

*Living in the United States:
Life Skills for Burundian Refugees
Volume 3*

A Guide for Facilitators

U.S. Committee for Refugees and Immigrants
Supporting the Successful Integration of Burundian Refugees
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Introduction

Welcome to *Living in the United States: Life Skills for Burundian Refugees, Volume 3, A Guide for Facilitators*. The U.S. Committee for Refugees and Immigrants (USCRI) created the life skills materials for Burundian refugees to use as they adjust to their resettlement communities in the United States. USCRI designed these materials for individual or group use with or without a facilitator. Using the materials in groups with a facilitator, however, enhances the learning experience for participants and encourages further discussion, questions, and participatory activities. The purpose of *A Guide for Facilitators* is to assist you, the facilitator, to use the life skills materials as effectively as possible whether you are a refugee resettlement agency employee, another service provider, or a volunteer. Thank you for taking the time to use the life skills materials and helping Burundian refugees in their adjustment to living in the United States.

How to Use this Guide

This guide will assist you in explaining and expanding upon the five life skills topics in Volume 3. The materials are flexible and we encourage you to modify the lesson plans, as well as add your own questions and activities, to fit the needs of the participants. In this guide, each topic has a set of objectives, discussion questions, suggestions for further review, and evaluation questions. These are further explained below.

Objectives are listed at the beginning of each chapter outlining ideas participants should be familiar with after completing the topic. To best achieve these objectives, we suggest using the *Life Skills* video, in combination with the corresponding print materials, group discussion, and other activities.

Further Review helps to explain issues in the life skills topics in greater detail and/or cover areas that were not addressed. Facilitators may want to cover these points after watching the video.

Discussion Questions are suggested for each topic to encourage critical thinking and problem-solving, and to help clients relate and apply the topic to their personal lives. Some questions are more useful to ask before watching the video, while some are better suited for discussions during or after the video.

Activities encourage participants to apply or further explore the topic. Many activities bring lessons into practice through role-play, site visits, or guest speakers. Furthermore, they help participants practice skills that are important to living in the United States. Activities will be most effective when carried out after watching the *Life Skills* video. This is your chance to be creative!

Evaluation Questions check participants' understanding of the topic, as well as serve as a checklist for facilitators to rate the effectiveness of the lesson plan. After facilitating some or all of the topics, please fill out the Life Skills evaluation form included on the following page to help USCRI evaluate the materials' effectiveness and improve on future resources.

Life Skills for Burundian Refugees, Volume 3 Evaluation
Questionnaire for Facilitators

Please answer the following questions after facilitating Life Skills workshops. Your responses will assist us in developing future Life Skills topics to support the successful integration of Burundian refugees. The completed questionnaire can be emailed to info@uscrdc.org, or mailed to USCRI, 2231 Crystal Drive, Suite 350, Arlington, VA 22202-3711.

1. Overall, how effective do you find the Life Skills materials?

Not at all Somewhat Very

Comments: _____

2. Did you find the facilitator’s guide useful? Why or why not?

3. How would you improve these materials?

4. Additional comments or suggestions for future programs/materials:

TOPIC 1 – BECOMING A U.S. CITIZEN

Objectives

- Understand the basics about the naturalization process.
- Learn the requirements of applying for citizenship.
- Identify key rights and responsibilities of living in the United States.
- Know what to expect during the citizenship test.

Further Review

- Visit the U.S. Citizenship and Immigration Services (USCIS) website and review how to apply for permanent residency and citizenship.
- Explain where and how to find any relevant forms refugees may need when applying for permanent residency or citizenship (for example, the I-693 Report of Medical Examination and Vaccination Record form or the I-602 Application By Refugee For Waiver of Grounds of Excludability form).
- Review the specific details of what should be submitted with the N-400 form and what constitutes acceptable passport-style photo.
- Review the Bill of Rights and key points of the Constitution.
- Find the nearest USCIS testing and interview locations on a map.
- Explain the responsibilities of being a U.S. citizen in greater detail, such as jury duty and income tax, and why they are important.
- Describe the rights U.S. citizens in greater detail, such as voting or holding a U.S. passport, and why they are important.
- Review available study materials for the English and civics tests that are part of the naturalization process.
- Review what physical or developmental disabilities might exempt someone from the English test.



Discussion Topics

- What concerns do you have about the naturalization process?
- Why does citizenship come with both rights and responsibilities?
- Which of these rights and responsibilities are most important to you and why?
- How can you best prepare for the tests and interview in the naturalization process?
- What should you do if your application is denied or your case is continued?

Activities

- Fill out a sample I-485 Application to Register Permanent Residence or Adjust Status Form.
- Review study materials and administer practice English and Civics tests.
- Mock interview: Set up chairs and a desk and have a list of sample questions available that do not divulge sensitive personal information. Have one participant act as the interviewer and others act as the interviewees.
- Give varied scenarios which require different forms to be submitted to USCIS. Have participants say which form is needed and where they can find it.

Evaluation Questions

- What are two examples of rights and two examples of responsibilities you have while living in the United States?
- What are the requirements to become a U.S. citizen?
- What steps should people take to prepare for the tests and interview?
- Which crimes would prevent someone from becoming a U.S. citizen?
- How can someone exhibit the good moral character required to become a U.S. citizen?
- What form should people fill out to notify USCIS that they have moved?

TOPIC 2 – BUYING AND OWNING A CAR

Objectives

- Recognize the difference between leasing and buying a car.
- Understand the different types of insurance and be able to select the most appropriate policy.
- Understand the financial commitment of buying a car
- Be aware of the financial ramifications of choosing cars with certain characteristics (new vs. used, type of fuel, etc).
- Recognize the importance of understanding the final agreement/legal documents with the dealer, and the advantage of bringing someone who reads/writes/speaks English fluently.
- Understand the responsibilities of maintaining a safe vehicle and cooperating with police.

Further Review

- Share local non-emergency numbers for the police and medical transportation, and explain when to use these and when to use 911.
- Review a lease contract in more detail.
- Read/watch the section on loans in *Living in the United States: Life Skills for Burundian Refugees, Volume 2, Topic 3: Banking*.
- Explain what credit is and how someone can achieve “good credit” .
- Review each of the six types of car insurance, and verify which type a driver is required to have in your state.
- Read/watch the section on driving laws and the police in *Living in the United States: Life Skills for Burundian Refugees, Volume 2, Topic 1: Laws and Rights*.
- Explain how to request an interpreter when dealing with the police, and how to appeal a police officer’s decision.

Discussion Topics

- How will you adjust your budget to afford leasing or buying a car?
- What will happen if you are unable to afford lease or car loan payments?
- Why is it important to have car insurance?
- What are the pros and cons of buying a used car? A new car?
- Why is it important to understand the papers you sign when leasing or buying a car? What should you do if you can’t read, write, understand, or speak English fluently?
- What concerns do you have about maintaining a car or finding a mechanic?
- In what driving situations should you call the non-emergency phone number instead of 911?



Activities

- Make a monthly budget including lease/car loan payments, insurance, gas, registration, parking, and maintenance fees.
- Review an authentic lease contract, ensuring complete comprehension of each detail. Do the same with a contract for buying a car.
- Have a participant role play as a car salesperson. He or she should attempt to make the refugees overpay, rush through the contract, and add hidden fees. After the role play, explain how to deal with a stereotypically pushy salesperson.
- Watch a video of how to pump gas, specifically noting the difference between how to pay with cash or credit card, and what type of gas to buy. Stress the safety aspects (no smoking, turn engine off, etc).
- Mock pull-over: Set up chairs like seats in a car. Have participants simulate being pulled over by a police officer and demonstrate the proper steps to take, including how to request an interpreter, if needed.
- Imaginary accident: Have two sets of people pretend they've gotten into a minor accident. Have them demonstrate how to notify the police, what information to exchange, etc.

Evaluation Questions

- What is the difference between leasing and buying a car?
- What type of insurance will you need when leasing or buying a car?
- What features about a car should you consider when you are deciding which is the right car for you, your family, and your budget?
- Why is it important to understand all the papers you sign?
- Why should you maintain a safe vehicle?
- What are some things you should do if you are pulled over the police that show that you are being cooperative?

TOPIC 3 – BULLYING AND DISCRIMINATION

Objectives

- Define and identify what actions qualify as bullying and discrimination.
- Understand the concept of cyber bullying.
- Learn what to do if you witness or are the victim of bullying or discrimination.
- Be aware of how sharing information on the internet can make you vulnerable to online predators and cyber bullies.
- Recognize the difference between discrimination and harassment.

Further Review

- Visit the Stop Bullying Now! website at <http://www.stopbullyingnow.hrsa.gov/kids/>.
- Have a school guidance counselor or child behavioral psychologist speak to the group about what constitutes bullying and cyber bullying, and what to do if you are a perpetrator, witness, or victim of bullying or cyber bullying.
- Learn how to identify signs that your child is a bully or is being bullied.
- Outline relevant concerns with popular online social networking sites and how to protect your children from cyber bullying and online predators.
- Detail ways in which people can protect themselves, their personal information, and their reputations online.
- Review federal laws against discrimination.
- Review, in depth, all actions that may constitute harassment or discrimination in the workplace and review federal, state, and local laws against them.



Discussion Topics

- What steps should a child take if he or she is being bullied at school or online?
- Who should a child speak with if he or she has witnessed or been a victim of bullying?
- Why do you think bullying and discrimination occur?
- Why is it important to protect your personal information, especially on the internet?
- What might happen if you post controversial information or photographs online? How could this affect how other perceive you, your ability to get a job, etc.?
- Can anyone describe a scenario in which someone experiences workplace discrimination?
- What are the consequences for people who discriminate against or harass others in the workplace?
- What should you do if you feel you are the victim of harassment or discrimination?

Activities

- Mock bullying session: Have participants role-play. Roles can include bullies, victims, and bystanders. Have them act out a scene in which the bullies pick on the victims. Stop and ask each person to name actions each character should take (for example, the bully should realize the consequences of his or her actions, the witness should report it to an adult, etc.).

- Online safety practice: Go online as a group to show what sort of information websites may ask for, and what information is appropriate and safe to share online.
- Addressing harassment and discrimination: Hand out note cards with hypothetical incidences of harassment or discrimination. Each participant will read the hypothetical situation aloud and make recommendations about what actions a person in that situation should take.

Evaluation Questions

- What is bullying?
- What is cyber bullying?
- What are steps that someone should take if they witness or are a victim of bullying?
- What are some of the dangers people face on the internet?
- What precautions can you take to protect yourself, your children, and your personal information while you are online?
- What are some examples of discrimination? Harassment? How are they different?
- What are steps someone should take if they feel they are being harassed or discriminated against?

TOPIC 4 – PRENATAL AND MATERNAL HEALTH

Objectives

- Understand what preconception and prenatal care consist of and why they are important.
- Understand the different medical staff and facility options for pregnancy/delivery.
- Know what medical services are covered by insurance, and what other benefits expectant/new mothers and their children are eligible for.
- Know how to prepare a safe home and car for a new baby.
- Be informed about maternity/paternity leave options for both parents, and be comfortable speaking to a supervisor about scheduling time off.
- Understand what a birth plan consists of, and the importance of writing it in advance.
- Understand what circumcision is and that parents have the right to decide if they want to circumcise their son or not.
- Be able to identify signs of trouble, labor contractions, and when to call the doctor.
- Know in advance what a labor and delivery room will look like, and be familiar with the labor and delivery process.
- Be familiar with pain management options.
- Understand when a doctor might suggest a vaginal birth or a cesarean section, and the difference between the two.
- Understand the advantages of breastfeeding, 'dos' and 'don'ts' while breastfeeding, and how long a baby should be breastfed. Be familiar with a breastfeeding pump.
- Know that post-partum depression (PPD) is a serious medical condition, and how to get help if experiencing symptoms of PPD.



Further Review

- Explain how drinking alcohol, smoking, or using drugs during pregnancy can adversely affect prenatal development or lead to a miscarriage.
- Discuss the difference between an OB/GYN, midwife, doula, or other medical staff involved in prenatal care and labor and delivery.
- Review your state's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) program eligibility guidelines, and how to apply for the program.
- Review the maternity/paternity leave policies of local refugee employers.

Discussion Topics

- What should you do *before* getting pregnant?
- Why is prenatal care so important? What should you do during pregnancy to make sure your baby will be healthy?
- How do you learn what services are covered by your medical insurance?
- What questions do you have about circumcision?
- What are some signs of trouble during pregnancy, and when should you call your doctor?

- What does it mean when women say “my water broke”?
- What confuses or scares you about your pain management options?
- Do you plan to breastfeed or use a breastfeeding pump?

Activities

- Have a nurse, doctor, or other OB/GYN medical staff member speak to the group and answer any questions they may have.
- Visit a local [child safety seat inspection station](#), where certified technicians will inspect child safety seats and show parents how to correctly install and use them.
- Invite a guest speaker from the police or fire department to speak about baby-proofing a home.
- Make a draft birth plan when both partners are present.
- Role-play all the steps from when a woman begins labor through delivery. Try different scenarios – what to do if you are alone, what to do if you are out of town, what to do if you or your partner don’t speak English, etc.
- Visit a hospital to meet staff and tour a labor and delivery room, an operating room, and the Neonatal Intensive-Care Unit (NICU).
- Visit a birthing center to meet staff and tour the facilities.

Evaluation Questions

- What is the difference between preconception and prenatal care?
- What are some of the options when choosing a facility at which to receive prenatal care and give birth?
- Name three foods/drinks to avoid during pregnancy.
- What will a doctor do during a prenatal visit?
- What are some examples of things you should do to make your home and car safe for your baby?
- What is circumcision?
- How can you tell the difference between Braxton-Hicks contractions and true contractions that occur before labor?
- Name some of the machines or equipment that will be in the labor/delivery room. What are their purposes?
- What are two pain management options during labor?
- When might a doctor need to perform a cesarean section instead of delivering your baby through vaginal birth?
- What should you *not* do while breastfeeding? Can you still get pregnant while breastfeeding?
- What should you do if you feel depressed after having your baby

TOPIC 5 – MENTAL HEALTH ISSUES

Objectives

- Recognize signs and symptoms of mental illness.
- Understand the different types of mental illnesses.
- Become comfortable talking about mental health issues.
- Know how to get help with mental health issues.
- Learn what to do when someone is contemplating suicide.
- Identify risky behaviors associated with mental illness.



Further Review

- Identify and locate mental health services and resources in the community for people with mental health issues.
- Review the differences between psychologists, psychiatrists, counselors, social workers, etc., and explain what each specializes in.
- Explain your state’s policies on what types of mental health services Medicaid will cover.
- Examine how to approach friends or family members who may have a mental illness or who may be contemplating suicide.
- Review local, state, and national suicide prevention hotlines.
- Discuss possible treatments for mental illnesses.
- Talk about the correlation of the traumatic events with mental illness.
- Review ways to get help.

Discussion Topics

- What are some ways that people can maintain good mental health?
- How do people view mental illness in your culture?
- What are some examples of symptoms of mental illness?
- Why is it important to seek help for mental illnesses?
- How do you think a refugee’s experiences impact their chances of developing a mental illness?
- What are some warning signs that someone is thinking about suicide?
- Why do you think people contemplate suicide? What are some ways you can help a person who has expressed that they may want to commit suicide?
- What is the difference between sadness and depression?
- If someone is depressed, what are some examples of people they could speak with to get help?
- What is the difference between drinking and abusing alcohol?
- What effect do drugs and alcohol have on the human body?
- What can you do if you know someone is abusing drugs or alcohol?

Activities

- Have a psychologist, psychiatrist, or counselor speak to the group and answer any questions they may have about mental health.
- Watch a video about mental health issues and how to find help.
- Role-play: Give out scenarios in which one person overhears a friend talking about wanting to commit suicide, one person has a family member who exhibits signs of PTSD, etc, and have participants outline steps they could take to help resolve the situations.
- Invite a local expert on drug and alcohol abuse to address the group.

Evaluation Questions

- What are signs that someone has good mental health?
- What are signs or symptoms that may mean someone has a mental illness?
- What are some different types of mental illness and what characterizes each of them?
- Where can you go or who can you approach to get help for yourself or someone else with a mental illness?
- What should you do if you or someone you know is contemplating suicide?
- What are some of the consequences of drug and alcohol abuse?
- How can you get help for someone who is abusing drugs or alcohol?