

**Topic: Education**

(Original plan developed by February 2009 U.S. Cultural Orientation Professional Development Workshop participants in Philadelphia, PA, and further developed by the Cultural Orientation Resource Center)

**Activity: Helping Children (Grades 6-12) Adjust to School**

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<b>Objectives</b>	Participants will be able to follow basic classroom protocol, including adjusting to class schedules and understanding rules.
<b>Lesson Time</b>	Four hours (two two-hour sessions)
<b>Materials</b>	<ul style="list-style-type: none"><li>• Interpreter</li><li>• Clock</li><li>• Bell</li><li>• Sample school schedule</li><li>• Copies of several different “class schedules”</li><li>• Signs for “classrooms” (either by number: 101, 102, 103 or by name: Mathematics, Science, English)</li><li>• Hall pass</li><li>• Paper</li><li>• Pens</li><li>• Flashcards</li></ul>
<b>Discussion Questions</b>	<ul style="list-style-type: none"><li>• When do you raise your hand?</li><li>• How do you ask for help in class?</li><li>• What happens if you break classroom rules?</li><li>• How do you find your classroom?</li></ul>
<b>Practice</b>	<p>Session One: Asking for permission to use the bathroom or visit the school nurse</p> <ol style="list-style-type: none"><li>1. Explain basic classroom and school rules (raising your hand, asking the teacher for permission, holding the hall pass, etc.)</li><li>2. Introduce appropriate vocabulary and phrases (i.e. “May I go to....”)</li><li>3. Prepare and conduct role-plays with participants.</li></ol> <p>Session Two: Dealing with switching classrooms</p> <ol style="list-style-type: none"><li>1. Explain the practice of switching classrooms for each class of the day and the numbering or naming of classrooms.</li><li>2. Introduce appropriate vocabulary and phrases (e.g. “Can you help me? I’m trying to find....”)</li><li>3. Prepare and conduct a simulation.<ol style="list-style-type: none"><li>a. (Before session) Label different areas of the room with different “classroom” signs.</li></ol></li></ol>

- b. Give each participant a “class schedule.”
- c. Use the clock and bell to indicate when a class is over and the participants must switch to their next classroom.

**Cultural  
Notes**

Some participants may come from systems where it is unacceptable to interrupt a teacher or class to ask permission to leave the room. Reassure participants that it is acceptable and customary to do so. Questions are very appropriate in U.S. classrooms, as long as they are relevant and asked in an appropriate manner (i.e. raising your hand and waiting to be called upon before asking).

**Evaluation**

Participation and increased comfort with the exercises.

**Variations**

1. Use a storyboard.
2. During session two, give participants vocabulary for asking someone where their next classroom is. Then have participants role-play asking a student or teacher for guidance.
3. Conduct regular CO sessions in a classroom format.