer special subjects, such as physical education, art, or music. At the high school level (and in some cases at the middle school level), students can usually choose some of their courses.

School, state, and national testing is common and often mandatory for all students.

Most public schools do not have uniforms, but most do have dress codes that students must obey.

Behavior in U.S. schools is informal, compared to schools in other countries. However, students are expected to learn and obey the rules. Students who break the rules are punished in different ways, depending on the school. They may have to talk to the principal, do extra school work, or stay after school. If they do something really serious, they might have to leave the school. Physical punishment is illegal in U.S. schools.

## Adults

For adults, most communities offer many different kinds of educational opportunities. Here are some that you may find in your community:

- ▶ English language and literacy classes
- ▶ Training courses in areas such as computer technology, foreign languages, and secretarial skills

- ▶ General Education Development (GED) diploma classes for adults who do not have a high school diploma
- ▶ Vocational and technical schools
- ▶ Community colleges
- ▶ Colleges or universities (usually 4-year programs), offering a Bachelor of Arts degree
- ▶ Graduate schools offering advanced degrees in many fields.

The cost of these classes, schools, and colleges varies a great deal. For example, a 4-year college can be very expensive. Vocational and technical schools can also be expensive. In general, community college classes are less expensive than 4-year colleges. Most schools and colleges offer some financial aid to students who need it.

Continuing education for adults is very common in the United States, and Americans of all ages, including older adults, take courses that interest them or will help them in some way. "You are never too old to learn" is a popular American saying.

## Basics of Education Statements

Directions: Read the statement. Decide if it is true or false, and circle your answer. The first one is done for you.

1. In the United States, girls are not expected to attend school after the age of 12.	True	False
2. School is required for students until they are at least __ years old.	True	False
3. Schools have special services, such as counselors and low-cost lunches, for students who need them.	True	False
4. Schools expect parents to be involved in their children's education.	True	False
5. Public school education is free, but there may be some costs related to your child's K-12 education.	True	False
6. Most children do not have homework.	True	False
7. After-school activities, such as student government or a sports team, teach children how to get along with people and other life skills.	True	False
8. When family income is low, working is more important than school for young adults as well as adults.	True	False
9. Most people in the United States consider education to be a lifelong experience.	True	False
10. If you are working, you cannot go to school or a training program.	True	False
11. If an adult does not have a high school diploma, s/he can get a special high school diploma, called a <i>GED</i> .	True	False
12. Education after high school is free for everyone.	True	False
13. Adults who want to continue their education may be eligible for financial aid.	True	False

## School Involvement Cards



*Ask your child what s/he learned about in school that day.*



*Ask your child what they have for homework or check their assignment book or homework folder.*



*Ask your child's teacher what the homework assignments 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 science fair, a concert, or an "International Day" festival.*



*Chaperone a field trip for your child.*



*Give a talk about your home country to your child's class.*



*Find out if the school offers school tours or an orientation in the summer before school begins.*

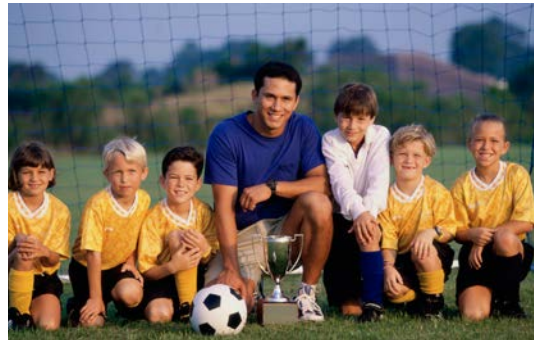


*Have your child read to you.*





*Have your child's 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).*



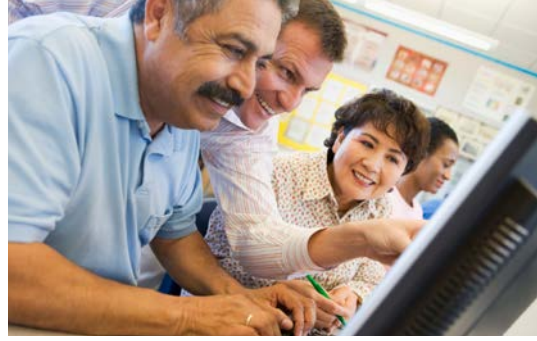
*Mentor or tutor students in an area you are skilled at.*



*Participate in school fundraisers.*



*Read your child's classroom blog for news.*



*Set up an email account if your child's teacher uses email to send messages and updates about what is happening at school.*



*Talk to a teacher or an administrator at school about any concerns or questions you have.*



*Volunteer in a special class, such as music or physical education, or at the school library.*



*Volunteer in your child's classroom.*



*Volunteer to help at lunch or recess.*



*Walk your child to the bus or school.*



*Work with your child on her/his homework.*

School Issue Scenarios



*You receive a call from the school telling you that your child has been involved in a fight.*



*You receive a call from the school telling you that your child has not been attending classes.*



*Your child brings a report card home that shows s/he is not doing well at school.*



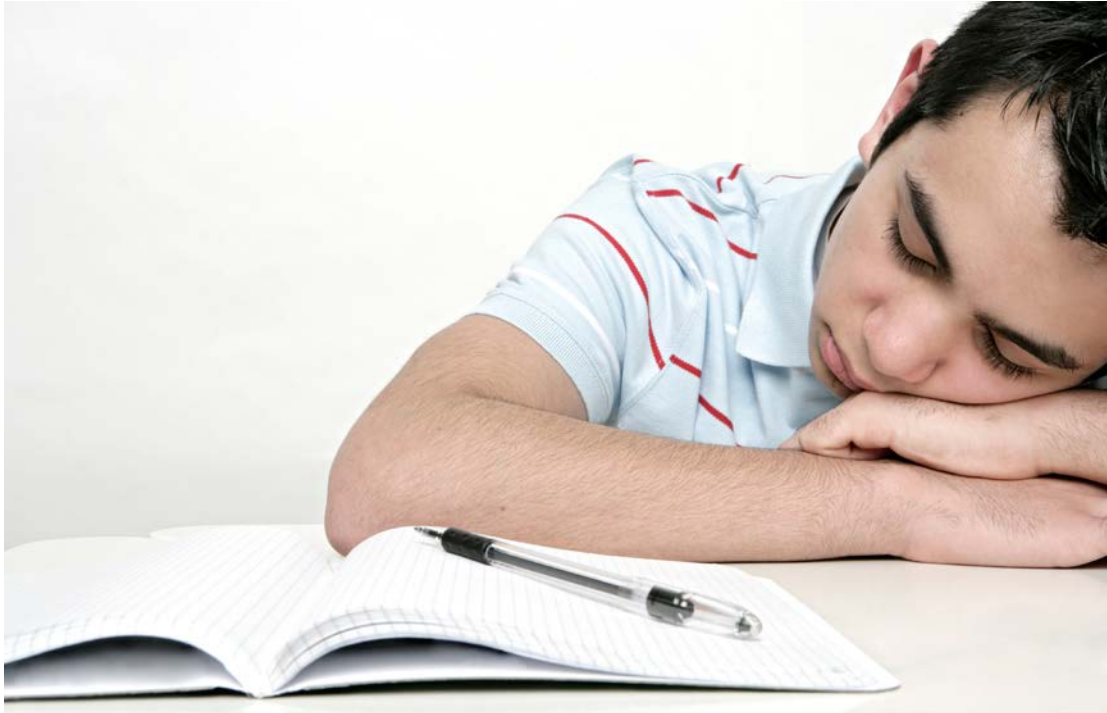
*Your child does not want to get involved in extracurricular (after-school) activities at school.*



*Your child is interested in an extracurricular (after-school) activity offered by the school.*



*Your child is sent home from school because he brought a toy gun to school.*



*Your child refuses to complete her/his homework.*



*Your child tells you that other children at school have been teasing her/him.*



*Your child tells you that s/he does not like school.*



*Your child tells you that s/he does not understand the material being discussed at school.*





*Your child tells you that s/he is not as smart as her/his classmates.*



*Your child tells you that s/he is not learning anything new at school.*

# Education Unit Vocabulary Worksheet 1

Directions: Match each word with the picture that shows the meaning of the word. The first one is done for you.

**Word**

**Picture**

*diploma*



*certificate*



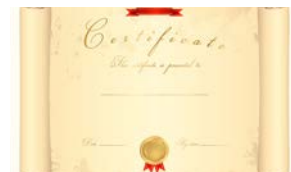
*classroom*



*meeting*



*parent*



*report card*



*homework*



## Education Unit Vocabulary Worksheet 2

Directions: Use the word bank to fill in the word that completes the sentences below. The first one is done for you.

Word Bank		
assignment	benefits	choice
education	tease	

- Teaching students how to read in English is an important part of **e d u c a t i o n** in the United States.
- Mi Mi Khaing must make a **h** about what time to take class.
- Children might **a** other children at school.
- Ibrahim finishes his **i g n** on American history.
- Having a certificate can give you a lot of **b** **f** **s**.

Basics of Health and Hygiene Signs



*Care for it at home.*



*Go to the hospital emergency room (ER).*



*Make an appointment at a health clinic.*



*Make an appointment with a doctor.*



*Talk to a pharmacist about what you need.*



# Health Resource Worksheet

Name: \_\_\_\_\_ Type of doctor: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Type of doctor: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Type of doctor: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Type of doctor: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Basics of Health and Hygiene Scenarios

You are stung by an insect.

Your chest or heart hurts.

You cut your finger with a knife.

You have a fever.

You have a small rash on your arm.

You have a small cut on your leg.

You have a runny nose.

You have been having trouble sleeping for quite a while.

You have a bad rash.

You have a sore muscle.

You have a very bad headache that has not gone away.

You are feeling very hopeless and don't see a good future for yourself.

You have an earache.

You have been feeling sad for 2 months.

You have hit your head very hard.

You have a very bad pain in your stomach.

You think you have broken your arm.

Appropriate Seasonal Pictures



Summer



Winter



Spring



Fall

Basics of Health and Hygiene Scenarios With Pictures



*You are stung by an insect.*



---

*Your chest or heart hurts.*



---

*You cut your finger with a knife.*



---

*You have a fever.*



---

*You have a small rash on your arm.*





*You have a small cut on your leg.*



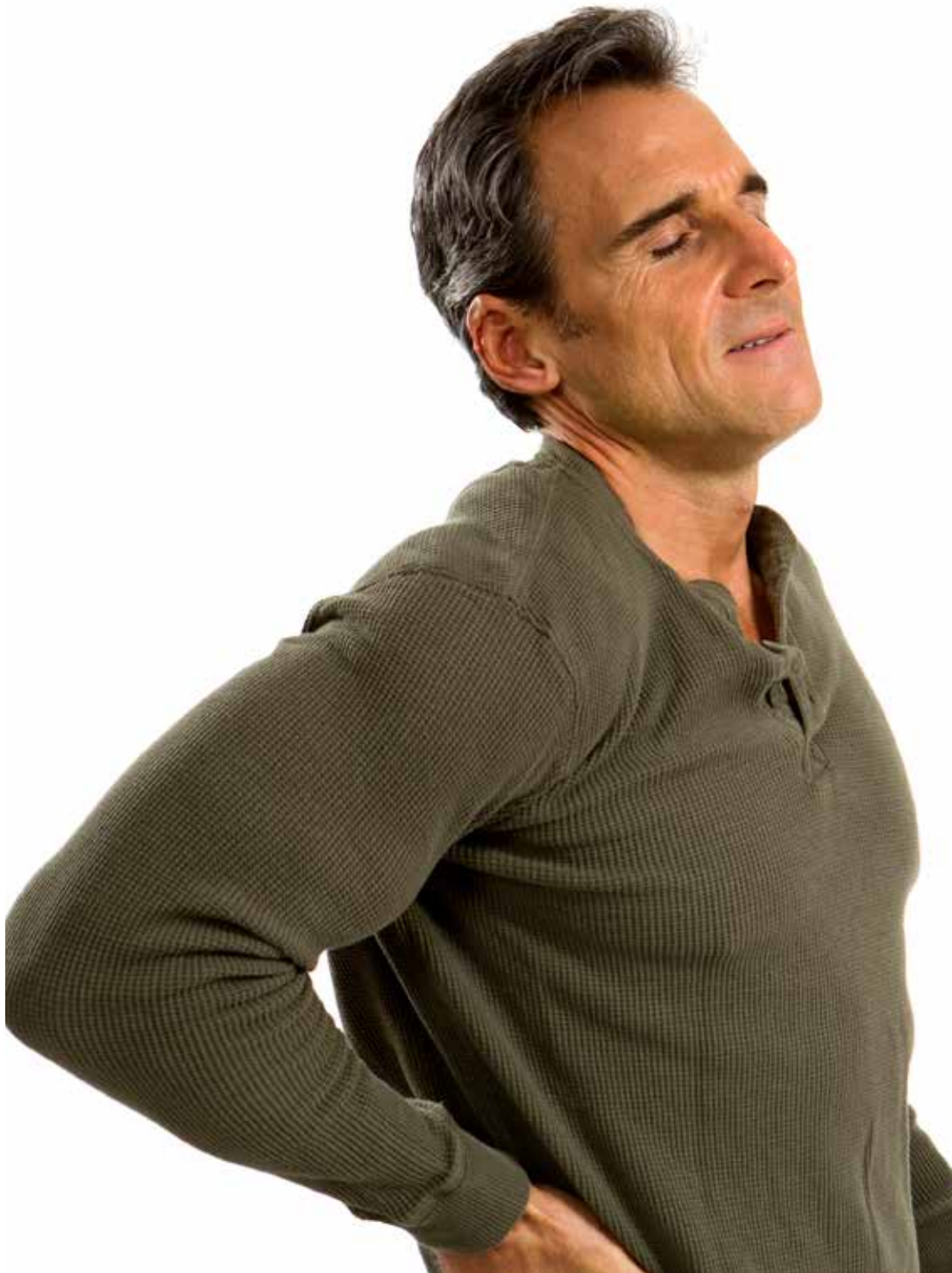
*You have a runny nose.*



*You have been having trouble sleeping for quite a while.*



*You have a bad rash.*



---

*You have a sore muscle.*



---

*You have a very bad headache that has not gone away.*



*You are feeling very hopeless and don't see a good future for yourself.*



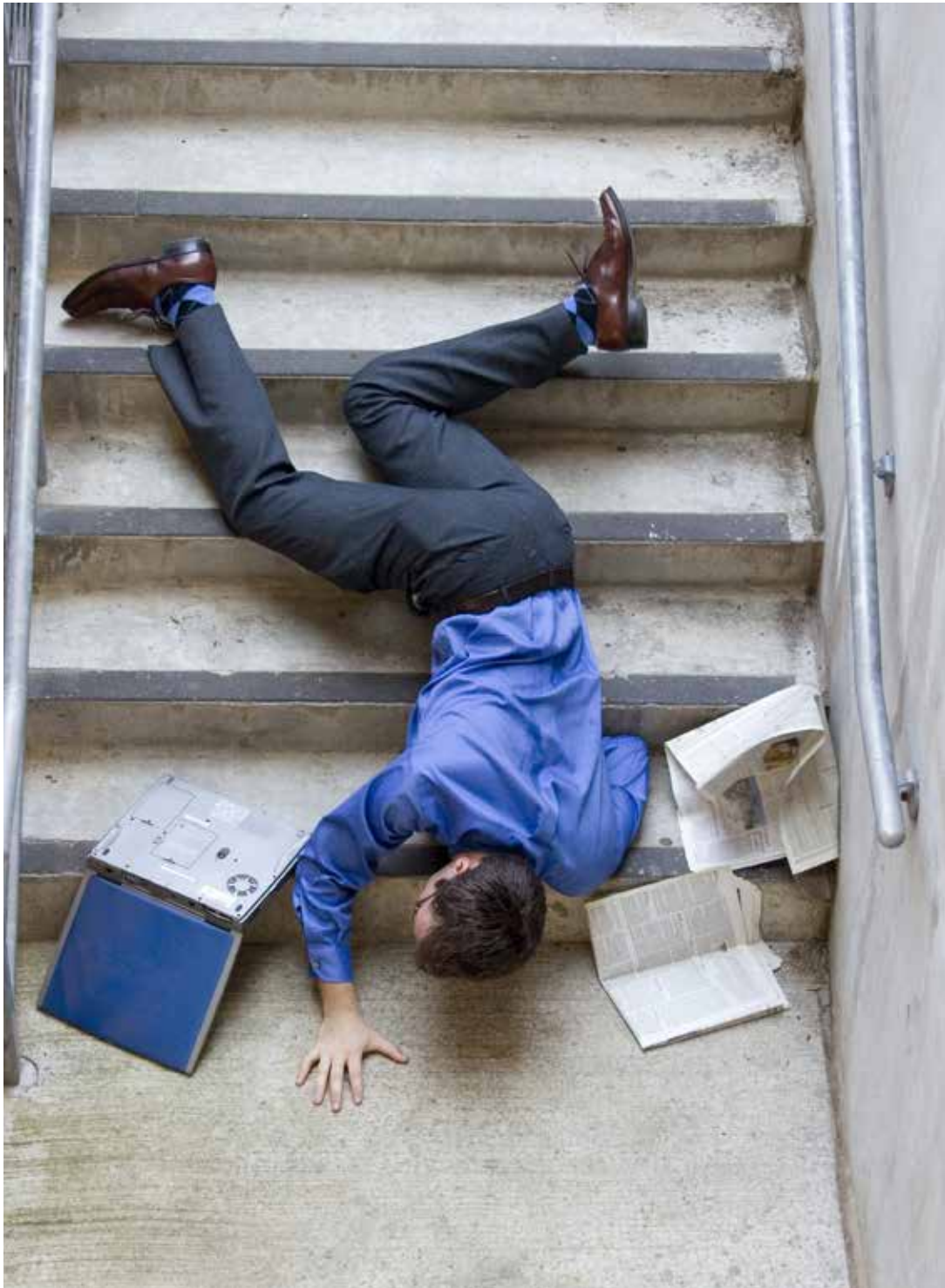
---

*You have an earache.*





*You have been feeling sad for 2 months.*



---

*You have hit your head very hard.*



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



---

*You have a very bad pain in your stomach.*



*You think you have broken your arm.*

## Doctor's Visit Role Play 1

### Part I: Enter and Sign In

*Roles: Receptionist, Patient*

*The Receptionist sits at the Receptionist's desk. The Patient opens the door, enters the office, and closes the door behind her/him. The Patient walks to the Receptionist's desk.*

Receptionist: Good afternoon. May I help you?

Patient: Hello. I have an appointment.

Receptionist: What is your name?

Patient: \_\_\_\_\_ [say your name]

Receptionist: Can I please have your health insurance card and your ID card?

Patient: Yes.

*The Patient hands the health insurance card [index card] to the Receptionist. The Receptionist takes the health insurance card from the Patient.*

Receptionist: Thank you. You have an appointment with Doctor \_\_\_\_\_ [say your last name] at 2:15. Your co-pay will be \$15 today.

*The Patient hands \$15 to the Receptionist. The Receptionist takes the money.*

Receptionist: Thank you. Here is your receipt.

*The Receptionist hands the Patient a receipt. The Patient takes the receipt.*

Patient: Thank you.

Receptionist: Here are some forms to complete.

*The Receptionist hands the Patient a notebook and pen. The Patient sits in the waiting area and completes the forms by writing in the notebook. The Patient carries the forms back to the Receptionist.*

Patient: Here is my paperwork.

*The Patient hands the notebook and pen to the Receptionist. The Receptionist takes the notebook and pen from the Patient.*

Receptionist: Thank you. Here is your insurance card.

*The Receptionist hands the health insurance card back to the Patient. The Patient takes the card.*

Receptionist: The nurse will be with you shortly.

*The Patient sits.*

### **End of Part I.**

*Questions for the full group to discuss and consider:*

- ▶ What happened in this role play?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

### **Part II: See the Doctor**

*Roles: Nurse, Patient, Doctor*

*The Nurse holds a notebook and a pen. The Nurse enters the waiting area.*

Nurse: Ms./Mr. \_\_\_\_\_ [say the last name of the Patient]

*The Patient stands.*

Nurse: Please come with me.

*The Patient follows the Nurse.*

Nurse: How are you feeling today?

Patient: Good, thank you.

Nurse: Great. We need to find out how much you weigh. Please stand on this scale.

*The Nurse gestures to the Sample Doctor's Scale. The Patient steps onto the Sample Doctor's Scale. The Nurse acts as though s/he is weighing and measuring the patient's height. The Nurse marks items in the notebook.*

Nurse: Please follow me.

*The Nurse leads the Patient to the doctor's examination room area. The Nurse points to one of the chairs.*

Nurse: Please sit here.

*The Patient sits in the chair.*

Nurse: Why are you here today?

Patient: I came to the United States as a refugee. This is my first visit to the doctor.

Nurse: Good. So you are here for a checkup. Please stay here. The doctor will be in soon.

*The Nurse leaves.*

*The trainer changes from the Nurse to the Doctor.*

*The Doctor enters the examination room with the notebook and pen.*

Doctor: Hello, Ms./Mr. \_\_\_\_\_ [say the last name of the Patient]. I am Doctor \_\_\_\_\_ [say your last name]. How are you today?

*The Doctor offers her/his hand to shake. The Patient shakes the Doctor's hand.*

Patient: Good, thank you. How are you?

Doctor: I am doing well, thanks. What are we here to talk about today?

### **End of Part II.**

*Questions for the full group to discuss and consider:*

- ▶ What happened in this role play?
- ▶ What do you think happened during the rest of the doctor's visit?
- ▶ When you give personal medical information to a doctor, who can the doctor share this information with? [*The answer should be, "No one, without my permission." Medical information is confidential.*]
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

### **Part III: Exit and Follow Up**

*Roles: Doctor, Patient, Receptionist*

*The Doctor and the Patient are sitting in the examination room.*

Doctor: Other than that, you are very healthy. You need to fill this prescription and take the medication twice a day. The information will be on the pill bottle. Please come back in 3 months so we can see how you are doing.

*The Doctor hands the Patient a piece of paper from the notebook, the prescription.*

Patient: Thank you.

Doctor: Please remember, if you are feeling sad or depressed, make an appointment to see me, or talk to your case worker/manager about getting help.

Patient: Okay, thank you.

Doctor: Do you have any other questions?

Patient: No, thank you.

Doctor: Great. See you in 3 months.

*The Patient stands and walks to the Receptionist's desk. The trainer changes from the Doctor to the Receptionist.*

Patient: I need to make an appointment to see Doctor \_\_\_\_\_ [say the last name of the Doctor] in 3 months.

Receptionist: Okay. How about Monday, May 3rd at 3:30pm?

Patient: Yes, thank you.

*The Receptionist hands the appointment reminder card to the Patient. The Patient takes the card.*

Receptionist: Great. We will see you then. Please call us if anything changes.

Patient: Thank you.

### **End of Part III.**

*Questions for the full group to discuss and consider:*

- ▶ What happened in this role play?
- ▶ If an interpreter were with the Patient, what would she or he have done? If you wanted to request an interpreter, how would you do it?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?



## Doctor's Visit Role Play 2

### Part I: Enter and Sign In

*Roles: Receptionist, Patient, Interpreter*

*[Decide beforehand how much you would like the Interpreter to interpret for the patient, and give the Interpreter that guidance. You may choose to have the Interpreter follow the Patient and be available for assistance without having her/him actually interpret, in the interest of time.]*

*The Receptionist sits at the Receptionist's desk. The Patient and the Interpreter open the door, enter the office, and close the door behind them. The Patient and the Interpreter approach the receptionist's desk.*

Receptionist: Good afternoon. May I help you?

Patient: Hello. I have an appointment with Doctor \_\_\_\_\_ [say the last name of the Doctor] at 2:15.

Receptionist: What is your name?

Patient: \_\_\_\_\_ [say your name]

Receptionist: Can I please have your health insurance card and your ID card?

Patient: Yes.

*The Patient hands the health insurance card [index card] to the Receptionist. The Receptionist takes the health insurance card from the Patient.*

Receptionist: Thank you. Your co-pay will be \$15 today.

*The Patient hands \$15 to the Receptionist. The Receptionist takes the money.*

Receptionist: Thank you. Here is your receipt.

*The Receptionist hands the Patient a receipt. The Patient takes the receipt.*

Patient: Thank you.

Receptionist: Here are some forms to fill out.

*The Receptionist hands the Patient a notebook and pen. The Patient and the Interpreter sit in the waiting area. The Interpreter helps the Patient fill out the forms by writing in the notebook. The Patient carries the forms back to the Receptionist.*

Patient: Here is my paperwork.

*The Patient hands the notebook and pen to the Receptionist. The Receptionist takes the notebook and pen from the Patient.*

Receptionist: Thank you. Here is your insurance card.

*The Receptionist hands the health insurance card back to the Patient. The Patient takes the card.*

Patient: Thank you.

Receptionist: The nurse will be with you shortly.

*The Patient sits next to the Interpreter.*

### **End of Part I.**

*Questions for the full group to discuss and consider:*

- ▶ What happened in this role play?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

### **Part II: See the Doctor**

*Roles: Nurse, Patient, Interpreter, Doctor*

*The Nurse enters the waiting area.*

Nurse: Ms./Mr. \_\_\_\_\_ [say the last name of the Patient]

*The Patient and the Interpreter stand.*

Patient: Yes?

Nurse: Please come with me.

*The Patient and the Interpreter follow the Nurse.*

Nurse: How are you feeling today?

Patient: Good, thank you.

Nurse: Great. Please stand on this scale.

*The Nurse gestures to the Sample Doctor's Scale. The Patient steps onto the Sample Doctor's Scale. The Nurse acts as though weighing and measuring the height of the Patient. The Nurse marks items in the notebook.*

Nurse: Please follow me.

*The Nurse leads the Patient and the Interpreter to the doctor's examination room. The Nurse gestures to the chairs.*

Nurse: Please sit here.

*The Patient and the Interpreter sit in the chairs.*

Nurse: Tell me, what are you here for today?

Patient: I recently came to the United States as a refugee. This is my first doctor's visit.

Nurse: So you are here for a checkup. Please stay here. The doctor will be with you soon.

*The Nurse leaves. The Nurse hands the notebook and pen to the Doctor. The Doctor enters the examination room.*

Doctor: Hello, Ms./Mr. \_\_\_\_\_ [say the last name of the Patient]. I am Doctor \_\_\_\_\_ [state your last name]. How are you today?

*The Doctor offers her/his hand to shake. The Patient shakes the Doctor's hand, and then the Interpreter shakes the Doctor's hand.*

Patient: Good, thank you. How are you?

Doctor: I am doing well. Let's see...

*The Doctor looks at the notebook.*

Doctor: What are we here to talk about today?

### **End of Part II.**

*Questions for the full group to discuss and consider:*

- ▶ What happened in this role play?
- ▶ What do you think happened during the rest of the doctor's visit?
- ▶ When you talk with your doctor about personal medical information, who can the doctor share this information with? [*The answer is, "No one, without my permission." This information is confidential.*]
- ▶ How was the role play similar to your experiences in the past at doctors' offices?
- ▶ How was it different?

### **Part III: Exit and Follow Up**

*Roles: Doctor, Patient, Interpreter, Receptionist*

*The Doctor, Patient, and Interpreter are sitting in the examination room.*

Doctor: Other than that, everything else looks good. You will need to fill this prescription and follow directions as I told you. The directions will also be on the pill bottle. I would like to see you again in 3 months to make sure you are doing well.

Patient: Thank you.

Doctor: Now remember, if you are feeling sad or depressed, make an appointment to see me right away, or talk to your case worker/manager about how to get help.

Patient: Okay.

Doctor: Do you have any other questions for me today?

Patient: No, thank you.

Doctor: Great. See you in 3 months.

*The Patient and Interpreter stand and walk to the receptionist's desk.*

Patient: I need to make an appointment to see Doctor \_\_\_\_\_ [say the last name of the Doctor] in 3 months.

Receptionist: Okay. How about Monday, May 3rd at 3:30pm?

Patient: Yes, thank you.

*The Receptionist hands the appointment reminder card to the Patient. The Patient takes the card.*

Receptionist: Great. We will see you then. Please call us if anything changes.

Patient: Thank you. Have a nice afternoon.

### **End of Part III.**

*Questions for the full group to discuss and consider:*

- ▶ What happened in this role play?
- ▶ [If you chose to have the Interpreter interpret during the role play] What did the interpreter do?
- ▶ If you wanted to request an interpreter, how would you do it?
- ▶ How was the role play similar to your experiences at doctors' offices?
- ▶ How was it different?

Doctor's Visit Money



Sample Doctor's Scale



Personal Hygiene Pictures



*Brush your teeth twice a day.*



---

*Clean and clip fingernails regularly.*





---

*Do not spit in public.*



---

*Do not urinate in public.*



*Follow dress code rules at work.*



*Groom facial hair on a regular basis.*



*Put on deodorant daily.*



---

*Shower or take a bath most days of the week.*



---

*Wash hair regularly and groom hair daily.*



---

*Wash hands when they are dirty, after using the bathroom,  
and before and after eating.*





*Wear clothing that looks and smells clean.*

## Emotional Health Critical Incidents

### Emotional Health Critical Incident 1

Oudry and Estelle arrive in the United States with their three children, who start school. Estelle finds a job with help from the resettlement agency quickly, and is able to get health benefits for the family. After a few months, Oudry has still not found a job and is uncomfortable with his wife financially supporting the family. At times, he appears angry, and at other times, depressed.

*Think about the critical incident and consider the following questions:*

- ▶ How would you feel if you were Oudry?
- ▶ What could Oudry and Estelle do to help Oudry and his family?

### Emotional Health Critical Incident 2

Renuka is taking English classes and practicing English in her community every chance she has, but learning English is not easy for her. Renuka's daughter, Deepa, has learned English quickly in school. Renuka schedules a doctor's appointment and arranges for an interpreter to attend the appointment with her. However, the day before the appointment, the interpreter calls to say she is unable to attend. Renuka tries to reschedule the doctor's appointment, but will not be able to get another appointment for six weeks. Renuka brings Deepa to the appointment to interpret for her.

*Think about the critical incident and consider the following questions:*

- ▶ How would you feel if you were Renuka? How would you feel if you were Deepa?
- ▶ What could Renuka do to help herself and her family?

### Emotional Health Critical Incident 3

Zaw Min finds a full-time position quickly, and his wife starts working part-time. Their children are learning English quickly and making friends. However, Zaw Min often feels unhappy. To feel better, Zaw Min starts drinking alcohol at home regularly, and occasionally becomes violent toward his wife and children.

*Think about the critical incident and consider the following questions:*

- ▶ How would you feel if you were Zaw Min?
- ▶ How do you think Zaw Min's family feels?
- ▶ What could Zaw Min do to help himself and his family?
- ▶ What could Zaw Min's wife or children do to help him and their family?

#### **Emotional Health Critical Incident 4**

Lana has had trouble making friends. Her neighbors do not seem interested in talking to her, and her new colleagues seem very busy. Lana is proud of herself for being able to support her family, but she misses having friends to talk to.

*Think about the critical incident and consider the following questions:*

- ▶ How would you feel if you were Lana?
- ▶ What could Lana do to help herself and her family?

#### **Emotional Health Critical Incident 5**

Saif and Jannat's daughter Aya has learned English quickly, is doing well in school, and has started working for the school newspaper. Saif and Jannat feel very proud and are happy that their daughter has done well in their new community. However, Aya has started talking back to her parents.

*Think about the critical incident and consider the following questions:*

- ▶ How would you feel if you were Saif or Jannat?
- ▶ How do you think Aya feels?
- ▶ What could Saif and Jannat do to help Aya and improve the situation?

#### **Emotional Health Critical Incident 6**

Sabitri came to the United States with her son Bhampa, her daughter-in-law Jaya, and her three grandchildren. Sabitri's grandchildren started school, and Bhampa and Jaya were able to find jobs quickly. Sabitri is often alone at home. She does not know how to get around on her own, and she cannot ask for directions because she does not speak English.

*Think about the critical incident and consider the following questions:*

- ▶ How would you feel if you were Sabitri?
- ▶ How might Bhampa and Jaya feel about Sabitri's situation?
- ▶ What could Sabitri do to help herself and her family?
- ▶ What could Sabitri's family do to help her?

## Emotional Health Critical Incident 7

Lionel was happy to finally come to the United States and leave his troubles behind him. But now, a few months after his arrival, he has trouble sleeping at night because of the nightmares about the war he lived through back home. Sometimes Lionel is afraid to leave the house, even during the day.

*Think about the critical incident and consider the following questions:*

- ▶ How would you feel if you were Lionel?
- ▶ What could Lionel do to help himself?
- ▶ How could Lionel find assistance?

## Possible Feelings During Adjustment Pictures



*You may feel angry.*



*You may feel anxious.*



*You may feel frustrated.*



*You may feel homesick.*



*You may feel hopeless.*



*You may feel like using drugs or drinking a lot of alcohol to forget your troubles.*



*You may feel lonely or isolated.*



*You may feel overly happy.*





*You may feel overly tired.*



*You may feel overwhelmed.*



*You may feel restless.*



*You may feel sad or depressed.*

# Professionals Providing Emotional Health Support in the Community

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Description of services available: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Description of services available: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Description of services available: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Health and Hygiene Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

## Words

emergency room

fever

receptionist

brush teeth

shower

doctor

## Pictures



## Health and Hygiene Unit Vocabulary Worksheet 2

Directions: Use the clues to fill in the words in the puzzle below. The words are included in a word bank. The first one is done for you.

Word Bank			
ache	checkup	health	homesick
hygiene	nurse	sad	

### Across ↔

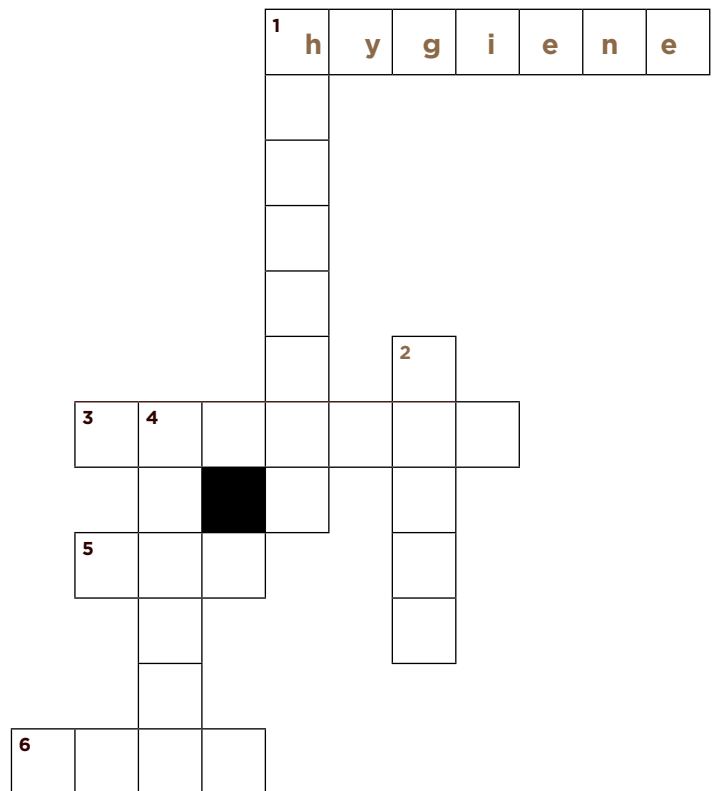
(words that go from left to right):

- The practice of keeping clean to stay healthy
- A medical examination
- Unhappy; sorrowful
- A dull pain that lasts a long time

### Down ↓

(words that go from top to bottom):

- A feeling of wanting to be home
- A person who helps the doctor and takes care of sick people
- The condition of a person's body or mind



## Banks and Paychecks Role Play

### Part I: Getting Paid

*Roles: Employer, Employee*

Employer: Thank you for your hard work for the last 2 weeks. Here is your paycheck.

*The Employer hands the sample paycheck to the Employee. The Employee takes the sample paycheck.*

Employee: Thank you.

Employer: You will be paid again in 2 weeks.

*Show participants the Sample Paycheck Poster. Point out the following:*

- ▶ The Employee worked 40 hours a week for 2 weeks at minimum wage.
- ▶ Each state decides its minimum wage. Minimum wage in the state of \_\_\_\_\_ [the name of your state] is \$\_\_\_\_\_.
- ▶ The Employee earned \$\_\_\_\_\_.
- ▶ Tax deductions include state tax, federal tax, Social Security, and health insurance.
- ▶ The Employee now has \$\_\_\_\_\_ after taxes. This is called *take home pay*.

*Tell participants the following information about taxes:*

- ▶ Taxes are mandatory and are automatically taken out of everyone's paychecks.
- ▶ If participants get a job that pays them in cash instead of with a check, taxes may not already be taken out. Participants are responsible for paying taxes on this income.
- ▶ Participants are responsible for filing taxes by April 15<sup>th</sup> for the previous calendar year. *Filing taxes* means filling out a form that says how much money you have made during the year and how much you have already paid in taxes to the government. Sometimes you owe the government more money, and sometimes the government owes you money.
- ▶ If you do not file your taxes or if you file them late, you will have to pay additional interest if you owe taxes, and you may have to pay a fine. This information can affect your credit and your ability to borrow money in the future.

*Tell participants about credit:*

Good credit is very important for your personal finances in the United States. Good credit shows that you make the payments that you are supposed to make, and you make them on time. Bad credit shows that you do not. If you have good credit, you can borrow money to buy a house or get a loan for college tuition. You can also get a

credit card. When you rent a new apartment, the landlord will check your credit to see if it is good. If it isn't, you will have a hard time finding a place to rent.

Refugees' credit begins with their IOM loans. If you make payments on time and you pay the amount you agreed to pay, you will start to build good credit. This continues with other bills that you have. It is important to pay your bills on time. If you cannot pay a bill, talk to the people or place you owe money to and explain your situation. Usually they will try to work out a payment plan for you, and your credit will not be hurt.

## Part II: Depositing Your Check

*Roles: Bank Teller, Employee*

*The Employee enters the bank and fills out a bank deposit slip. The Employee approaches the bank teller.*

Bank Teller: Hello. How are you today?

Employee: Fine, thank you. I need to deposit my check.

*The Employee hands the sample paycheck and the bank deposit slip to the Bank Teller. The Bank Teller takes the sample paycheck and the bank deposit slip from the Employee.*

Bank Teller: Okay, thank you.

*The Bank Teller turns the check over.*

Bank Teller: Can you please sign the back of the check?

*The Bank Teller hands the sample paycheck and a pen to the Employee.*

Employee: Yes.

*The Employee signs the back of the sample paycheck. The Employee hands the signed sample paycheck and the pen back to the Bank Teller. The Bank Teller takes the sample paycheck and the pen.*

Bank Teller: Thank you.

*The Bank Teller types some information and hands the Employee a bank receipt. The Employee takes the bank receipt.*

Bank Teller: Here is your deposit receipt.

Employee: Thank you.

Bank Teller: Is there anything else I can help you with today?

Employee: No, thank you.

*Discuss the following questions with participants:*

- ▶ Why is it important to keep your money in a bank in the United States?
- ▶ If you do not keep your money in a bank, what could happen? *[Possible responses: I could lose my money, someone could steal it, my money could be lost in a fire.]*
- ▶ If you need help opening a bank account, who should you ask? *[Possible responses: a case worker/manager, a volunteer from the resettlement agency, an interpreter, or someone who works at a bank.]*

*Talk to participants about different types of banks and bank accounts:*

Banks are the safest place to keep your money in the United States. There are different types of banks. Your case worker/manager will be able to help you find the bank that is best for you. If you have cultural or religious beliefs about money (for example, if you believe it is wrong to pay or collect interest), you may be able to find a bank in your area that practices your beliefs.

At a bank, you can put your money in a checking account or a savings account or both. Checking accounts are good for when you expect to deposit and withdraw money regularly, using checks and ATM cards. Savings accounts are used to save money that you will not need for a while. At first, you will probably only need a checking account. Later, when you are able to start saving money, you may want to have both a checking account and a savings account.

*Tell participants about direct deposit:*

Many employers offer direct deposit into employee bank accounts. With direct deposit, your pay is sent directly to your bank account instead of given to you in the form of a check to deposit. There are several benefits to direct deposit. Your check cannot be lost, and no one can steal it and try to cash it with a forged signature. Also, you will receive your pay even if you are not at work on payday, and you do not need to make a trip to the bank to deposit your check. Finally, with direct deposit, your money is in your account and available to you right away. If you deposit a check yourself, it may take a day or two for the money to show up in your account.

### **Part III: Writing Checks**

*Roles: Employee*

*The Employee sits down at the table in her/his apartment.*

*Do the following:*

- ▶ *Hold up the checkbook and explain that when people deposit checks into their bank account, they should enter this information into their checkbook and balance it by adding the amount deposited to the amount that was already in their account.*



- ▶ Hold up a check. Tell participants that rent is usually due at the beginning of the month. When it is due, people should write a check to their landlord/landlady to pay their rent.
- ▶ Hold up the checkbook again. Tell participants that when they write a check from their checking account, they should enter this information into their checkbook and balance it again, by subtracting the amount spent.
- ▶ Hold up the electric bill. Tell participants that they need to pay their bills on time. This is usually done by writing a check.
- ▶ Help the Employee write out checks for both bills and explain to everyone the information that the Employee must add on each check (date, the person or company to whom the money is to be paid, the amount to be paid written in numbers as well as spelled out, and a signature).

## Part IV: Getting Cash

*Roles: Employee*

*The Employee approaches the ATM.*

*Do the following:*

- ▶ *Tell participants:*

ATMs are used for depositing money and taking money out of the bank. You can also take money out of your bank account by filling out a withdrawal form and giving it to the bank teller.

- ▶ *Show participants the Employee's ATM Card.*

- ▶ *Tell participants:*

This is used to get money from an ATM. You put the ATM card into the ATM, and the machine asks for a Personal Identification Number (PIN). You will need to memorize your PIN or keep it written in a private place and not tell anyone else. Someone who knows your PIN could take money from your bank account without your permission. Money usually comes out of an ATM in 20 dollar bills.

*The Employee pretends to put the ATM Card into the ATM. The Employee pretends to put in the PIN. The Employee takes \$20 from the ATM.*

*The Employee puts the money away in a pocket or wallet.*

*Remind participants that they should keep their money and other valuables safe and hidden.*

## Part V: Mailing Bills

*Roles: Postal Clerk, Employee*

*The Employee approaches the Postal Clerk's desk.*

Postal Clerk: Hello. What can I help you with today?

Employee: I would like to buy a stamp.

Postal Clerk: Are you mailing a regular letter?

Employee: Yes.

*The Employee hands the Postal Clerk the envelope for the electric bill. The Postal Clerk takes it.*

Postal Clerk: Thank you. A stamp to mail this will cost 46 cents.

*The Employee hands the Postal Clerk the \$20 s/he got from the ATM. The Postal Clerk takes the money.*

Postal Clerk: Thank you. Here is your stamp.

*The Postal Clerk hands the Employee a stamp. The Employee takes it.*

Employee: Thank you.

Postal Clerk: Your change is 19 dollars and 54 cents.

*The Postal Clerk hands the Employee \$19.54. The Employee takes it. The Employee counts the money.*

Employee: Thank you.

Postal Clerk: Here is your receipt.

*The Postal Clerk hands the Employee a receipt. The Employee takes it.*

Employee: Thank you.

Postal Clerk: Is there anything else I can do for you today?

Employee: No. Thank you for your help.

Postal Clerk: You're welcome. Have a nice day.

*The Employee walks away from the desk. The Employee places the stamp on the envelope. The Employee places the envelope in the mailbox.*

*Discuss the following questions with participants:*

- ▶ *Why did the Employee need a stamp?*

- ▶ *Where did the Employee go to get a stamp?*
- ▶ *How much did the stamp cost?*
- ▶ *Why did the Employee count the money?*
- ▶ *What else could you do at the post office?*

## **Part VI: Paying Your Rent**

*Roles: Landlord/Landlady, Employee*

*The Employee walks to the Landlord/Landlady's office.*

Landlord/Landlady: Hello. How are you today?

Employee: Fine, thank you. How are you?

Landlord/Landlady: I am doing well, thank you.

Employee: Here is my rent for the month.

*The Employee hands the rent check to the Landlord/Landlady. S/he takes it from the Employee.*

Landlord/Landlady: Thank you. It is good that you pay your rent on time every month. We never have any problems with you.

Employee: You are welcome.

Landlord/Landlady: How is everything in your apartment?

Employee: Everything is good, thanks.

Landlord/Landlady: If you have any difficulties, please let me know.

Employee: Thank you. I will.

Landlord/Landlady: Have a nice day.

*Discuss the following questions with participants:*

- ▶ *Why is it important to pay your rent on time? If you do not, what could happen?*
- ▶ *How often is rent due?*
- ▶ *There are different ways to pay rent. How do you pay yours?*

## Banks and Paychecks Room Set-Up

Note: The Banks and Paychecks Signs are shown in bold text. Furniture placement is noted. Materials are shown in italics.

**Bank**

Table or desk <i>Sample Bank Receipt, pen</i>	Table <i>pen, Sample Bank Deposit Slip</i>
--	---

**Work**

Table or chair <i>Sample Paycheck</i>
--

**Automated Teller Machine (ATM)**

Table or chair <i>Sample ATM Keypad, \$20</i>
--

**Apartment**

Table, chair <i>Sample Electric Bill, 2 Sample Checks, Sample Checkbook, pen, envelope</i>
---

**Landlord/Landlady's Office**

Chair, desk, chair
--------------------

**Post Office**

Table <i>Sample Stamp, \$19.56, Sample Post Office Receipt</i>	<b>Mailbox</b>
---	----------------

Banks and Paychecks Signs



*Apartment*



*Automated Teller Machine (ATM)*



---

*Bank*



*Landlord/landlady's office*





*Mailbox*



---

*Post office*



## Work

## Sample Paycheck

Employer name

Address of employer

City, state, zip code

Taxable marital status:

Exemptions/ allowances:

Federal:

State:

### Earnings statement

Pay period:

Pay date:

Employee name

Employee address

	Rate	Hours	Earnings	Year to date		Deductions	Year to date
Regular earnings	\$8.00	80	\$640.00	\$3,200.00	Federal income tax	\$41.11	\$205.55
Overtime earnings	0	0	0	\$120.00	State tax	\$38.40	\$292.00
Gross earnings			\$640.00	\$3,320.00	FICA – Social Security	\$36.86	\$184.30
					FICA – Medicare	\$8.64	\$43.20
					Medical insurance	\$26.00	\$130.00
					Net pay	\$488.99	\$2,444.95

Employer name  
Address of employer  
City, state, zip code

Check number:  
Pay date:

PAY            \*\*\* Four hundred eighty-eight dollars and 99 cents            \*\*\*\*\*            \$488.99

To the Order of Employee name  
Employee address

### Sample Bank Deposit Slip

<b>Deposit</b>		
Date _____	Cash	
Name _____	Checks	
Account Number _____		
	Subtotal	
	Less Cash	
	<b>Total</b>	

**Name of Bank**  
City, state, zip code

### Sample Bank Receipt

**Name of Bank**

Detailed information about the transaction and contact information for the bank.

Date	Account number	Transaction number
Type of transaction	Amount currently available	Amount deposited
	Amount that will be available	Current date, time
		Future date, time

### Sample Check

**Your full name** \_\_\_\_\_ **Check number** \_\_\_\_\_

Your street address \_\_\_\_\_

Your city, state, zip code \_\_\_\_\_

\_\_\_\_\_ *Date*

Pay to the order of \_\_\_\_\_ \$

\_\_\_\_\_ *Dollars*

**Name of bank** \_\_\_\_\_

For \_\_\_\_\_

Bank and state routing numbers; your account number \_\_\_\_\_

Sample Electric Bill

<h1 style="margin: 0;">Name of Electric Company</h1>			Date of bill															
			Account number	Invoice number														
Contact information for electric company																		
Usage	Meter	Number	<p><b><u>Charges</u></b></p> <p><b>Delivery</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Service charge</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td>Distribution charge</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td><b>Subtotal delivery</b></td> <td style="text-align: right;"><b>Cost</b></td> </tr> </table> <p><b><u>Supply</u></b></p> <p><b>Energy usage</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Date</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td>Date</td> <td style="text-align: right;">Cost</td> </tr> <tr> <td><b>Subtotal supply</b></td> <td style="text-align: right;"><b>Cost</b></td> </tr> </table> <p>=====</p> <p>===</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"><b>Total electric charges</b></td> <td style="text-align: right;"><b>Cost</b></td> </tr> </table>		Service charge	Cost	Distribution charge	Cost	<b>Subtotal delivery</b>	<b>Cost</b>	Date	Cost	Date	Cost	<b>Subtotal supply</b>	<b>Cost</b>	<b>Total electric charges</b>	<b>Cost</b>
Service charge	Cost																	
Distribution charge	Cost																	
<b>Subtotal delivery</b>	<b>Cost</b>																	
Date	Cost																	
Date	Cost																	
<b>Subtotal supply</b>	<b>Cost</b>																	
<b>Total electric charges</b>	<b>Cost</b>																	
Estimated reading	Date	Reading																
Estimated reading	Date	Reading																
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Name of Electric Company</b></td> <td style="width: 30%;">Address</td> <td style="width: 40%; text-align: right;">Account number</td> </tr> <tr> <td></td> <td>City, state, zip code</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">Due: Date      Amount</td> </tr> </table>			<b>Name of Electric Company</b>	Address	Account number		City, state, zip code				Due: Date      Amount							
<b>Name of Electric Company</b>	Address	Account number																
	City, state, zip code																	
		Due: Date      Amount																
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"><b>Account number</b></td> <td style="width: 60%; text-align: right; border: 1px solid black; padding: 5px;"><b>Amount enclosed:</b> \$ _____</td> </tr> </table>			<b>Account number</b>	<b>Amount enclosed:</b> \$ _____														
<b>Account number</b>	<b>Amount enclosed:</b> \$ _____																	
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Your name</td> <td style="width: 60%;"><b>Name of electric company</b></td> </tr> <tr> <td>Your address</td> <td>Address</td> </tr> <tr> <td>Your city, state, zip code</td> <td>City, state, zip code</td> </tr> </table>			Your name	<b>Name of electric company</b>	Your address	Address	Your city, state, zip code	City, state, zip code										
Your name	<b>Name of electric company</b>																	
Your address	Address																	
Your city, state, zip code	City, state, zip code																	
<p><i>Instructions: Please return this portion with payment. Make check payable to Name of Electric Company. Write your account number on your check.</i></p>																		

Sample ATM Keypad



# Banks and Paychecks Money







# Sample Stamp



# Sample Post Office Receipt

Name of post office City, State			
Date	Phone number	Time	
-----			
Sales Receipt			
Product Description	Sale Quantity	Unit Price	Final Price
-----			
Item	#	Cost	Cost
Item	#	Cost	Cost
Item	#	Cost	Cost
			=====
<b>Subtotal:</b>			<b>Cost</b>
<b>Total:</b>			<b>Cost</b>
Paid by:			
Cash			Amount
Change Due:			Amount
-----			
Customer Copy			

# Budgeting and Prioritizing Posters

## Child Care



1 child

½ day  
4 tokens per month

Full day  
6 tokens per month



2 children

½ day  
7 tokens per month

Full day  
10 tokens per month



3 children

½ day  
9 tokens per month

Full day  
13 tokens per month

Food



Single person



Family of 5



Family of 5



Family of 7



Dairy products



Grains



Fruits and vegetables



Proteins



Sugar- and oil-based products

6 tokens per month

8 tokens per month

10 tokens per month

12 tokens per month

Phone and Internet Bills



1 cell phone  
9 tokens per month



1 landline  
2 tokens per month

IOM Loan



Single person

4 tokens per month



Family of 5

12 tokens per month



Family of 5

14 tokens per month



Family of 7

20 tokens per month

## Transportation



Public transportation



Bicycle

1 token per month



1 adult

1 token per month



2 adults

2 tokens per month



Car\*

18 tokens per month



3 adults

3 tokens per month



Carpool

4 tokens per month



4 adults

4 tokens per month

\*Remember: If your family decides to buy a car, there will be expenses for insurance, gas, maintenance, and repair.

## Utilities



Single person



Electric



Heat

1 token per month



Family of 5



Gas



Trash and recycling

3 tokens per month











Family of 7



Water

5 tokens per month

## Optional Items

	<p>16 tokens</p>			<p>2 tokens</p>	
<p>Attend a friend's wedding in another state</p>			<p>Dinner at a restaurant</p>		
	<p>New 4 tokens</p>	<p>Used 1 token</p>		<p>1 token</p>	
<p>Clothing</p>			<p>Go out to watch a movie</p>		
	<p>New 24 tokens</p>	<p>Used 10 tokens</p>		<p>New 6 tokens</p>	<p>Used 2 tokens</p>
<p>Computer</p>	<p>Internet 2 tokens per month</p>	<p>Internet with cable 3 tokens per month</p>	<p>Television</p>	<p>Local channels 1 token</p>	<p>Cable 2 tokens per month</p>
	<p>2 tokens</p>			<p>10 tokens</p>	
<p>Contribute to your religious institution</p>			<p>Visit family in another town</p>		



# Budgeting and Prioritizing Worksheet 1

*Family description: Father and mother are both working full-time. Three children, ages 7, 10, and 13, are all in school. The children need after-school care.*



Pay: 102 tokens per month

Item	Cost (tokens)	Total left (tokens)
Rent	44 tokens	
Child care		
Food		
IOM loan		
Phone		
Transportation		
Utilities		
<i>Optional items:</i>		
<b>Totals:</b>		

*Do you have tokens left? If so, what will you do with them?*

## Budgeting and Prioritizing Worksheet 2

*Family description: The single mother is working a full-time job and a part-time job. She has four children, ages 3, 5, 8, and 14. The youngest child is not in school. The three older children are in school but need after-school care.*



Pay: 78 tokens per month

Item	Cost (tokens)	Total left (tokens)
Rent	40 tokens	
Child care		
Food		
IOM loan		
Phone		
Transportation		
Utilities		
<i>Optional items:</i>		
<b>Totals:</b>		

*Do you have tokens left? If so, what will you do with them?*

## Budgeting and Prioritizing Worksheet 3

*Family description: The father is working full-time. The mother and the father's sister are both working part-time. The mother's mother stays at home. The children, ages 9, 15, and 17, are all in school. The oldest child is working part-time.*



Pay: 110 tokens per month

Item	Cost (tokens)	Total left (tokens)
Rent	52 tokens	
Child care		
Food		
IOM loan		
Phone		
Transportation		
Utilities		
<i>Optional items:</i>		
<b>Totals:</b>		

*Do you have tokens left? If so, what will you do with them?*

# Budgeting and Prioritizing Worksheet 4

Family description: This is a single man, working full-time.



Pay: 45 tokens per month

Item	Cost (tokens)	Total left (tokens)
Rent	16 tokens	
Child care		
Food		
IOM loan		
Phone		
Transportation		
Utilities		
<i>Optional items:</i>		
<b>Totals:</b>		

Do you have tokens left? If so, what will you do with them?

Orientation Cash



# Personal Budgeting Worksheet

This worksheet is to help you understand how much you spend. Knowing this information can help you keep your costs within your income.

To determine an appropriate budget for you and your family, complete the following.

	<i>List your income:</i>	<i>Subtract the cost of the expense from your income:</i>
	<i>List the cost of each expense:</i>	
Rent	_____	_____
Utilities	_____	_____
Food	_____	_____
Transportation	_____	_____
Phone	_____	_____
IOM loan	_____	_____
Child care	_____	_____
Health	_____	_____
Clothing	_____	_____
Housekeeping/hygiene supplies	_____	_____
Education	_____	_____

*Consider the following questions:*

If you spend more money than you make, what can you do to reduce your expenses?

If you make more money than you spend, what should you do with the extra money?

# Budgeting and Personal Finance Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

## Words

check

Internet

money

bank

receipt

## Pictures



## Budgeting and Personal Finance Unit Vocabulary Worksheet 2

Directions: Look at the pictures below. Decide if it is something you want or need. Every person's answers will be different. Circle things you **need**. Put an X on things you **want**.

**O** = need    **X** = want



sleep



good financial management



get your nails done



food



fancy clothes



exercise



cell phone



job



computer



car



bike



housing

Now practice using the words in sentences:

I need....

I need a computer for my job.

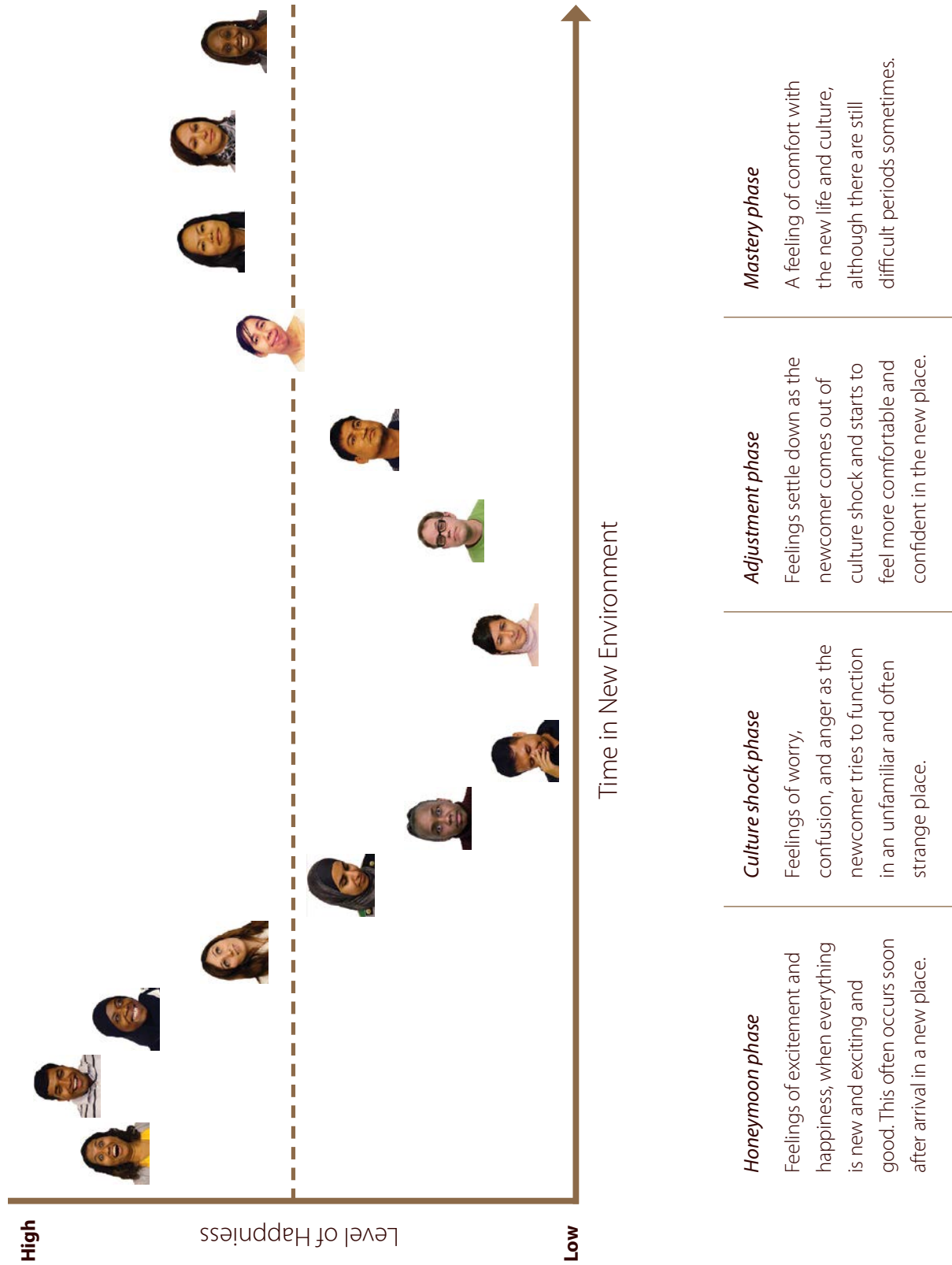
I want...

I want a bike.



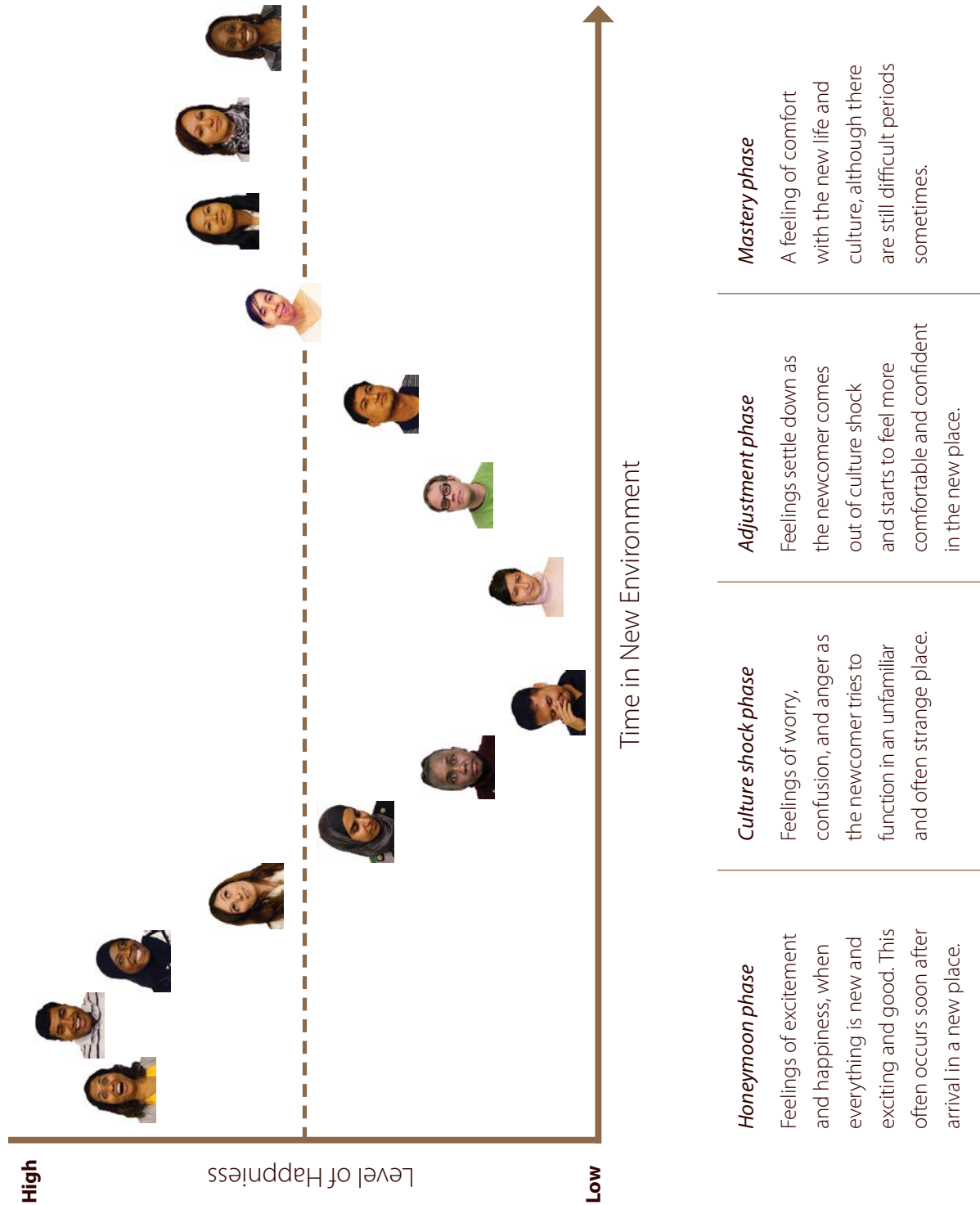
# The U-Curve of Cultural Adjustment

The graph below shows the common phases of cultural adjustment that most people experience when moving to or visiting a new place.

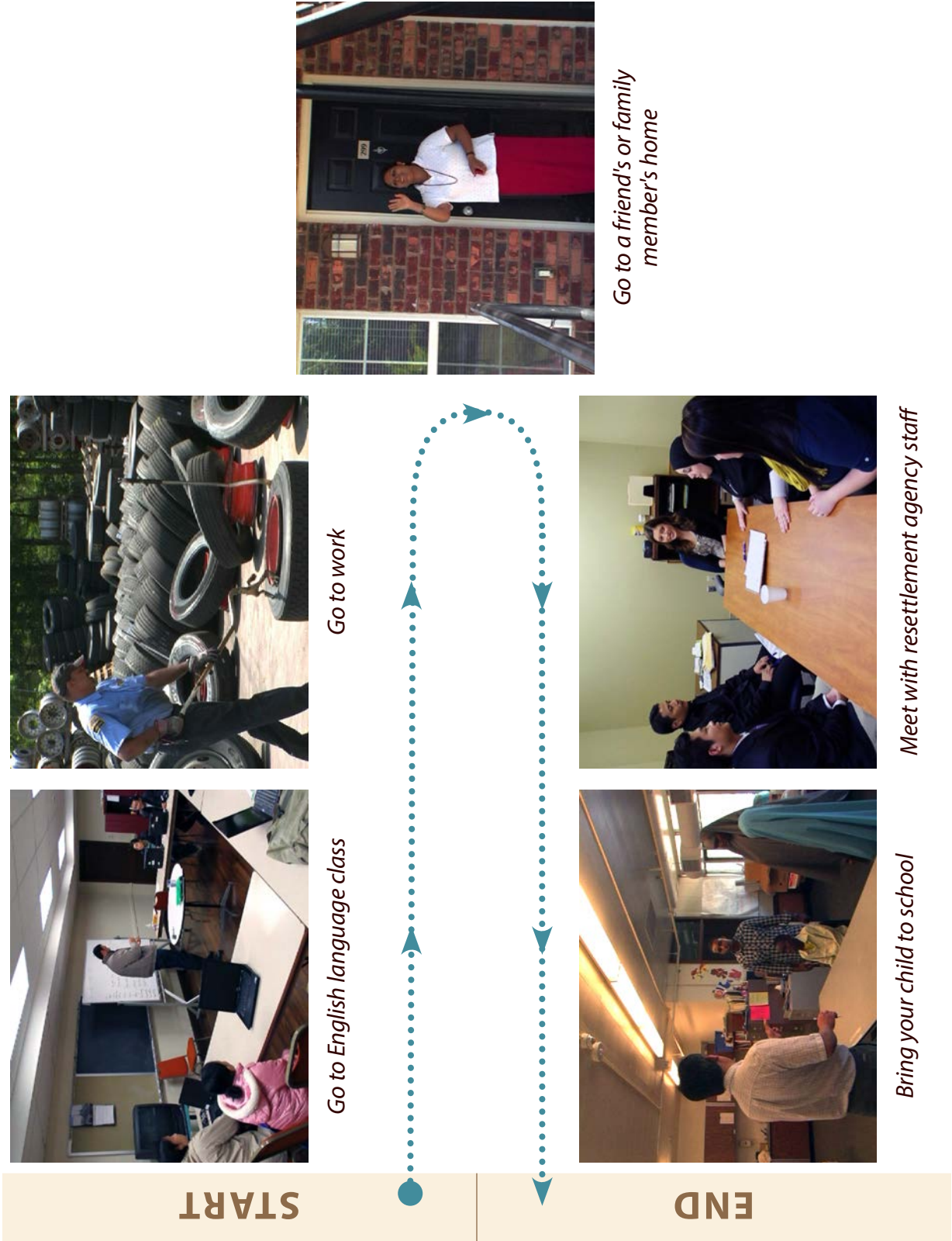


## The U-Curve of Cultural Adjustment Descriptions

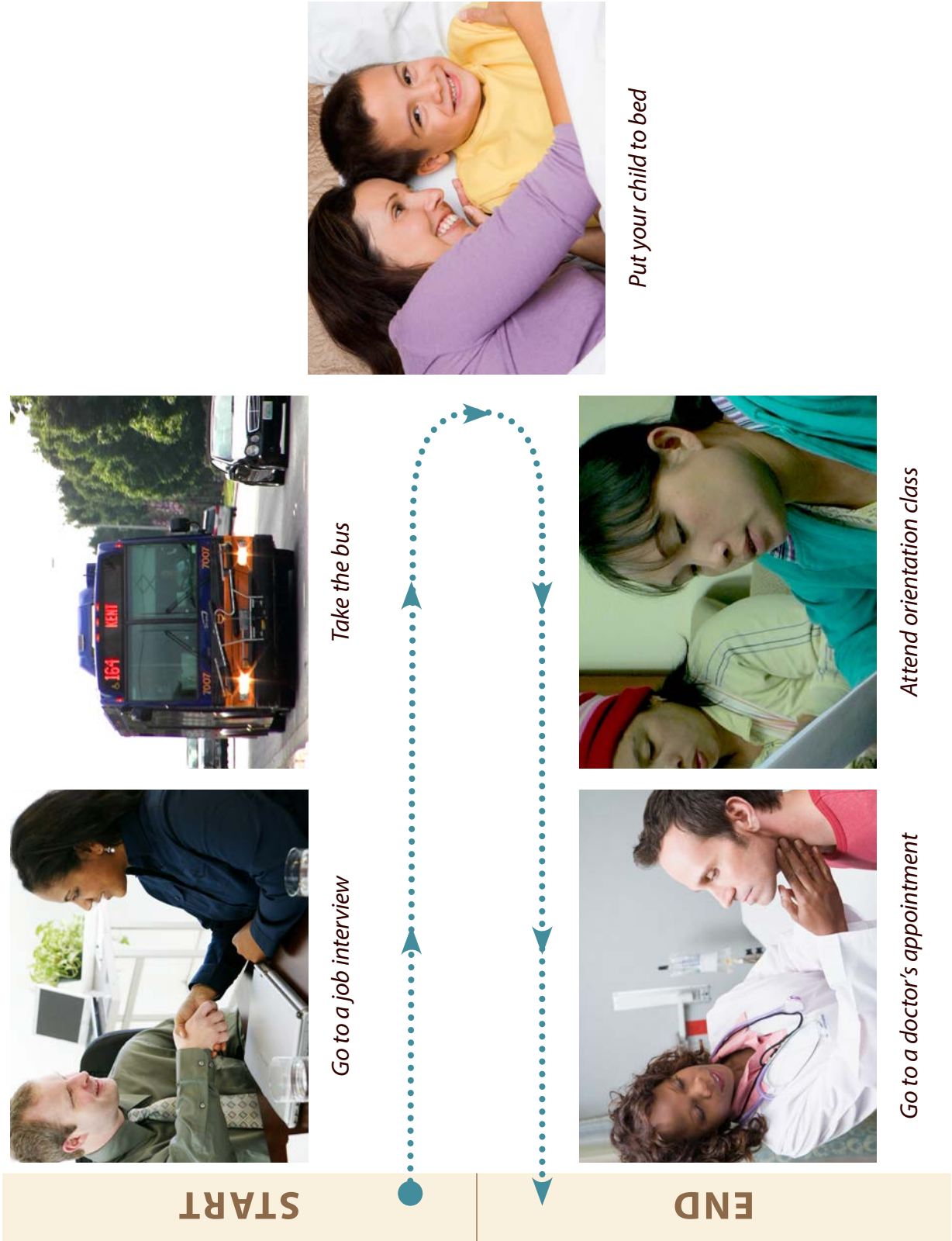
The graph below shows the common phases of cultural adjustment that most people experience when moving to or visiting a new place. The timeframe in which this u-curve occurs differs for everyone, so it is important that participants are aware of the phases in their own lives and consider them when their adjustment becomes a challenge.



# Punctuality Game Board 1








Punctuality Game Board 2








## Late Examples List

### Punctuality Game Board 1

<i>If you are late when you ...</i>	<i>then you may ...</i>
 <p>go to English language class,</p>	miss important information.
 <p>go to work,</p>	lose your job.
 <p>go to a friend's or family member's home,</p>	shorten the visit or miss it completely.
 <p>meet with resettlement agency staff,</p>	miss important information or a meeting.
 <p>bring your child to school,</p>	risk punishment from the school for your child, or your child might miss learning something important.

### Punctuality Game Board 2

<i>If you are late when you ...</i>	<i>then you may ...</i>
 <p>go to a job interview,</p>	not be offered the job.
 <p>take the bus,</p>	miss the bus, have to wait for another bus, or pay more money to get where you are going in a different way.
 <p>put your child to bed,</p>	have a grumpy child who is tired and inattentive.
 <p>attend orientation class,</p>	miss important information.
 <p>go to a doctor's appointment,</p>	miss the appointment, be charged for the appointment without attending, and the doctor may refuse you as a patient in the future.

## Family Roles Critical Incidents

### Family Roles Critical Incident 1

Severin's daughter Aude learns English quickly at school and is able to help Severin do things, such as talk to store clerks and ask for directions. Severin does not feel confident going places alone, but he does not want to depend on his daughter.

*Discuss the critical incident and consider the following questions:*

- ▶ How do you think Severin feels?
- ▶ How would you feel if you were Severin?
- ▶ How might Aude feel about this situation?
- ▶ What are some things Severin could do to improve his situation?

### Family Roles Critical Incident 2

Chit Aung and Eh Paw are proud of their teenage son, Kyaw Oo, and are happy that he has been doing well in school, learning English quickly, and making new friends. Last week, however, Kyaw Oo arrived home on a school night after 10:00 pm. Chit Aung and Eh Paw asked him where he had been, and Kyaw Oo told them he had been studying. While they support his school work, Chit Aung and Eh Paw were upset that Kyaw Oo had not asked for permission or told them he would be out late.

*Discuss the critical incident and consider the following questions:*

- ▶ How would you feel if you were the parents?
- ▶ How do you think the son feels?
- ▶ What are some things each member of the family could do to avoid this situation in the future?

### Family Roles Critical Incident 3

Arjun and his wife Rupali resettled in their new community. Rupali quickly found a full-time job with benefits as a housekeeper at a hotel. After 6 months, Arjun was able to find a part-time job working at a grocery store. Arjun felt uncomfortable with the situation because Rupali had never worked outside the home before, and, as the family's main source of income, she was feeling more confident.

*Discuss the critical incident and consider the following questions:*

- ▶ How would you feel if you were Arjun or Rupali?
- ▶ What would you do?
- ▶ What could Arjun and Rupali do to deal in a positive way with the situation?

### **Family Roles Critical Incident 4**

Waabberi moved to the United States with his son, daughter-in-law, and four grandchildren. He was happy for his family, who seemed to be adjusting well to their new community. However, Waabberi did not have any friends and had very little to do during the day. He was also surprised by the disrespectful behaviors his grandchildren were developing, and felt sad that they wanted to speak only in English.

*Discuss the critical incident and consider the following questions:*

- ▶ How would you feel if you were Waabberi?
- ▶ What are some things Waabberi's family could do to help him?
- ▶ What could Waabberi do to help himself?
- ▶ What could he do about his grandchildren's behavior?

### **Family Roles Critical Incident 5**

William and Nicia were both able to find jobs quickly when they arrived in the United States. However, their work schedules did not allow William and Nicia to take care of their two young children during the day. Their case worker/manager suggested they find a child care center for the younger child and a preschool for the 4-year-old, or a group of working parents who could share child care responsibilities. William and Nicia had never had anyone but family look after their children and felt uncomfortable with these ideas.

*Discuss the critical incident and consider the following questions:*

- ▶ What are some options that William and Nicia have?
- ▶ What would you do if you were William or Nicia?

### **Family Roles Critical Incident 6**

Majid and his wife Ala resettled in the United States with their children, ages 4, 7, 9, and 13. Ala found a part-time job quickly and started working, leaving Majid home to care for their 4-year-old. Ala was often tired when she arrived home, so Majid cooked dinner for the family and did a lot of the household chores. Over time, Majid became frustrated with his new role in the family. Some evenings when he was feeling frustrated, Majid would hit Ala.

*Discuss the critical incident and consider the following questions:*

- ▶ Would you consider this home situation serious? Why?
- ▶ How would you feel if you were Majid? How would you feel if you were Ala?
- ▶ What are some things that Majid or Ala could do to help themselves or their family?

### **Family Roles Critical Incident 7**

Moe Win, Naw Ku, and their two school-age children resettled in their new community. The adults both found jobs, and the children were doing well in school. However, they all missed their home country and their friends and family. To feel better, Moe Win started drinking alcohol regularly.

*Discuss the critical incident and consider the following questions:*

- ▶ What is the problem in this incident?
- ▶ How would you feel if you were Moe Win? How would you feel if you were Naw Ku?
- ▶ How do you think the children feel about the situation?
- ▶ What are some things Moe Win could do to feel better?

### **Family Roles Critical Incident 8**

Sita Maya's son Kazi was not doing well in school. Sita Maya met with Kazi's teachers and tried to help Kazi with his homework, but he was not interested. Soon Kazi's teacher called Sita Maya to report that Kazi had not attended school that day. When Kazi arrived home, Sita Maya asked him what happened. Kazi did not respond, frustrating Sita Maya even more, so she slapped him.

*Discuss the critical incident and consider the following questions:*

- ▶ What is the problem in this incident?
- ▶ Do you think Sita did the right thing?
- ▶ How would you feel if you were Sita Maya? How do you think Kazi feels?
- ▶ What are some things Sita Maya or Kazi could do to help their family?

### **Family Roles Critical Incident 9**

Evrard and Cecile resettled in the United States with their three school-age children and their 22-year-old son Renan. Evrard, Cecile, and Renan were able to find jobs while the three younger children started school. Evrard and Cecile felt overwhelmed in their new community and were barely able to pay their rent and other bills. One day Renan told them that he wanted to study at the local community college instead of work. While Evrard and Cecile wanted Renan to be happy, their family needed Renan's income.

*Discuss the critical incident and consider the following questions:*

- ▶ How would you feel if you were Evrard or Cecile? How do you think Renan feels?
- ▶ What are some options for Evrard, Cecile, and Renan?
- ▶ If your family were in this situation, what would your family do?



Age Group Pictures



*Ages 0-12*



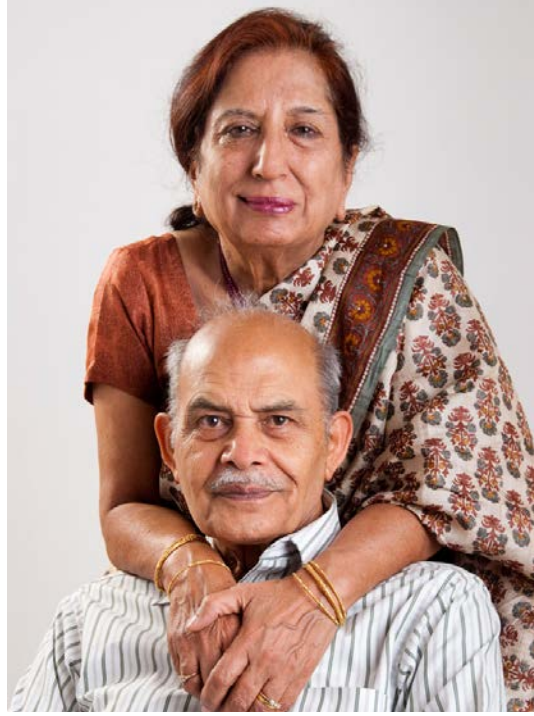
*Ages 13-18*



*Ages 19-25*



*Ages 26-65*



*Ages 66-100*

## Parenting Practice Scenarios

### Parenting Practice Scenario 1

Your infant, Rahim, has not been feeling well or sleeping well for the last week. You are feeling very tired and frustrated with Rahim for not sleeping. How would you handle this situation?

Possible responses:

- A. Make an appointment with Rahim's doctor to discuss the problem.
- B. Leave Rahim in the crib for a few hours and ignore the crying, hoping he will fall asleep.
- C. Have your older child or a neighbor take care of Rahim so you can take a break.
- D. Continue singing to Rahim. Eventually, he will have to go to sleep.

### Parenting Practice Scenario 2

Your 2-year-old, Leela, has been running all over the apartment, and you are tired of chasing her. Leela keeps opening the cabinet with the cleaning supplies and taking them out when you are not looking. How would you handle this situation?

Possible responses:

- A. Spank Leela and tell her to stop opening the cabinet.
- B. Move your cleaning supplies so they are out of Leela's reach.
- C. Put child safety locks on the cabinet doors where the cleaning supplies are kept.
- D. Have your 9-year-old child watch Leela to make sure she does not open the cabinet.

### Parenting Practice Scenario 3

Your 9-year-old daughter, Mi Mi, tells you that another girl at school has been making fun of the lunches you pack for her and pushing her on the playground at recess. How would you handle this situation?

Possible responses:

- A. Start sending Mi Mi to school with money for the lunch provided by the school.
- B. Talk to Mi Mi's teacher about what has been happening.
- C. Call the other girl's parents to complain about the issue.
- D. Tell Mi Mi to ignore it; things will get better.

#### **Parenting Practice Scenario 4**

Your son, Sherab, has been happy at his new elementary school and has made some good friends whom you like. He is invited to his friend Charles's birthday party, and Charles's mother offers to drive Sherab home after the party. When Sherab returns home, he asks you why Charles has two mothers instead of a mother and a father. How would you handle this situation?

Possible responses:

- A. Tell Sherab not to be friendly with Charles anymore.
- B. Ask Charles' parents about their family situation.
- C. Ask Sherab more about the party and Charles's family.
- D. Discuss the matter with your case worker/manager.

#### **Parenting Practice Scenario 5**

Your 13-year-old son, Asad, brings his first report card home from school, and his grades are very bad. You did not realize Asad was struggling so much. How would you handle this situation?

Possible responses:

- A. Punish Asad for his bad grades.
- B. Ask Asad why his grades are so poor.
- C. Talk to Asad's teacher about what he needs to do to improve.
- D. Find another school for Asad to attend.

#### **Parenting Practice Scenario 6**

Your teenage daughter, Grace, has been unhappy since you moved to your new community. She has not made many friends, and has been having trouble learning English. Grace tells you she is going to meet a friend to go and watch a movie. How would you handle the situation?

Possible responses:

- A. Tell Grace she cannot go to the movies without a family member.
- B. Say okay.
- C. Ask Grace about her friends, their families, and their backgrounds.
- D. Offer to bring Grace to the movies so you can meet her friends before they go to the movie.

### **Parenting Practice Scenario 7**

Your teenage daughter, Juliana, made friends very quickly and seems happy in your new community. One day she has plans to meet some friends and go to a nearby mall. Your neighbor told you that the mall is safe and many teenagers hang out there with their friends. When Juliana is ready to leave, she is wearing a short skirt. How would you handle this situation?

Possible responses:

- A. Tell Juliana she is not allowed to see her friends.
- B. Tell Juliana she has to change her clothes or she cannot go.
- C. Do not say anything.
- D. Ask Juliana to invite her friends to your home instead.

### **Parenting Practice Scenario 8**

Your teenage son, Cardel, is on the high school soccer (football) team. He is keeping up with his schoolwork and making friends. Cardel asks if he can go to a party at his friend Jonah's house with some of his teammates the next Saturday. You say yes. You later find out from a neighbor that there will probably be alcohol at the party. How would you handle this situation?

Possible responses:

- A. Ask Cardel about the party again and if alcohol will be served.
- B. Forbid Cardel to go to the party, but do not give him a reason. You don't have to: You are the parent, and he must obey you.
- C. Suggest Cardel spend some time with his friends during the day instead.
- D. Call Jonah's parents and ask if they will be home during the party and if alcohol will be served.



## Managing Adjustment Cards

### Asking for Help Cards

<p><i>If you are at a store and do not know what product you need, or cannot find the product you need, you can ask a salesperson for help. How do you feel about doing this?</i></p>	<p><i>If you are having trouble with something in your home, you should call your landlord/landlady. How do you feel about doing this?</i></p>
<p><i>If you are lost or cannot find your way, you can ask someone on the street for directions. How would you feel about doing this?</i></p>	<p><i>If you feel you might be in danger, you could ask a police officer for help. How would you feel about doing this?</i></p>
<p><i>If you have a question about where something is in your community, you could ask a neighbor. How do you feel about doing this?</i></p>	<p><i>If you need to buy something and don't know where to find it, you can ask your case worker/manager, a volunteer from the resettlement agency, or a neighbor for advice. How do you feel about doing this?</i></p>



## Communication Cards

<p><i>Americans consider eye contact when talking to another person respectful behavior. How is this similar to or different from body language in your culture?</i></p>	<p><i>Being polite and respectful to service providers often makes it easier for you to accomplish tasks and get help. How do you feel about this?</i></p>
<p><i>If someone is bothering you or making you feel uncomfortable, you have the right to ask that person to stop. How would you feel about doing this?</i></p>	<p><i>If you need to talk to your case worker/ manager, but s/he is not available, you should leave a message (even if it is not in English). Why do you think this is important?</i></p>
<p><i>Polite and respectful body language is important when communicating with others. From what you have seen in the United States, what are some examples of body language that are different from those you are used to?</i></p>	<p><i>When you don't understand what a service provider tells you, you should say, "I'm sorry. I don't understand." How do you feel about this?</i></p>

## Responsibilities Cards

*Case workers/managers, health care professionals, and other service providers cannot share with other people any personal information that you tell them. How does this make you feel?*

*Even if you break a law you did not know about, you must pay the penalty. How do you feel about this?*

*If you choose to move to a new apartment, home, town, or state, you are responsible for notifying others about changing your address. How do you feel about this?*

*When you apply for a job, you have a right to know what the salary and benefits will be. How is this different from your previous experiences?*

*You may be able to apply for your family members overseas to join you in the United States. First, you must talk to your case worker/manager about it. How do you feel about this option?*

*You will receive assistance when you are resettled, but you may not get help right away on issues that are not very important. How do you feel about this?*

## Social Adjustment Cards

*Americans usually shake hands when meeting for the first time. Practice this with another player.*

*If you do not understand something that someone tells you, you should ask them to say it again. How would you do this?*

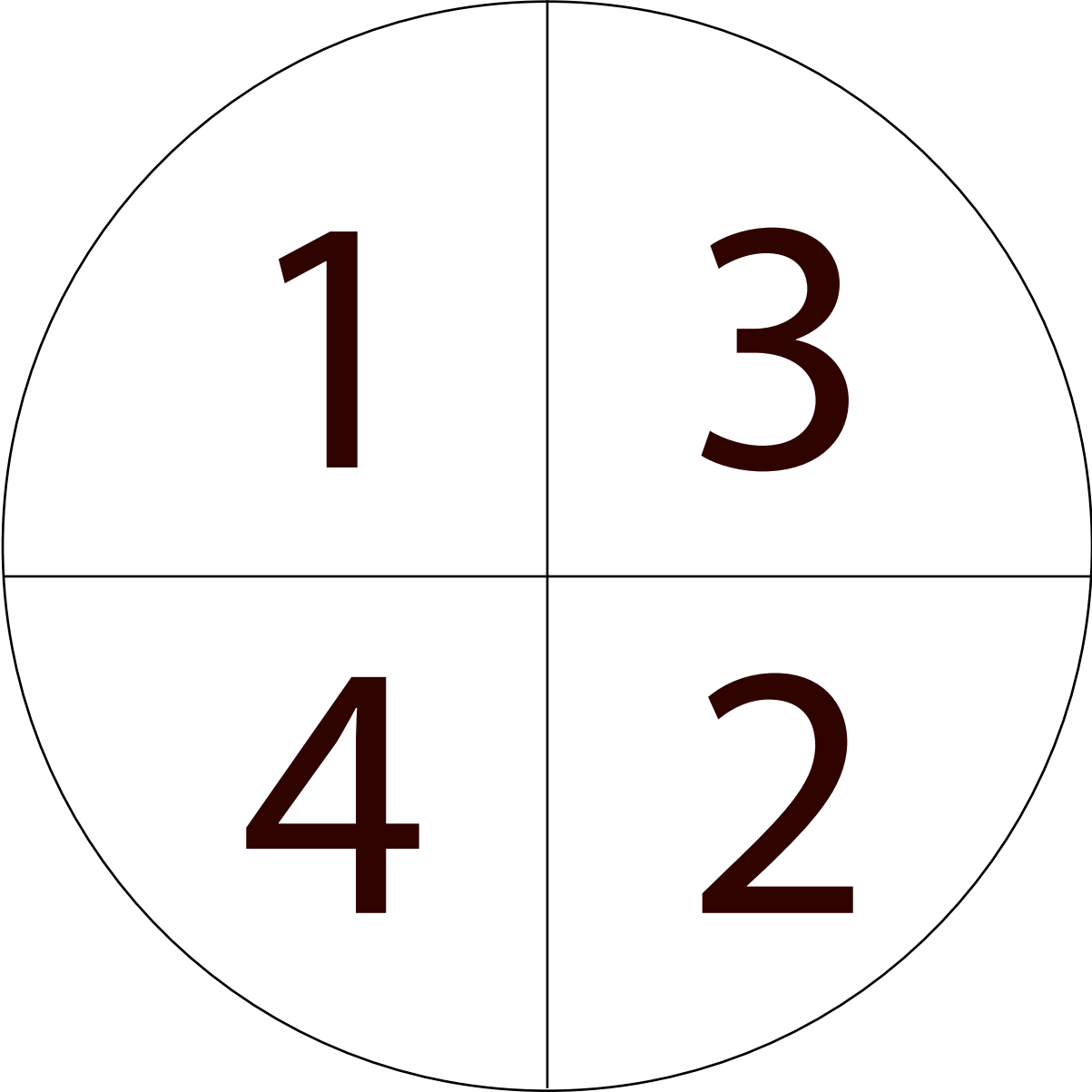
*Most Americans want you to call before going to their house. How does this differ from the custom where you are from?*

*When Americans talk to one another, they don't stand as close to each other as do people from some other cultures. With another player, show the distance that people in your country stand from one another when they talk to one another, and then show the distance that Americans stand from one another.*

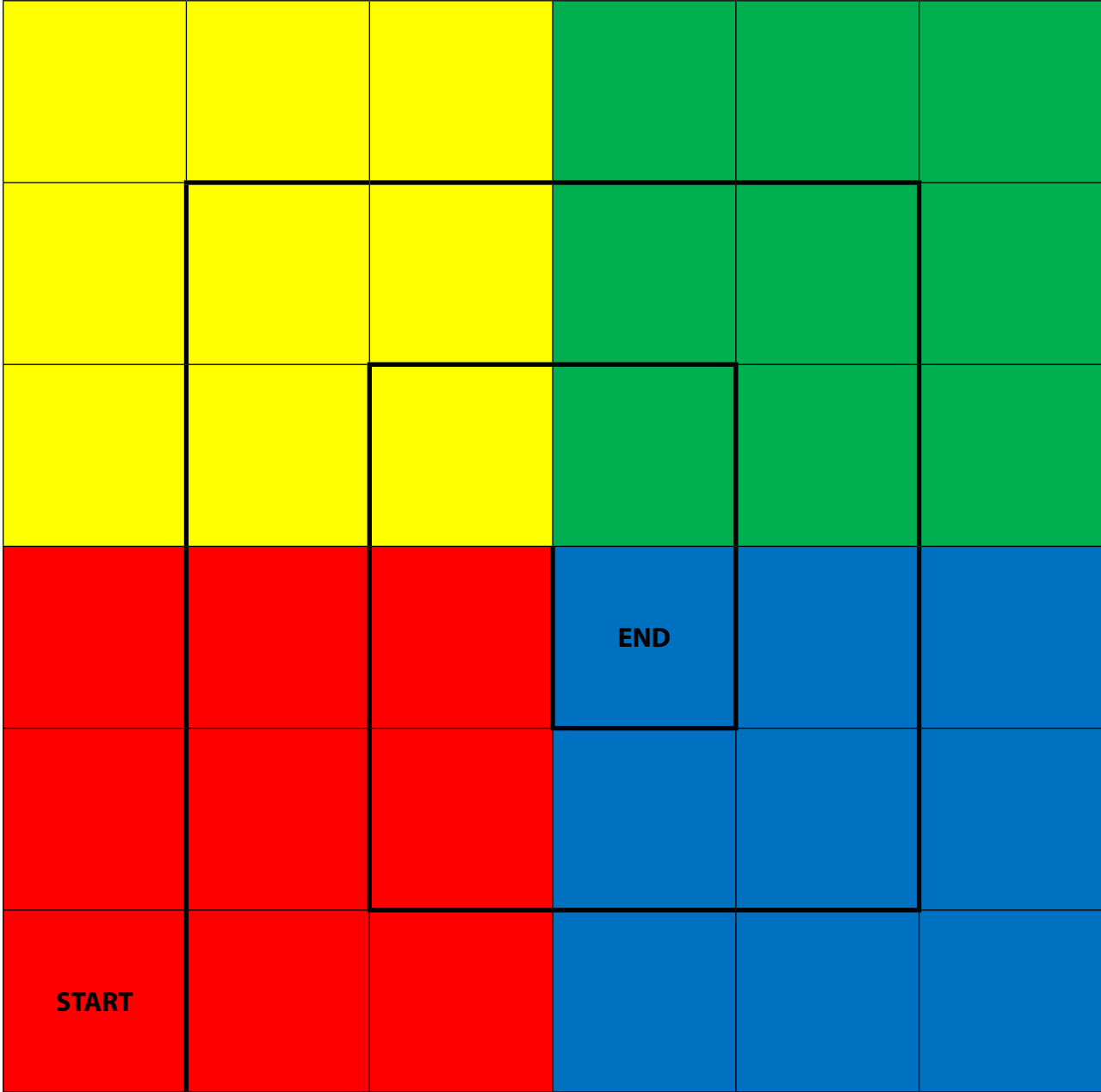
*When talking with someone in the United States, a man or a woman, you should make eye contact. Practice this with another player.*

*Why do you think it will be important for you to learn English greetings as soon as you can?*

Managing Adjustment Spinner Mat



# Managing Adjustment Color Game Board



## Reviewing Adjustment Cards

### Family Role Cards

<p><i>Elderly refugees often have trouble learning English and getting involved in the community. How could you help elderly people in your family or community?</i></p>	<p><i>If you are feeling uncomfortable with some of the role changes in your family, what would you do?</i></p>
<p><i>Most U.S. schools teach children that it is good to ask questions. What would you do if your children started asking you many questions about what you think or why you do something in a certain way?</i></p>	<p><i>Often children learn English faster than adults. How would you feel about this if it happened in your family, and how would you handle it?</i></p>
<p><i>One way parents in the United States punish their children is by taking away privileges, such as seeing friends or watching TV. What will your family do if your children do something wrong?</i></p>	<p><i>Sometimes in the United States the wife in the family is the primary breadwinner. How would you feel if this were the case in your family?</i></p>

## First Time Worker Cards

*You are offered your first job. How would you feel about being out of the house so often?*

*You are working many hours and are very tired when you get home. You feel you need help with some of the household chores, but in the past you were the one who did all the chores. What do you do about this situation?*

*You have your first job interview. Your case worker/manager suggests you wear clothing that is different from what you usually wear. How would this make you feel?*

*You were able to find a job faster than other members of your family, and now you are financially supporting your family. How do you feel about this?*

*Your family decides that you need to work to support the family, but you have never held a job before. How would this make you feel?*

*Your new job requires you to wear a uniform. How would you feel about this?*

## New Job Cards

*Americans value a strong work ethic. How would you describe someone with a strong ethic?*

*If you are offered a job and turn it down, you could lose your public assistance. How does this make you feel?*

*Many families in the United States find that both the husband and the wife need to work. How would you feel about this?*

*Refugees who had professional jobs in their own countries (for example, doctors, nurses, and office workers) usually can't work in their professions in the United States right away. Many have to take low-skilled or unskilled jobs (such as a housekeeper or factory worker) when they first arrive in the United States. How would you feel about working at this kind of job?*

*Which would be better: A low-paying job with health benefits or a higher paying job without health benefits?*

*Your supervisor could be a man or a woman. How would this make you feel?*



## Time Management Cards

*Children are expected to attend school every day and arrive on time. How will you make sure that your children go to school every day on time?*

*If you are taking public transportation to work, how will you make sure that you are on time?*

*If you are very late or do not attend a doctor's appointment, you may be charged for the appointment anyway and the doctor may not be willing to see you again. How can you make sure this does not happen?*

*If you know you are going to be late for work or a meeting, what should you do?*

*Many families find their days very full and busy. How will your family manage this?*

*You are expected to arrive on time or a few minutes early for meetings. How will you handle this?*

## Working With Your Resettlement Agency Cards

*The resettlement agency and other service providers offer different types of orientation classes. Why are they important? How do you feel about attending these?*

*The resettlement agency has a limited amount of money to help you resettle in your new community. What can you do to work with them during your first weeks and months in the United States?*

*The staff at your resettlement agency asks you for personal information about you and your family. How do you feel about this?*

*While many people may be telling you things about life in the United States, the most accurate information will come from resettlement agency staff. What do you think about this statement?*

*Working closely with your case worker/manager will help ease your resettlement process. How do you feel about this?*

*Your case worker/manager and other staff at the resettlement agency are not always available to help you. How does this make you feel?*

## Cultural Adjustment Unit Vocabulary Worksheet 1

Directions: Look at the pictures in the word bank. Then read the sentences below. Decide which word matches the sentence and write it in the space.

### Word Bank



*family*



*early*



*relationship*



*friend*



*late*



*roles*

1. Everyone in the Kallayoun family has different \_\_\_\_\_: Fatimah cleans, Karim cooks, and the children take out the garbage.
2. Sandra had to run to her meeting because she was \_\_\_\_\_.
3. The Cho family invites their neighbor to dinner. They have a good \_\_\_\_\_.
4. Prince came to the United States with his \_\_\_\_\_: his wife and his daughter.
5. Alexi arrives seven minutes \_\_\_\_\_ for his doctor's appointment so he waits.
6. Amina helps her \_\_\_\_\_ apply for a job.

## Cultural Adjustment Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word bank to complete the sentences.

Word Bank			
adjust	change	culture	culture shock

Jessica and Prince moved to a new community with their family. At first, they had

c\_\_\_\_\_ sh\_\_\_\_\_ because the customs were so different from their own culture. They thought they would have to ch\_\_\_\_\_ how they dress and what they eat.

Now they know they have to ad\_\_\_\_\_, but they can still pass on their

c\_\_\_\_\_ to their daughter.



Refugee Laws and Status Cards



*As a refugee, you have the right to work in the United States.*



*Breaking the law could affect your legal status.*



*In an emergency, you should call 9-1-1.*



*It is your responsibility to learn U.S. laws.*



*There are laws about child supervision, neglect, and abuse.*



*There are laws about disciplining children.*



*There are laws about domestic violence.*



*There are laws about the use of alcohol, tobacco, drugs, and firearms.*





*You can trust police and other law enforcement officers to help you.*

## Refugee Laws and Status Answer Key and Notes

---



As a refugee, you have the right to work in the United States.

*Participants should understand that, as refugees, they can work in the United States.*

*Notes on local laws:*

---



Breaking the law could affect your legal status.

*It is the responsibility of the individual to learn local, state, and federal laws and obey them. Refugees who break laws may pay a fine or go to jail; breaking the law could also affect a person's immigration status.*

*Notes on local laws:*

---



In an emergency, you should call 9-1-1.

*Explain to participants that in an emergency they need to pick up a phone and dial 9-1-1. Have participants practice saying, "fire," "police," and "ambulance." Tell participants that if they need to call 9-1-1, they should answer as many questions as possible and stay on the line until the operator tells them to hang up. Participants who don't speak English should say, "No English," and tell the operator the language they speak.*

*Notes on local laws:*

---



It is your responsibility to learn U.S. laws.

*If you break a law, it can affect your freedom and immigration status, even if you did not know the law.*

*Notes on local laws:*

---



There are laws about child supervision, neglect, and abuse.

*Children in the United States need to be supervised at all times until they are considered old enough, by law, to look out for themselves. That age differs in different locations. Not supervising a child properly is considered neglect or abuse and is illegal.*

*Notes on local laws:*

---



There are laws about disciplining children.

*Americans usually discipline their children by taking away privileges, such as playing with friends or watching television. Most Americans believe that it is wrong to discipline children by hitting or hurting them. It is against the law for a parent to injure a child on purpose.*

*Notes on local laws:*

---



There are laws about domestic violence.

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

*Notes on local laws:*

---



There are laws about the use of alcohol, tobacco, drugs, and firearms.

*These laws differ by state. You are responsible for obeying each state's laws when you are in that state.*

*Notes on local laws:*

---



You can trust police and other law enforcement to help you.

*If a law enforcement official is walking toward you, do not be afraid. They are there to help. If you see a crime or have a problem, tell a police officer.*

*Notes on local laws:*

---

## Emergency Service Responders Signs



*Ambulance*



Fire



Police

Phone Pad



## Using Emergency Services Script

*Tell participants to pretend that there has been an emergency while they are at home. Ask participants to dial 9-1-1 on their Phone Pad.*

Operator: 9-1-1. What is the nature of the emergency?

*Participants should respond with "fire," "ambulance," or "police."*

Operator: What is the location of the emergency?

*Participants should say their home address.*

Operator: Is anyone hurt?

*Participants should respond "yes" or "no."*

Operator: What is your name?

*Participants should state their first and last name.*

Operator: What is the phone number you are calling from?

*Participants should say their phone number, whether it is a landline or a cell phone.*

Operator: Okay. Please stay on the line.

*Participants should stay on the line and not say anything.*

Operator: Thank you. We will send someone right away. You can hang up the phone now.



Safety Procedures Signs



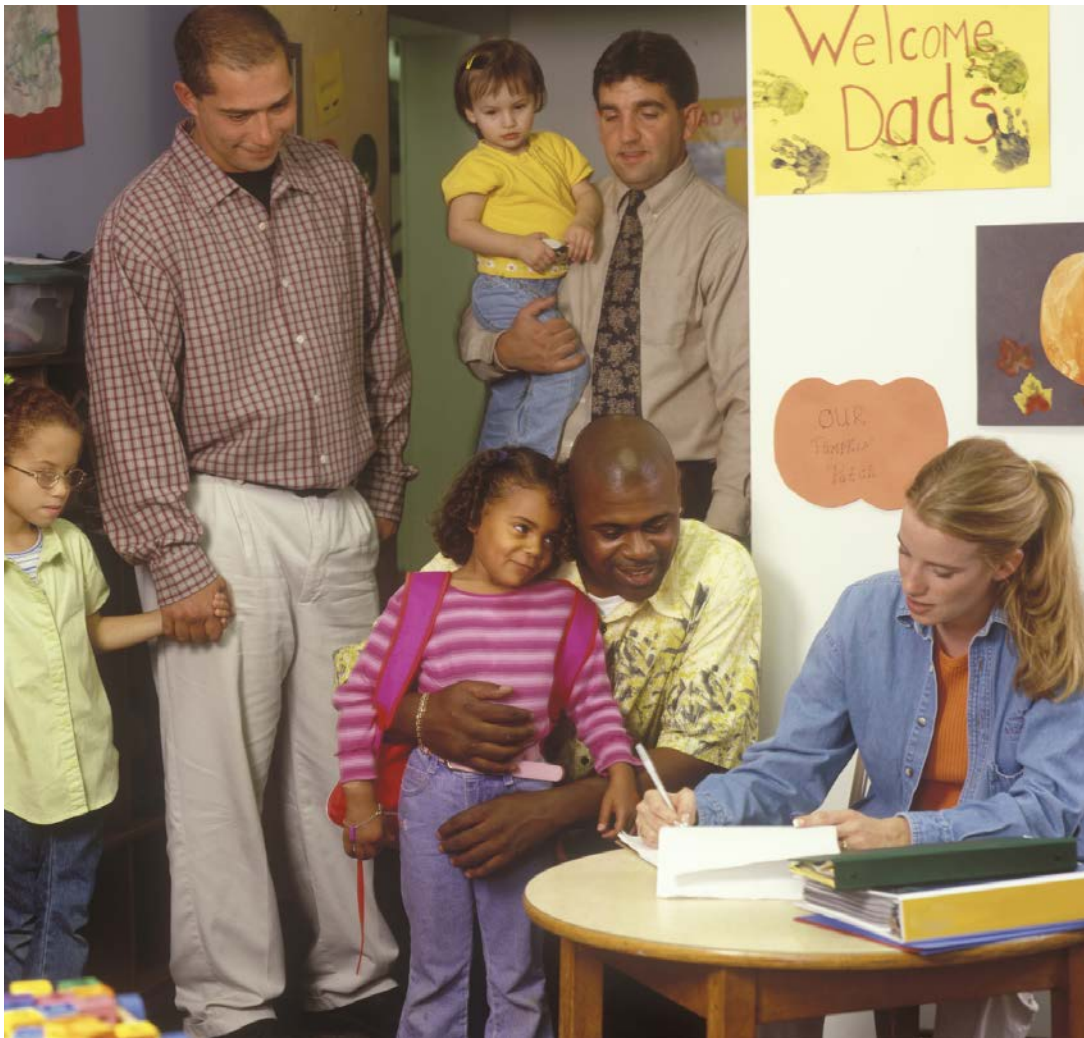
---

*Call 9-1-1*



---

*Call your case worker/manager*



*Call your child's teacher*



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



---

*Call your doctor's office*



---

*Call your landlord/landlady*



*Call your neighbor*



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



*Pull the fire alarm*



---

*Shout for help*





*Sit and wait for instructions*



*Use a fire extinguisher*

## Safety Situations and Responses List

*Note to trainer: The possible responses after each situation are examples of how people in the U.S. commonly respond to that situation. The responses may not apply to your community, or there may be additional ways that people in your community deal with the situation.*

A man ran by you and stole your bag.

*Possible responses: Shout for help, call 9-1-1.*

It is snowing heavily outside, and you are wondering if you should attend the meeting with your case worker/manager today.

*Possible response: Call your case worker/manager.*

The hot water is not working in your home.

*Possible response: Call your case worker/manager; call your landlord/landlady.*

The neighbors have a dog that barks very loudly and scares your children.

*Possible response: Call (or talk to) your neighbor.*

The smoke alarm in your home is making a beeping noise.

*Possible response: Call your case worker/manager; call your landlord/landlady.*

There is a large fire in your home.

*Possible response: Call 9-1-1.*

There is a small fire inside the oven in your home.

*Possible response: Use a fire extinguisher.*

You are afraid of getting hurt by someone in your family.

*Possible responses: Call your case worker/manager, call 9-1-1.*

You are pulled over by a police officer while you and a friend are driving.

*Possible response: Sit and wait (in the car) for instructions (from the police officer).*

You have had a headache for a few days that won't go away.

*Possible response: Call your doctor's office.*

You left your wallet on the bus.

*Possible response: Call your case worker/manager.*

You think your child has swallowed some poison.

*Possible response: Call 9-1-1.*

You think your spouse is having a heart attack.

*Possible response: Call 9-1-1.*

Your daughter is being made fun of at school.

*Possible response: Call your child's teacher.*

Your neighbor is playing loud music and you can't sleep.

*Possible response: Call your neighbor.*

Your son cuts his arm and is bleeding.

*Possible responses: Call your case worker/manager, call your doctor's office.*

Your son hits his head and is not conscious.

*Possible response: Call 9-1-1.*

## Safety Situations List

1. A man ran by you and stole your bag.
2. It is snowing heavily outside, and you are wondering if you should attend the meeting with your case worker/manager today.
3. The hot water is not working in your home.
4. The neighbors have a dog that barks very loudly and scares your children.
5. The smoke alarm in your home is making a beeping noise.
6. There is a large fire in your home.
7. There is a small fire inside the oven in your home.
8. You are afraid of getting hurt by someone in your family.
9. You are pulled over by a police officer while you and a friend are driving.
10. You have had a headache for a few days that won't go away.
11. You left your wallet on the bus.
12. You think your child has swallowed some poison.
13. You think your spouse is having a heart attack.
14. Your daughter is being made fun of at school.
15. Your neighbor is playing loud music and you can't sleep.
16. Your son cuts his arm and is bleeding.
17. Your son hits his head and is not conscious.

## Common Safety Practices Memory Cards



*Carrying money and valuables*



*Keep the money tucked away, and do not show the valuables.*



*Children returning home from school*



*Be sure that you or someone else is home so your children are not left alone.*



*Crossing the street*



*Use a crosswalk, obey traffic signals, and be aware of cars and other moving vehicles.*



*Drinking alcohol*



*Drink in moderation and don't drive if you have been drinking.*



*Having a disagreement with a family member, friend, or co-worker*



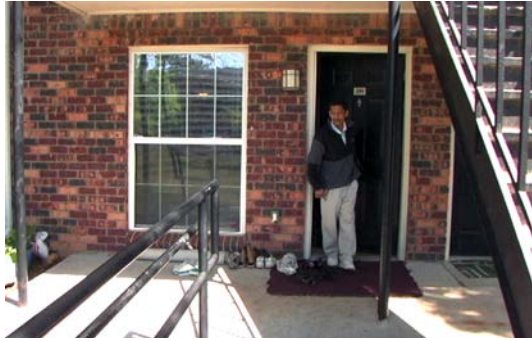
*Take a break from the disagreement and do not become violent.*



*Keeping cleaning supplies and medicines*



*Lock them safely away from children.*



*Leaving home*



*Lock windows and doors.*



*Moving to a new community*



*Meet your neighbors.*



*Riding a bike*



*Always wear a helmet.*





*Riding in a car*



*Always put babies and young children in special car sets, and wear a safety belt.*



*Using the stove or oven*



*Stay at home while the stove or oven is on.*



*Walking at night*



*Walk in groups.*

## Common Safety Practices Memory Card Answer Key

This card:	Matches this card:
 <p><i>Carrying money or valuables</i></p>	 <p><i>Keep the money tucked away, and do not show the valuables.</i></p>
 <p><i>Children returning home from school</i></p>	 <p><i>Be sure that you or someone else is home so your children are not left alone.</i></p>
 <p><i>Crossing the street</i></p>	 <p><i>Use a crosswalk, obey traffic signals, and be aware of cars and other moving vehicles.</i></p>
 <p><i>Drinking alcohol</i></p>	 <p><i>Drink in moderation and don't drive if you have been drinking.</i></p>
 <p><i>Having a disagreement with a family member, friend, or co-worker</i></p>	 <p><i>Take a break from the disagreement and do not become violent.</i></p>
 <p><i>Keeping cleaning supplies and medicines</i></p>	 <p><i>Lock them safely away from children.</i></p>
 <p><i>Leaving home</i></p>	 <p><i>Lock windows and doors.</i></p>
 <p><i>Moving to a new community</i></p>	 <p><i>Meet your neighbors.</i></p>
 <p><i>Riding a bike</i></p>	 <p><i>Always wear a helmet.</i></p>
 <p><i>Riding in a car</i></p>	 <p><i>Always put babies and young children in special car sets, and wear a safety belt.</i></p>
 <p><i>Using the stove or oven</i></p>	 <p><i>Stay at home while the stove or oven is on.</i></p>
 <p><i>Walking at night</i></p>	 <p><i>Walk in groups.</i></p>

## Your Rights and Your Responsibilities Cards



*Citizens can vote in elections.*



*Everyone who lives in the United States has basic civil rights, such as freedom of speech, freedom of worship, and the right to legal assistance.*



*Families need to support themselves as soon as possible, especially because public assistance is limited for most refugees.*



*If you break the law, your immigration status could be affected.*



*If you move to a new home, you must fill out a change of address form.*



*In this state, minimum wage is \$\_\_\_ an hour.*



*Job discrimination is illegal in the United States. No one can refuse to give you a job because of your race, country of origin, religion, age, gender, or sexual orientation.*



*Know the law: All children between the ages of \_\_\_\_\_ and \_\_\_\_\_ must attend school.*



*Know the law: Certain drugs are illegal to use.*



*Know the law: Hurting a child (yours or someone else's) is illegal.*



*Know the law: It is illegal to drink alcohol if you are under the age of 21.*



*Know the law: It is illegal to hit or hurt in any way anyone in your family.*



*Know the law: It is illegal to smoke tobacco if you are under the age of 18.*



*Know the law: Non-citizens cannot vote in any election.*



*Know the law: Sexual harassment is illegal.*



*Know the law: Young children must be supervised.*



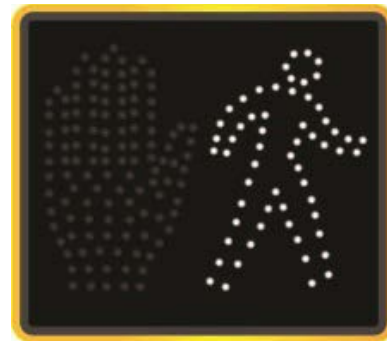
*Men between 18 and 25 years of age must register for the Selective Service.*



*Parents must learn legal ways to discipline their children.*



*Public services and benefits are available to those who are eligible for them.*



*You can cross the road safely when you see the "walk" signal.*



*You can get help, such as advice and support, from your local resettlement agency.*



*You can move to a new community from your resettlement site.*



*You can work in the United States.*



*You must have a driver's license to operate a vehicle.*



*You must learn and know the laws.*



*You need to pay your own income taxes. You must fill out and send an income tax form to the government every year. You fill out the form yourself or find someone to help you.*



*Your resettlement agency will give you basic items for your first home, or will help you get the items.*

# Your Rights and Your Responsibilities Answer Key

## Rights

- ▶ Citizens can vote in elections.
- ▶ Everyone who lives in the United States has basic civil rights, such as freedom of speech, freedom of worship, and the right to legal assistance.
- ▶ In this state, minimum wage is \$\_\_\_ an hour.
- ▶ Job discrimination is illegal in the United States. No one can refuse to give you a job because of your race, country of origin, religion, age, gender, or sexual orientation.
- ▶ Public services and benefits are available to those who are eligible for them.
- ▶ You can get help, such as advice and support, from your local resettlement agency.
- ▶ You can move to a new community from your resettlement site.
- ▶ You can work in the United States.
- ▶ Your resettlement agency will give you basic items for your first home, or will help you get the items.

## Responsibilities

- ▶ Families need to support themselves as soon as possible, especially because public assistance is limited for most refugees.
- ▶ If you break the law, your immigration status could be affected.
- ▶ If you move to a new home, you must fill out a change of address form.
- ▶ Know the law: All children between the ages of \_\_\_ and \_\_\_ must attend school.
- ▶ Know the law: Certain drugs are illegal to use.
- ▶ Know the law: Hurting a child (yours or someone else's) is illegal.
- ▶ Know the law: It is illegal to drink alcohol if you are under the age of 21.
- ▶ Know the law: It is illegal to hit or hurt in any way anyone in your family.
- ▶ Know the law: It is illegal to smoke tobacco if you are under the age of 18.
- ▶ Know the law: Non-citizens cannot vote in any election.
- ▶ Know the law: Sexual harassment is illegal.
- ▶ Know the law: Young children must be supervised.
- ▶ Men between 18 and 25 years of age must register for the Selective Service.
- ▶ Parents must learn legal ways to discipline their children.
- ▶ You can cross the road safely when you see the "Walk" signal.
- ▶ You need to pay your own income taxes. You must fill out and send an income tax form to the government every year. You fill out the form yourself or find someone to help you.
- ▶ You must have a driver's license to operate a vehicle.
- ▶ You must learn and know the laws.



# Responsibilities

# Rights

## Steps for Refugees to Adjust Status



1. Arrive in the United States with refugee status.



2. Attend all health appointments and get the immunizations you need. Avoid trouble with the law.



3. Make an appointment with an authorized immigration specialist.



4. With the help of an authorized immigration specialist, apply for adjustment of status to a Lawful Permanent Resident (LPR).



5. Receive LPR status and your Green Card.



6. Continue to learn English, avoid trouble with the law, and pay taxes.



7. After 4 years and 9 months in the United States, make an appointment with an authorized immigration specialist and apply for U.S. citizenship. You will need to take a written and oral test in English.



8. When the application is accepted, swear in as a citizen of the United States.

## Steps for Refugees to Adjust Status Cards



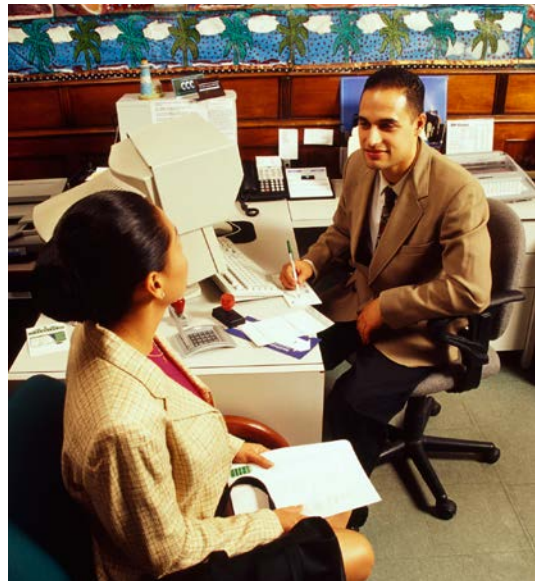
*Arrive in the United States with refugee status.*



*Attend all health appointments and get the immunizations you need. Avoid trouble with the law.*



*Make an appointment with an authorized immigration specialist.*



*With the help of an authorized immigration specialist, apply for adjustment of status to a Lawful Permanent Resident (LPR).*



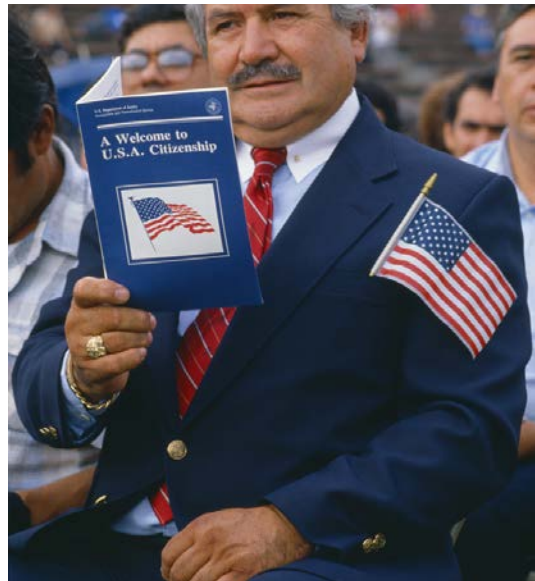
*Receive LPR status and your Green Card.*



*Continue to learn English, avoid trouble with the law, and pay taxes.*



*After 4 years and 9 months in the United States, make an appointment with an authorized immigration specialist and apply for U.S. citizenship. You will need to take a written and oral test in English.*



*When the application is accepted, swear in as a citizen of the United States.*

## Refugee Adjustment of Status Flowchart

*Adjusting Your Status from Refugee (I-94) to Lawful Permanent Resident (LPR; Green Card): Adjustment of status is required. Refugees who do not begin the process of adjustment of status are violating their immigration visa and are at risk of immigration penalties, including being expelled from the United States.*



1. After 1 year in the United States, ask your case worker/ manager to refer you to an authorized immigration specialist.



2. Make an appointment with the authorized immigration specialist.



3. Meet with the authorized immigration specialist to find out what steps you need to take to adjust your status to that of a Lawful Permanent Resident.



4. With the help of the authorized immigration specialist, do the following:



- a. Make an appointment at a doctor's office to fill out the Vaccination Check (Form I-693).



- b. Fill out the application for permanent residency (Form I-485).



- c. Obtain two passport-style photos.



- d. Make a copy of your Form I-94 (proving your refugee status).



- e. Fill out the biographic form (Form G-325A).



5. Submit your application with all required documents for permanent residency.



6. You will receive a notice stating that U.S. Citizenship and Immigration Services (USCIS) received your application.



7. You will next receive an appointment for biometrics (fingerprints). You must attend the appointment to have your fingerprints taken.



8. You may receive a notice to go for an interview with USCIS.



9. USCIS will send you a letter telling you whether they have approved your application or not.

## Local Law Critical Incidents

The Bigome family has a problem with ants in their kitchen.

- ▶ Laws to find out about and discuss: landlord and tenant responsibilities
- ▶ Local notes:

Khine buys a soda. It says she can return the bottle when she is finished and receive 10 cents.

- ▶ Laws to find out about and discuss: recycling programs
- ▶ Local notes:

Prabin would like to build a shed in his backyard.

- ▶ Laws to find out about and discuss: zoning laws and tenant rights
- ▶ Local notes:

The Gurung family, made up of a mother, father, and 6-year-old, recently bought a car. They are wondering what they should do so that their child can ride in the car.

- ▶ Laws to find out about and discuss: child safety seat requirements
- ▶ Local notes:

Chit Cho Hla is talking to her cousin on her cell phone while driving to visit a friend in another state.

- ▶ Laws to find out about and discuss: the use of cell phones while driving
- ▶ Local notes:

Zaid is following the speed limit while driving on the highway and crosses the border into another state.

- ▶ Laws to find out about and discuss: speed limits
- ▶ Local notes:

Rishi and his wife went out to eat at a local restaurant. They were surprised when Rishi was told he must put out his cigarette.

- ▶ Laws to find out about and discuss: smoking and public places
- ▶ Local notes:

Yamu is hoping to get a job and expects to make minimum wage.

- ▶ Laws to find out about and discuss: minimum wage requirements
- ▶ Local notes:

Abida goes to work before the sun comes up and gets home from English classes after the sun goes down. She would like to get some exercise at the park nearby before work or after English class.

- ▶ Laws to find out about and discuss: the use of public spaces
- ▶ Local notes:

Berihun's friends have been hanging out at a convenience store after school, and he would like to hang out with them.

- ▶ Laws to find out about and discuss: loitering laws
- ▶ Local notes:

Djany would like to fish in the river at the park near her house.

- ▶ Laws to find out about and discuss: fishing laws
- ▶ Local notes:

So Rey would like to carry a concealed firearm.

- ▶ Laws to find out about and discuss: firearm laws
- ▶ Local notes:

# U.S. Laws and Refugee Status Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

## Words

ambulance

fire

police

fire extinguisher

fire alarm

Green Card

lock

9-1-1

## Pictures







## Answer Card Wrap-Up Statements and Follow-Up Questions

These statements and follow-up questions were developed based on the full reception and placement (R&P) Orientation Curriculum. Add or remove questions based on the material you covered during the orientation sessions.

Unit	Activity Plan	Statement	Answer Key	Follow-Up Question
<b>Role of the Local Resettlement Agency</b>	The Basics: Role of the Local Resettlement Agency	The resettlement agency is responsible for providing basic services to you and your family.	<b>Yes</b>	Name two of the basic services that your resettlement agency will provide.
	Initial Resettlement Assistance and Services Provided	If you do not receive a television or computer when you first arrive in the United States, you should complain to your case worker/ manager about getting one from the resettlement agency.	<b>No</b>	What are two services that will be provided to you during your first few months in the United States?
	Attending Orientation Classes	You must attend orientation. It is required.	<b>No</b>	What are three reasons why a refugee should attend orientation classes?
	A New Partnership	Communication styles are the same around the world.	<b>No</b>	What are two things to remember when trying to communicate respectfully with your case worker/ manager in the United States?
	Overcoming Challenges	If you have an issue with something your case worker/ manager does, you should discuss it with her or him.	<b>Yes</b>	When you have a challenging situation with your case worker/manager, what are two things to remember?
<b>Community Services and Public Assistance</b>	The Basics: Community Services and Public Assistance	There are many community services available in your area, but they are all expensive to use.	<i>Local response</i>	Name two community services available in your area and what they can provide to you.
	Types of Services	You can use things like books and computers for free at the public library.	<b>Yes</b>	Besides books and computers, what are two other things you can use the library for?
	Social Involvement in Your Community	Getting involved in your community will help you practice English.	<b>Yes</b>	What are two ways to get involved in your community?

Unit	Activity Plan	Statement	Answer Key	Follow-Up Question
<b>Housing</b>	The Basics: Housing	Your resettlement agency is responsible for providing you with furniture when you first arrive in the United States.	<b>Yes</b>	In the area of housing, what are two responsibilities your resettlement agency has?
	Housing Rights and Responsibilities	It is the responsibility of your case worker/manager to keep your home clean.	<b>No</b>	Give one responsibility that a landlord or landlady has and one responsibility that a tenant has.
	Being a Good Neighbor	All neighbors in the United States are friendly and respectful.	<b>No</b>	Describe two ways to be a respectful neighbor.
<b>Transportation</b>	The Basics: Transportation	The best form of public transportation in the area is the bus.	<b>Local response</b>	What are two forms of transportation that are available to you in your new community?
	Getting Around Your New Community	You will need to learn to use public transportation to get around.	<b>Local response</b>	Describe how you will get from your home to the grocery store?
	Owning and Driving a Car	Owning and driving a car is expensive.	<b>Yes</b>	What are two challenges of having a car?
<b>Employment</b>	The Basics: Employment	You will need to get a job as quickly as possible.	<b>Depends on the individual</b>	How will you find a job?
	Working in the United States	You can learn English while working.	<b>Yes</b>	What are two reasons why it is important to have a job in the United States?
	Finding a Job	You will need to be active in looking for a job.	<b>Yes</b>	What are two ways you will look for a job?
<b>Learning English</b>	The Basics: Learning English	English is the language that most people in the United States speak.	<b>Yes</b>	Give three reasons why learning English is important.
	Ways to Learn English	It is very easy to learn English.	<b>No</b>	Why is it helpful to learn English in more than one way?
	Benefits of Learning English	Learning English can help your adjustment process.	<b>Yes</b>	What are two reasons to attend English class even after you have found a job?

Unit	Activity Plan	Statement	Answer Key	Follow-Up Question
<b>Education</b>	The Basics: Education	Most Americans think of education as a lifelong process.	Yes	Name two things that U.S. schools expect of parents.
	Getting Involved in Your Child's School	Being involved in your child's school can help your child succeed.	Yes	Name three ways you can be involved in your child's education.
	Dealing With Issues at School	Parents should not talk to school administrators or teachers.	No	If a child does not understand the material being discussed at school, what should the parent do?
	Employment Versus Education for Adults	For most adult refugees who have just arrived in the United States, employment is more necessary than education.	Yes	Give one challenge and one benefit of working versus going to school.
<b>Health and Hygiene</b>	The Basics: Health and Hygiene	There are many different places to go for health care in the United States.	Yes	What are two places that provide health care services in your area? What would be a good medical reason for going to each one?
	A Doctor's Visit: What to Expect	If you tell your doctor something, by law s/he must not talk to others about it without your permission.	Yes	Who are two people at the doctor's office that you will probably talk to?
	Personal Hygiene	Personal hygiene is very important in the United States.	Yes	What are three personal hygiene practices in the United States?
	Addressing Emotional Health Challenges	There are professionals you can talk to if you are feeling sad or upset.	Yes	It is normal to feel upset or sad sometimes. But if someone feels this way a lot of the time, what should s/he do?

Unit	Activity Plan	Statement	Answer Key	Follow-Up Question
<b>Budgeting and Personal Finance</b>	The Basics: Budgeting and Personal Finance	Having a job is one way to help your family become self-sufficient.	<b>Yes</b>	What are two sources of income that you could access when your initial assistance ends? Are these short-term or long-term?
	Banks and Paychecks	It is safest to save your money at home in the United States.	<b>No</b>	What are two things that are taken out of each paycheck?
	Budgeting and Prioritizing	It is important to be realistic about things your family needs.	<b>Yes</b>	Why is it important to figure out the most important expenses for your family?
<b>Cultural Adjustment</b>	The Basics: Cultural Adjustment	Most refugees are very happy when they first arrive in the United States and they usually stay that way for a long time.	<b>No</b>	What are the four common phases of cultural adjustment?
	Diverse Communities	All of your neighbors will be friendly and helpful all the time.	<b>No</b>	What are two ways you can communicate with people you disagree with?
	Punctuality	If you are late for a doctor's appointment, you may need to pay for the appointment anyway.	<b>Yes</b>	Name two things for which it is important to arrive on time.
	Family Roles	Children often learn English faster than their parents. This can be challenging for the family.	<b>Yes</b>	Why do some families experience role changes when they resettle in the United States?
	Parenting Practices	Taking away privileges, such as seeing friends, is one common method of disciplining children in the United States.	<b>Yes</b>	Describe a parenting challenge you might face in the United States. What is a legal and acceptable way that your family might manage the challenge?
	Adjusting to Changes and Challenges	If you are feeling sad, an appropriate thing to do is lock yourself in a room for many days.	<b>No</b>	If your first job were not the job you wanted, how would you feel? If you were unhappy, what would you do about it?

Unit	Activity Plan	Statement	Answer Key	Follow-Up Question
<b>U.S. Laws and Refugee Status</b>	The Basics: U.S. Laws and Refugee Status	If you do not know the law, it is okay to break it.	<b>No</b>	Why do you need to learn U.S. laws?
	Using Emergency Services	If there is an emergency, such as a fire, you should call 9-1-1.	<b>Yes</b>	What three key English words should you know and be able to use in an emergency situations?
	Practicing Safety Procedures	Shouting for help is one way to handle some unsafe situations.	<b>Yes</b>	What are two unsafe situations you may face? If you found yourself in these situations, what should you do?
	Common Safety Practices	You will always feel safe in your new community.	<b>No</b>	What are two things you should do to avoid an unsafe situation?
	Your Rights and Your Responsibilities	It is the responsibility of your case worker/manager to make sure you know all of the local laws.	<b>No</b>	What are three rights you have in the United States?
	Adjusting Your Status	You have to adjust your status to a Lawful Permanent Resident.	<b>Yes</b>	When should you apply to adjust your status to that of a Lawful Permanent Resident (LPR)?
	Learning Local Laws	All communities in the United States have the same laws.	<b>No</b>	Why is it important to learn local laws?

Choose-Your-Topic Headers



*Role of the Local Resettlement Agency*



*Community Services and Public Assistance and Housing*



*Transportation and Employment*



*Learning English and Education*



*Health and Hygiene and Budgeting and Personal Finance*



*Cultural Adjustment*



*U.S. Laws and Refugee Status*

## Choose-Your-Topic Questions

These questions were developed based on the full R&P Orientation Curriculum. Add or remove questions based on the material covered during the orientation sessions you provided.

Unit	Activity Plan	Question
<b>Role of the Resettlement Local Agency</b>	The Basics: Role of the Local Resettlement Agency	Who is your first contact in the United States when you need advice or services?
	Initial Resettlement Assistance and Services Provided	What are two additional things you would like to learn about resettlement?
	Attending Orientation Classes	What are two reasons it is important to attend orientation sessions?
	A New Partnership	What are two things you can do that will help you work better with resettlement agency staff?
	Overcoming Challenges	Why might you receive different services than other refugees receive?
<b>Community Services and Public Assistance</b>	The Basics: Community Services and Public Assistance	If your family needs public assistance, who should you talk with to find out if your family is eligible for low-income assistance?
	Types of Services	What two community services will be most useful to your family? Why?
	Social Involvement in Your Community	Name two benefits of community involvement.
<b>Housing</b>	The Basics: Housing	If you do not pay your rent or utility bills on time, what are two things that could happen?
	Housing Rights and Responsibilities	Name two rights and two responsibilities that you have as a tenant.
	Being a Good Neighbor	What are two reasons why it is important to be a respectful neighbor?



Unit	Activity Plan	Question
Transportation	The Basics: Transportation	Describe how to use one form of transportation that is available in your community.
	Getting Around Your New Community	Describe how to get from your home to the local elementary school.
	Owning and Driving a Car	What are two benefits of using public transportation versus owning a car?
Employment	The Basics: Employment	Why is it important to stay in a job for at least 6 months?
	Working in the United States	What are two important reasons for adults to work?
	Finding a Job	What are three ways to find a job in the United States?
Learning English	The Basics: Learning English	Give a situation where someone might need an interpreter. Describe how you would request an interpreter.
	Ways to Learn English	Describe three ways you can learn English.
	Benefits of Learning English	What are three places in your community where knowing some English will be helpful to you?
Education	The Basics: Education	What are two reasons that an adult should work rather than go to school?
	Getting Involved in Your Child's School	Name two ways a parent could get involved in her/his child's education.
	Dealing With Issues at School	If you receive a call from the school telling you that your child has not been attending school, what would you do?
	Employment Versus Education for Adults	For adults, what is one challenge and one benefit of working rather than going to school?

Unit	Activity Plan	Question
<b>Health and Hygiene</b>	The Basics: Health and Hygiene	Give an example of a routine health situation and an urgent health situation, and what you would do if you were in those situations.
	A Doctor's Visit: What to Expect	Why is it important to know that your doctor does not share your medical information with anyone else?
	Personal Hygiene	How can your hygiene affect your personal relationships in the United States?
	Addressing Emotional Health Challenges	What are two healthy ways to cope with sadness or worry?
<b>Budgeting and Personal Finance</b>	The Basics: Budgeting and Personal Finance	What is one way you will support your family now? What is a way you will do so in the long term?
	Banks and Paychecks	What are two things you can do at a bank?
	Budgeting and Prioritizing	What are two reasons that budgeting is important?
<b>Cultural Adjustment</b>	The Basics: Cultural Adjustment	If you are experiencing culture shock, what are two ways you could cope?
	Diverse Communities	What are two different types of diversity common in U.S. communities?
	Punctuality	If you were late to a doctor's appointment, what might happen? If your child were late to school, what might happen?
	Family Roles	What are two healthy ways your family could handle role changes?
	Parenting Practices	Describe a parenting challenge. What is a legal and acceptable way that your family might manage the challenge?
	Adjusting to Changes and Challenges	If your children learn English faster than you, how will you feel? If you feel bad, what will you do about it?

Unit	Activity Plan	Question
<b>U.S. Laws and Refugee Status</b>	The Basics: U.S. Laws and Refugee Status	What are two examples of situations where you might need help from a law enforcement official? How would you get the help you needed?
	Using Emergency Services	If you call 9-1-1, what are two things you should remember while you are on the call?
	Practicing Safety Procedures	What are two unsafe situations you may face? If you were to find yourself in these situations, what should you do?
	Common Safety Practices	Give an example of an unsafe situation that you may find yourself in.
	Your Rights and Your Responsibilities	What are three legal responsibilities you have in the United States?
	Adjusting Your Status	When it is time to adjust your status, what should you do first?
	Learning Local Laws	What is an example of a question you might ask to learn about a local law?

Point Cards

10	10	10	10	10	10	10
20	20	20	20	20	20	20
30	30	30	30	30	30	30
40	40	40	40	40	40	40