

Refugee Sponsorship Training Program

FACILITATOR'S TRAINING GUIDE:

Supporting Settlement and Integration

The Refugee Sponsorship Training Program (RSTP) provides resources and information services to meet the ongoing information and training needs of private sponsors of refugees in Canada.

The RSTP is thankful to the members of the RSTP Advisory Committee and the SAH community for their valuable feedback and guidance in the development of this training guide.

For a copy of this publication, please contact the RSTP at:

Refugee Sponsorship Training Program
c/o Catholic Crosscultural Services
55 Town Centre Court, Suite 401
Toronto, ON M1P 4X4

Tel: 416-290-1700
Toll-Free: 1-877-290-1701
Fax: 416-290-1710

Email: info@rstp.ca
Website: www.rstp.ca

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1. INTRODUCTION

Purpose and objectives

This training guide builds on the *Introduction to Sponsorship & Settlement Planning* training materials developed by the RSTP. It has been developed as a resource tool for the training purposes of Sponsorship Agreement Holders (SAHs) and their Constituent Groups (CGs), and other members of the refugee sponsorship community who are involved in providing training about the Private Sponsorship of Refugees program.

This tool was neither designed to make professional settlement counsellors out of sponsors, nor to provide a comprehensive overview of the settlement needs of resettled refugees. Rather, it covers topics associated with the implementation of the settlement plan and the overall approach to providing settlement and integration support to privately sponsored refugees. The overall objectives of this settlement and integration training are to:

- raise sponsors' level of awareness about the experience and challenges related to starting a new life in Canada;
- deepen sponsors' understanding of the effects of culture shock and cultural adjustment on settlement and integration;
- increase sponsors' capacity to respond to the needs of recently resettled refugees in ethical ways; and
- foster an appreciation for and understanding of empowerment practices.

How to work with this training guide

The information and various workshop components provided in this guide can be incorporated into existing training sessions or be used on their own. Workshop activities are grouped together under either icebreakers or activities. The **icebreakers** can be used to introduce participants, engage and energize members of the audience, and build or increase group dynamics. They usually do not require much time or many supplies to set up. Icebreakers are intended to be used at the beginning of a session. **Activities** can also accomplish these goals but are primarily designed to facilitate learning, and generally require more time to prepare and complete. They draw on the knowledge of participants and the facilitator to generate meaning and meet the objective of the training. The accompanying CD contains the PowerPoint slides that are referred to throughout this guide.

These icebreakers and activities have been selected on the premise that participants have a basic understanding of the PSR program and have made at least an initial commitment to sponsor. Previous participation in an introductory or basic workshop on the PSR program is therefore recommended.

To determine the appropriateness of a component or activity for a group, you may want to identify any knowledge gaps and training needs and determine the level(s) of experience and expertise in the group. Also, consider how much time and human resources you have available to run the training session and adjust your agenda accordingly. The approximate time and resources required are indicated for each activity. Each of the contained activities have also listed their own objective and notes for facilitators.

2. FACILITATION NOTES

2.1 PRINCIPLES OF ADULT LEARNING

When preparing for your training session, keep in mind that people learn and absorb information in different ways. Some are **visual learners** and process information through the things they see. They learn best through visuals such as an agenda, list of issues, pictures, graphics and other printed information. Others are **auditory learners** and process information best when they have a chance to hear it, discuss and debate it. The **kinesthetic learner**, by contrast, learns best by processing information through physical activity and direct involvement. So, do not assume that the doodling workshop participant is bored or being inattentive. Kinesthetic learners doodle when little or no physical experience is provided during the workshop.

Adults retain about 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they hear and see. But, if adults become actively involved those percentages rise to 70 % of what they say and 90% of what they both say and do.

McCain & Tobey, 2004, p.23

In general, adults learn best when:

- They are active (not passive) during the learning process;
- The content and learning process relate directly to their current needs and problems;
- Frequent meaningful feedback is built into the learning experience;
- They are not over-stimulated, stressed or anxious;
- New information is presented through a variety of sensory modes and experiences (voice, visual aids, film, etc.), with sufficient repetition and variations on themes to allow patterns to emerge;
- Individual learning styles are taken into consideration (there is no one best way to learn or teach!);
- Sufficient time is given to integrate new information and knowledge;
- The facilitator respects the past experience and cultural style of the learner; and
- Examples are used that relate directly to the group.

There are four critical elements of learning that must be addressed to ensure that adult participants learn¹:

1. Motivation

If participants do not recognize the need for the information or have been offended or intimidated, the facilitator's efforts to assist them to learn will be in vain.

To provide motivation and prepare participants for learning, the facilitator must first establish rapport with participants. Facilitators should also establish a friendly and open atmosphere, set an appropriate level of concern or tension that meets the objective, set a level of difficulty that challenges participants but does not overwhelm and frustrate them, predict and reward participation (culminating in success), and provide specific feedback about participants' learning results.

Interest and reward are directly related; adult learners must be interested in the subject matter and they must be able to see the benefit of the learning in order to motivate themselves.

2. Reinforcement

Facilitators need to use positive and negative reinforcement frequently early in the learning process in order to help adult learners retain what they are learning. Afterwards, reinforcement should only be used to maintain consistent, positive behaviour.

3. Retention

Adult learners must be able to see a meaning or purpose for the information being taught in order to retain it. They must also be able to understand, interpret and apply that information. Retention is affected by the degree of original learning (i.e.: learning it well initially) and the amount of practice during the learning process.

4. Transference

The ability to use the information learned in a different setting is an outcome of a training workshop. The transfer of learning occurs most likely when participants associate the new information with something they already know (association); when the information revisits a logical framework or patterns that is similar to material the participant already knows; when the degree of original learning was high; and when the information contained elements that were highly critical or beneficial to the work of the participant.

¹ Adapted from Lieb, S. (1991). *Principles of Adult Learning*. Vision.

2.2 FACILITATION SKILLS

As a facilitator, your role is to **manage** the group process (e.g. keeping participants on task, following the agenda, motivating participants, etc.), act as a **resource** to the group (e.g. providing training, advising, protecting participants from personal attacks, etc.) and remain **neutral** (i.e.: stay emotionally uninvolved, keep out of the spotlight during group work).

Skills of a successful facilitator include²:

Listening actively and hearing what every participant is saying.

Asking questions that are open-ended and stimulate discussion.

Sharing feelings and creating an atmosphere in which participants feel safe to share their feelings and opinions.

Problem-solving techniques and processes including defining the problem, determining the cause, considering and weighing alternatives, selecting the best alternative, implementing the solution and evaluating the results.

Resolving conflict constructively among participants, instead of suppressing it.

Using a participative style to actively encourage and engage participants in the training.

Being accepting of others by keeping an open mind and not criticizing others' ideas or suggestions.

Empathizing is the capacity to recognize and to understand the feelings of someone else on an emotional level.

Leading is the ability to keep participants focused and the discussion on target.

A good facilitator basically checks his or her personal concerns and causes at the door.

ASTD, 2008, p. 11

² Adapted from ASTD (2004). *10 steps to successful facilitation*. Alexandria, VA: ASTD Press.

2.2 PLANNING CHECKLIST

Good planning is key to the success of any training session. The following planning checklist may help you stay on track of all the logistical preparations and tasks.

Make sure to:

- Consider the size of the group, accessibility, availability of equipment and seating flexibility when book a training space
- Invite guest speakers (e.g.: Settlement service providers, former refugees, local CIC staff)
- Plan for ice-breakers
- Plan for health breaks
- Practice and time the activities you plan to use
- Share the draft agenda with co-presenters and guest speakers for confirmation
- Send out a call for pre-registration (include questions about food restrictions and learning goals)
- Make arrangements for refreshments and/lunch, if needed
- Arrange for volunteers to help with set-up and clean-up, if needed
- Carefully review the activities and the agenda ahead of time
- Prepare enough copies of agendas and handouts
- Practice using a microphone, if needed
- Visit the venue ahead of time: check for power outlets, sound, wash room locations and room accessibility
- Prepare evaluation forms and a sign-in sheet
- Send out a friendly-reminder email to all registrants closer to the workshop date
- Pack: flip chart and markers, name tags, masking tape, laptop, projector, projection screen, pens/pencils, spare paper, masking tape, handouts, evaluation forms, sign-in sheet, extension cord, network/internet cable and laptop speakers, if needed.
- Set-up resource/information tables, if needed

2.3 FACILITATION TIPS

Effective workshop facilitation is key to adult learning and a successful training workshop. As a facilitator,

- ⇒ set everything up and greet people as they walk in.
- ⇒ plan your opening wisely. It will set the tone for the entire session.
- ⇒ present lighter content after lunch.
- ⇒ use a variety of tools and media to meet the needs of different learning styles.
- ⇒ use an icebreaker to build rapport and help participants get comfortable. Icebreakers also set the stage for interactive participation throughout the session.
- ⇒ do not use icebreakers that could embarrass participants.
- ⇒ address participants by their name. Ask for proper pronunciation if needed.
- ⇒ ask participants for their expectations of the workshop before introducing the agenda.
- ⇒ post the agenda where all the participants can see it.
- ⇒ be flexible and open to adjusting the agenda to meet participants' expectations. It will improve the interaction and learning within the group.
- ⇒ be observant of participants' level of energy and attention. Give a break if needed.
- ⇒ ask participants for their definition of the topic. For example, what does settlement or integration mean to them? If time permits, list their ideas on a flip chart before proceeding with the rest of the workshop. You can return to their points throughout the session.
- ⇒ use one or two case studies. They help adult learners develop ideas, understand concepts, interpret new information and apply learned information.
- ⇒ use breakout groups to facilitate discussion and generate ideas. The smaller the groups, the greater the interaction and the more opportunity for participants to express individual viewpoints.
- ⇒ always debrief as a group after discussions and breakout group work.
- ⇒ control and direct the group to stay on time. If participants want to spend more time on a particular agenda item, accommodate this change.
- ⇒ do not interrupt others; intervene only if one individual is using too much time.
- ⇒ remember that the group will influence the direction of the workshop based on their needs. Follow the direction they have chosen.
- ⇒ facilitate with a partner if possible.
- ⇒ get a good night's sleep.



3. ICEBREAKERS

3.1 2 Truths & 1 Lie

Purpose: introductions; energizer

Time required: 15 - 20 minutes

Set-up: Walking around or while sitting (circle or u-shaped tables)

Supplies required: small pieces of paper or post-it notes; pens

Summary: Participants to write down two truths and one lie about themselves. Participants introduce the three "facts" about themselves to the rest of the participants who try to guess which one is a lie.

Instructions: Use this icebreaker at the beginning of a workshop as an introduction tool or after a lengthy break to energize participants. Best used with workshop participants who have met at least once before and for smaller group sizes. For large groups (20 and over), split participants into smaller groups.

- Explain that each person must write two truths and a lie about themselves, and that other will try to guess each other's lie. Explain that the goal is to:
 - a) convince others that your lie is truth (and that one of your truths is the lie), and
 - b) to correctly guess other people's lies.
- Allow approximately 5 minutes for the writing. This may not be easy for a lot of people - there will some scribbling out, etc. Allocate up to 8 minutes, but you will probably need to urge people along ("write anything you can think of").
- Instruct everyone to walk around and to ask about each other's truths and lies. The goal is to quiz each about each statement to help determine which is the truth and which is the lie, whilst seducing other people into thinking that your own lie is a truth. Allow 5 to 10 minutes of conversation time.
- Ask everyone to cast their votes about each participant's lie. Emphasize that people should not reveal their lie, even if it seems others might have guessed.
- The facilitator may add drama and reinforcement, etc. for correct guesses, tricky statements, etc.
- Alternative:
 - If you are pressed in time, do this while sitting around table with listeners casting their vote by show of hands.
 - The exercise can be run competitively, e.g., count up how many correct guesses of other people's lies and take away the number of people who correctly guesses your own lie. Highest score wins (honesty counts!).

3.2 Find someone who...

- Purpose:** introductions; getting to know each other better; illustrating similarities; leading into a discussion or activity about diversity
- Time required:** 20 minutes
- Set-up:** Walking around
- Supplies required:** Handout 4.1; pens; rewards (optional)
- Summary:** Participants get to know each other in the process of completing their handout.
- Instructions:** Use this icebreaker to get participants who do not know each other to start speaking with one another. This is a useful icebreaker if your workshop includes group work activities.
- Distribute a copy of Handout 4.1 to each participant.
 - Ask participants to find one person for each of the criteria listed on their handout in 10 minutes. Emphasize that they cannot use the same person twice to complete the task. Give an example to demonstrate the concept.
 - You can motivate participants by announcing that the first person who completes the handout will win a prize (e.g. a bag of sweets to share).

3.3 My name is...

- Purpose:** introductions
- Time required:** 5 - 10 minutes
- Set-up:** While sitting
- Supplies required:** none
- Summary:** Participants introduce themselves by first name and an adjective.
- Instructions:** Use this activity as an alternative to the traditional introduction by first name only. It is best used in small to mid-sized groups.
- Announce that you would like everyone to introduce themselves by first name and an adjective that describes them. Explain that this adjective must start with the first letter of their first name. For example, generous Gene, dynamic Dave, etc.
 - Go around, according to the seating arrangements.
 - Refer to participants by both the adjective and first name for the rest of the workshop. You can write them down or try to remember them.

3.4 Toilet-paper stories

Purpose: introductions

Time required: 10 - 15 minutes

Set-up: Participants sit at their tables

Supplies required: 1 roll of toilet paper

Summary: Participants share as many facts about themselves as the number of toilet paper they have taken. This is a fun or funny activity that can be used with any group of participants.

Instructions:

- Hold up the roll of toilet paper to make sure you have participants' attention. Say the following (substitute words as needed):

“The custodian just told me this is the only roll of toilet paper left. So, take as many pieces as you think you need today...”

- Do not share the real purpose or plan of this activity.
- Pass the roll of toilet paper to the first person, make sure they take at least 1 piece and pass the roll to the person next to them.
- Once everyone has at least one piece and the roll has returned to you, reveal that they must now share as many facts about themselves as the number of toilet paper pieces they have taken. For example, if someone has 3 pieces of toilet paper, they share 3 things about themselves.
- Note: When participants are unaware of the purpose of this activity, they may take many pieces. The realization that very eager folks will need to share more about themselves often breaks the ice and creates a learning atmosphere where it is safe to laugh at oneself.

3.5 Shapes and Forms

Purpose: team-building; problem-solving; to illustrate the importance of collaboration

Time required: 20 minutes

Set-up: Requires sufficient space away from tables and chairs

Supplies required: A bell or horn; chocolate/prize

Summary: Participants depict a word or concept alone, in pairs and in group. Meaning is derived during the debrief of this activity.

Instructions: Use this icebreaker to get participants moving after a long period of inactivity and to solve a problem collaboratively. This activity works best with groups of 16 to 28.

- Ask participants to get up and to step away from their seats.
- Instruct participants to depict a clock (without making a sound!).
- Instruct participants to depict a chair as quickly as possible. Sound the bell after 1 minute to indicate time is up. Walk around inspecting the chairs. Can you sit on any? Give the best 'chairs' a small prize (e.g. chocolate)
- Instruct each pair to find another pair. Once groups of 4 have formed, instruct them to depict a vending machine that you can use. Allow for 1 to 2 minutes. Sound the bell when the time is up and inspect each vending machine. Can they be used? Give the best 'vending machines' a prize.
- Debriefing this activity when everyone has returned to their seats can be a powerful way to illustrate how challenges can be overcome when more the responsibility is shared among members of the group. Ask participants what the most challenging task was and why. Follow-up responses by inquiring whether

4. ACTIVITIES

4.1 WHAT IS SETTLEMENT?

Purpose: introducing the topic; developing consensus; focusing discussion

Time required: 30 - 40 minutes

Set-up: Seated and also enough space for group activity

Supplies required: PowerPoint slides 1 and 2; flip chart; markers; masking tape

Summary: Participants are asked to define what settlement means to them. This will bring all participants on 'the same page' and provide a segue to the overall topic of the training workshop. Use this activity after welcoming participants, introductions, discussing participants' expectations and the day's agenda.

Instructions:

Part 1: Forming Groups

- Ask participants to work in small groups of 4 or 5 people.
- Allow participants to form their own groups or number off participants.
- Ask people to introduce themselves to each other if they have not met. This allows you to gain a better understanding of existing relationships and the group dynamic.

Part 2: Asking participants to come up with a definition for 'settlement'

You can facilitate this activity in two ways. Consider the amount of time you have available and the needs of the group and any mobility concerns before you decide to use option 1 or 2.

Option 1: Group brain-storming

- If you decide to run this activity while participants remain seated, make sure they have a hard surface to write on.
- Distribute flip chart paper and a marker to each group.
- Ask participants to come up with a definition for 'settlement' in 8 minutes, and to write it on the flip chart paper provided.
- Ask each group to elect one group representative who would report back to the large group.

Option 2: Body sculptures

- Ask each group to get up from their chairs, and to shake their right arm, then the left. Ask them to shake their right leg, then their left. This will help them loosen up for the body sculpting exercise.
- Inform participants that they have to come up with a definition for 'settlement' and illustrate it physically. They may not use sound or words, and can only use their bodies for this task. They have 8 minutes and each member of the group must be involved in the body sculpture.
- Walk around to offer clarifications and observe the process.
- Note that 'settlement' can be an abstract word to depict. Encourage group members to focus on an aspect of sentiment that they associate with 'settlement'.



Note: You can also use the body sculpture exercise as a way to illustrate a concept at the beginning and at the end of the workshop to identify changes in understanding.

Part 3: Reporting back

Option 1: Group brain-storming

- Signal that their time is up.
- Ask each group to tape their flip chart definition somewhere visible in the room.
- Ask each group representative to read out their group's definition and explain how they came up with that definition.

Option 2: Body sculptures

- Signal that their time is up.
- Ask one group to freeze in their body sculpture.
- Ask other groups to clap if they think the group has successfully illustrated the meaning of 'settlement'.
- Ask the group to explain their interpretation to the larger group.
- Repeat for each group.
- Thank all group members for being a good sport with a round of applause.
- Ask everyone to return to their seats.

Part 4: Debriefing

- Compare the different interpretations with one another.
- Comment on the similarities and point out the differences.
- Invite participants to comment on the meaning of 'settlement'.
- There is no right or wrong definition. As with the definition of settlement, the experience of settlement is varied and subjective. It differs depending on the language and literacy ability, physical and mental health status, age, previous experiences, etc. of a person.
- PowerPoint slide 1: There are different perspectives of what is settlement and what is successful settlement. It is sometimes used interchangeably with integration, adjustment, adaptation, even assimilation. Explain that the idea here is that settlement, as the process of adaptation, involves change on part of the host community as well.



- PowerPoint slide 2: The process of (re)settlement can be viewed as a continuum. *Settlement* generally refers to the early stages where newcomers make basic adjustments to life in a new country (e.g. beginning to learn the local language, learning to navigate in the new society, etc.), whereas *integration* is the longer term process where newcomers participate full and equally in all the various dimensions of society - cannot expect resettled refugees to reach this stage within a year, but with the proper support, can help lay the foundation *and guide in this direction*.



4.2 ROLES & RESPONSIBILITIES

Purpose: critical self-reflection

Time required: 15 - 20 minutes

Set-up: Seated

Supplies required: Flip chart and markers; PowerPoint slides 3 and 4; role play cards (handout 5.2) ; post-it notes; pens

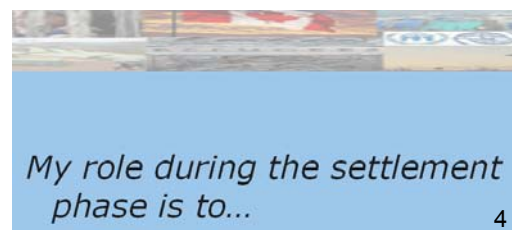
Summary: Discussion about the roles of sponsors during the settlement and integration phase of the sponsorship. This segment will set the foundation for discussions about ethical practice and empowerment.

Instructions:

- Recap what the roles of sponsors are during the settlement phase. They should have a good understanding of this already if they have participated in the introductory session about the Private Refugee Sponsorship program and Settlement Planning.
- Note participants' answers on a flip chart.
- PowerPoint slide 3: Make sure to emphasize settlement planning responsibilities as well as plan implementation responsibilities as in the slide.



- PowerPoint slide 4: Ask participants to reflect about their role during the refugees' settlement phase in Canada. Is there a similarity with any other roles in life? Do not debrief yet. Ask participants to finish the sentence "my role is to..." on the slide with 1- 3 words on a post-it note.



- Reporting: Ask participants to come up and stick the post-it notes on a wall. Read a few answers out loud as samples. Alternatively, you can ask for volunteers to share their responses with the group.
- Discussion: Ask whether their role is comparable to other roles they have in life (e.g.: friend, mother, father, teacher, service provider, etc.). How may their roles in life differ from their role as sponsors during the settlement phase? Focus the discussion on the interpersonal differences inherent in the role as a parent, for example, to that of a sponsor. Consider power dynamics.
- Debrief: Point out that their role as sponsors is quite unique. As sponsors, they help facilitate and empower the individual(s).
- Segue into workshop segment on empowerment.

4.3 EMPOWERMENT AND ETHICS

Purpose: raising awareness about empowering/disempowering and ethical practices; drawing attention to how we *approach* our roles and responsibilities as sponsors

Time required: approximately 45 minutes

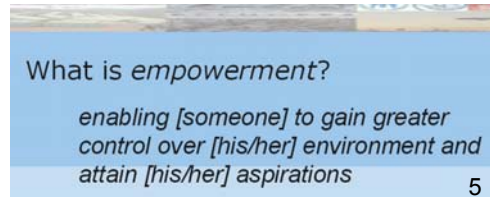
Set-up: Mainly seated; volunteer role play actors will need to be either standing or seating somewhere visible

Supplies required: PowerPoint slides 5 - 7; Handout 5.2 and 5.3

Summary: Introduction of the concept of empowerment practice and discussion about its relevance in the refugee sponsorship context. Well-intentioned assistance may create dependency and prevent the sponsored individual to become independent. Members of sponsoring groups need to be able to recognize the difference between disempowering, or dependency-causing behaviours, and empowering practices. Participants will be confronted with an ethical dilemma and asked to problem-solve.

Instructions: **Part 1: Introduction of concept** **(5 minutes)**

- Ask: What is empowerment?
- PowerPoint slide 4: Read the definition out loud: *Empowerment is enabling someone to gain greater control over his/her environment and attain his/her aspirations.*



- Check if everyone is clear about this meaning.

Discussion:

- Ask: How can you be 'agents of empowerment'? How can you empower?
- Ask for examples of situations or sample scenarios.
- Explain, that empowerment is about providing information so that the person can make informed choices, without taking away their decision-making power. It's about making the process a participatory process (e.g. settlement plan) – appropriate
- In reality, we can only help someone empower themselves.
- As sponsors you have this opportunity. In many cases, refugees have been stripped of respect and dignity and their self-determination capacity has been reduced – you can help refugee families in getting these back by ensuring that you do not reinforce dependency.

Part 2: Role Play 'The Shopping Trip'

(15 minutes)

- Ask for two volunteers to come up. If you sense that this is a reserved group, you may want to approach two people during a break to identify your volunteers beforehand.
- Provide each volunteer with a copy of the role play script [Handout 5.2]
- Introduce the scenario: Imani, a privately sponsored refugee, and Mary, a member of the refugee sponsorship group that sponsored Imani are going grocery shopping. Let's eavesdrop on their conversation...
- Discussion: Ask for comments, impressions, feedback from the audience.
- Ask the volunteers for their comments and feedback. How did it feel playing Imani/Mary?
- Debrief: The creators of this role play, Mary Hosgood and Heather Macdonald of the Refugee Advisory Group of the United Church, put it this way: *In our enthusiasm to teach refugees how to get ahead in Canada we can sometimes come across like a juggernaut ... and sometimes we forget that they have good reasons for their choices and the right to make their own choices...*
- Follow-up activity: Ask participants to think about how they would have handled the situation differently if they were Mary. If you have enough time, you can ask participants to discuss their answer in smaller breakout groups.

Part 3: Discussing ethical considerations

(10 minutes)

- Introduce concept: *HOW* do we approach our responsibilities as sponsors – how do we approach people, challenges and opportunities? What guides our decision-making and actions? All are motivated by our personal set of values which affect our interactions and relationships with others.
- Ask: In your work with refugees and with each other (in the PSR program or in your committees and groups), what ethical values are most important to you? - You may need to probe to focus discussion on values such as respect, honesty, cooperation, openness, etc.
- PowerPoint slide 6: Summarize what has been said and emphasize ethical principles which have not been mentioned with the help of the slide.

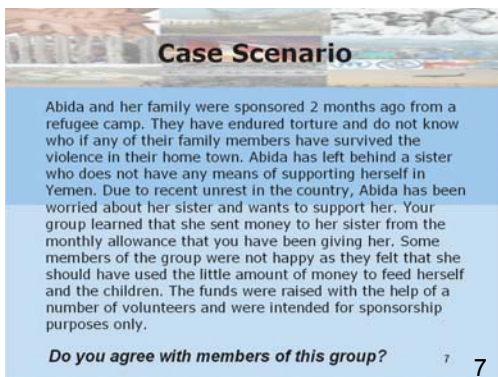


- Ask if anyone can share an example where it was challenging to maintain confidentiality, promote self-determination, set boundaries, or implement a participatory process.
- Note the exceptions to confidentiality: a) If suspect that a child is in need of protection (check local 'duty to report' laws); and b) If someone declares a plan to hurt him/herself or another person.
- Refer back to discussion about roles: because refugees are considered vulnerable, need to ensure that do not contribute further to the disempowerment.

Part 4: Case Scenario 'Abida'

(15 minutes)

- PowerPoint slide 7: Ask a volunteer to read the case scenario out loud. You can also distribute the case scenario as a handout (see Handout 5.3).



- Tell participants that they have 8 minutes to discuss the following questions in their breakout groups:
 - Do you agree with members of this group?
 - If you were part of this sponsoring group, how would you handle this situation?
- After the time is up, ask each group to briefly report back.
- **Option:** Rather than asking each group to report back on their discussion about how they would handle the situation differently, ask one or two groups to act it out. Practice makes perfect!

Note: This activity may consume a substantial amount of time. Make sure you plan 2 minutes for the introduction of the case, 8 - 10 minutes for the small group work, and another 20 minutes for the debrief.

4.4 EXPECTATIONS

Purpose: reflecting on own cultural 'lens'; brain-storming ways to manage expectations

Time required: approximately 60 minutes

Set-up: Seated

Supplies required: PowerPoint slides 8; Handouts 5.4 - 5.7; flip chart and markers

Summary: Everyone has expectations including sponsors and sponsored refugees. Expectations become a challenge when they strain the relationship between and among sponsors and refugees because they are unrealistic. The activities in this segment aim to start the conversation about managing expectations. They require participants to first reflect critically about their own lens and associated expectations.

Instructions: **Part 1: Dirty Laundry Analogy** **(5 minutes)**



- PowerPoint slide 8: Ask a volunteer to read it out loud.

A young couple moves into a new neighborhood.

The next morning, the young woman sees her neighbor hanging the wash outside. 'That laundry is not very clean', she said. 'She doesn't know how to wash correctly. Perhaps she needs better laundry soap.'

Her husband looked on, but remained silent. Every time her neighbour would hang her wash to dry, the woman made the same comments.

About a month later, the woman was surprised to see a nice clean wash on the line and said: 'Look, she has learned how to wash correctly. I wonder who taught her this'.

The husband said, 'I got up early this morning and cleaned our windows...'

- Allow for reactions and any comments participants may want to share.
- Ask whether this relates to refugee sponsorship work. How so?

Expectations

A young couple moves into a new neighborhood.
The next morning, the young woman sees her neighbor hanging the wash outside.
That laundry is not very clean, she said. She doesn't know how to wash correctly. Perhaps she needs better laundry soap.

Her husband looked on, but remained silent.
Every time her neighbour would hang her wash to dry, the woman made the same comments.

About a month later, the woman was surprised to see a nice clean wash on the line and said: *Look, she has learned how to wash correctly. I wonder who taught her this.*

The husband said, *I got up early this morning and cleaned our windows...*

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Part 2: Role play ‘The refugee committee meeting’

(5 - 10 minutes)

- Ask for two volunteers to come up for this role play. Provide them with a script (see Handout 5.4).
- While the volunteers quickly review the script, introduce the scene: *Alice and Ben are members of a local refugee sponsorship committee. They have sponsored a family who arrived seven months ago. Let’s eavesdrop on their meeting...*
- After the role play, ask for a quick show of hands: Who agrees with Alice (focus on training and education now)? Who agrees with Ben (focus on employment and spending efforts to sponsor a new family)?
- Discussion: Ask if anyone (who had their hand up) is willing to share why they agreed more with Alice or more with Ben.
 - What is the main purpose of sponsorship? What expectations do you have of the sponsorship and of the sponsored person?
- Do not debrief fully. Segue into next role play.

Part 3: Role play ‘Miroslav and Dina’s point of view’

(15 minutes)

- Ask for two volunteers to come up for this role play. Provide them with a script (see Handout 5.5).
- While the volunteers quickly review the script, introduce the scene: *We are at the home of Miroslav and Dina. Dina has just come home from work...*
- Discussion: Ask the audience if they have any thoughts, reactions, surprises or comments. Does the second role play make them think differently now about the first role play? Allow for discussion for a couple of minutes.

Part 4: Case Scenario ‘The Smiths’

(30 minutes)

- Distribute Handout 5.6 and ask for a volunteer to read it out loud.
- Ask participants to discuss in their smaller groups how their sponsoring group would handle this situation. How would they react?
- Once the groups have started talking, distribute additional scenario information to three of the groups (see handout 5.7). Instruct groups to be prepared to report back to the larger group with a description of how their group would respond to the dilemma described in the case scenario. Ensure that each group receives different additional information. Give them 8 minutes.
- Call on each group to present in 2 minutes how they would respond to and handle the situation described in the case scenario. If you have a co-facilitator, jot each group’s key points on a flip chart.
- Debrief: Point out similarities and differences in approaches. You should be expecting differences in the group’s responses, because of the additional sheet with information which you provided. Explain to the group that some groups had more information than others.
- Ask one person from each group to read out their additional information.
- Discuss whether the additional information made a difference to groups. How so?
- Follow-up: Can a group prepare or prevent such a situation from happening? How so?
- Note: Pay particular attention to comments about communication.

4.5 CULTURE SHOCK AND CULTURAL ADJUSTMENT

Purpose: gain a better understanding about the effects of culture shock during the settlement phase

Time required: approximately 60 minutes

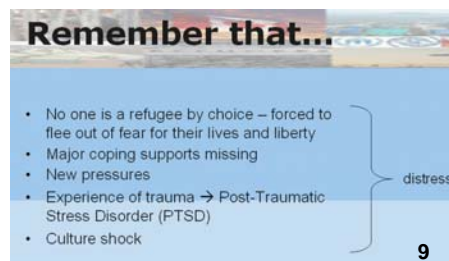
Set-up: Seated

Supplies required: PowerPoint slides 9 - 14; post-it notes; pens; Handout 5.8; video clip (see CD)

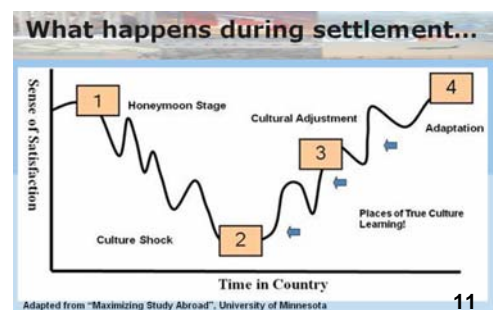
Summary: This segment deals with the emotional side of settlement and integration. The slides and activities focus on the experience of culture shock and the stages of cultural adjustment, and how sponsors can offer support during that time.

Instructions: **Part 1: Reviewing the refugee experience (20 minutes)**

- PowerPoint slide 9: To begin the discussion, review the points on the slide. Emphasize how the refugee and resettlement experience can affect a person's settlement. Note that the effects on a person's mental health will be discussed more thoroughly in the mental health segment.



- Discuss: Refugees are survivors; they are often resourceful and resilient. However, sponsors still need to understand how the stressors of the refugee experience relate to the stress of settling in a new country. For those suffering from PTSD, for example, the healing process consists of restoring a sense of control and safety. How can sponsors help in obtaining these?
- PowerPoint slides 10 or 11: You can show either slide to help describe the stages of cultural adjustment. Emphasize that these stages are fluid and are experienced by everyone differently. Note that the honeymoon stage may or may not be experienced as such by refugees.



- Clarify that the term *culture shock* refers to the period of disorientation experienced when encountering a new culture, which is normal. Typically, this happens at the beginning of the settlement experience but everyone will experience culture shock to different degrees.

Part 3: Write your name...

(10 minutes)

- Instruct participants to write their first name on the post-it notes provided. Ensure participants that the purpose will become in a minute. This should not take a lot of time.
- When everyone is done, ask the group whether it was easy or difficult. Repeat some of the words being offered by participants (easy, comfortable, piece of cake, natural, normal, etc.)
- Instruct participants to write their first name again – but now with other hand. They will require more time this round to complete the task.
- When everyone is done, make a point of mentioning that this took longer. Ask how writing their name felt this time.
- Follow-up questions: How could this relate to the experience of culture shock? Possible associations:
 - feeling of having to re-learn certain things that may take for granted in own culture (e.g.: shopping, using public transportation, or understanding public signs)
 - awkwardness in doing simple tasks that require more effort, are below one’s ability and the status that one used to have
 - how simple tasks may take longer to accomplish;
 - how one may feel ‘like a child’, having to learn basic things
 - how one’s pride may be affected: the difficulty, for instance, in adjusting to the evolving and changing roles assumed by family members in Canada
- Debrief: In a figurative sense, just like writing with your left hand, cultural adjustment is a process; a temporary feeling of inadequacy and frustration. If you were to practice writing like this every day, chances are you will eventually feel comfortable writing with it.

Part 3: Four Stages of Cultural Adjustment

(2 minutes)

- PowerPoint slide 12 and 13: briefly review the information on these slides.
- Distribute Handout 5.8 in preparation for the next activity.

Four Stages of Cultural Adjustment		
STAGE	CHARACTERIZED BY:	SUPPORT TO PROVIDE DURING THIS STAGE
Reentry/moon Stage	An initial reaction of enthusiasm, fascination, admiration, and cordial, friendly, superficial relationships with hosts. (Note: Returnees have not come to Canada by choice, and may be less enthusiastic.)	<ul style="list-style-type: none"> • Provide orientation and information • Focus on the practical aspects of becoming competent in the new situation (i.e. getting around, looking for a job, language training)
Challenge and Crisis	Differences in language, concepts, values, and symbols lead to feelings of inadequacy, frustration, anxiety, and anger. During this time, studies show that most people find the most difficult situations to be: <ul style="list-style-type: none"> • Making friends their own age • Dealing with someone who is cross • Approaching others • Appearing in front of an audience • Calling to know people in-depth, intimately • Understanding jokes, humour, sarcasm • Dealing with people staring at you • Being with people that you don't know very well • Complaining in public/doing with unsatisfactory service 	Give empathy, friendship and support; accept that anger and frustration are normal and legitimate. <ul style="list-style-type: none"> • Show information about culture shock • Help newcomers to see their competencies • Provide opportunities for the newcomers to talk about their culture • Provide opportunities to learn together about cross-cultural communications • Talk about the most difficult situations. Show how these things are dealt with in both your cultures. • Share jokes from your different cultures; talk about why they translate (or not) • Set up a fun time for role plays or role reversals (see Appendix) • If the newcomers are suffering from post-traumatic stress disorder or other psychological problems, help them to find appropriate help.

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Four Stages of Cultural Adjustment		
STAGE	CHARACTERIZED BY:	SUPPORT TO PROVIDE DURING THIS STAGE
Recovery	The crisis is resolved as the person learns the language and culture of the host country. Life factors known to reduce stress and recovery include: <ul style="list-style-type: none"> • Time • Having a sense of purpose • Being socially or politically involved • Having opportunities (esp. re: career) • Maturity • Having strong social support • Having structure in one's life • Equal or greater status than before 	You will reduce that in a number of these areas, neither you nor the newcomer has any control. In fact, in some areas such as status, newcomers are very likely to be worse off than before. However, there are things you can do to enhance a sense of purpose, belonging, and structure. During this time: <ul style="list-style-type: none"> • Work with the newcomers to find employment and to map out an employment strategy that will lead to a fulfilling job. • Help the newcomers to see the positive contribution they are making to your community. • As the newcomers' English abilities increase, set aside more time for storytelling—this is both an opportunity for the newcomers to teach you about their situation, and a way for them to structure/make sense of events.
Adjustment	Newcomers begin to work in and enjoy the new culture, though there may be some indications of acute/short stress.	Continue to provide friendship and support, and continue to expect to learn as you walk alongside the newcomer.

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Part 4: Video Clip

(20 minutes)

- Introduce the video clip from the 2006 documentary *God Grew Tired Of Us* (5 min.): This video clip is from a documentary about the Lost Boys of Sudan. The Lost Boys of Sudan is a term that was first used by aid workers in refugee camps to refer to the groups of over 20,000 boys of the Nuer and Dinka ethnic groups who were displaced and orphaned after their villages in southern Sudan were attacked during the Sudanese war of 1983 to 2005. They traveled barefoot for a thousand miles across three countries to reach safety. Over half of the boys died due to starvation, dehydration, sickness, disease and attacks by wild animals and militia gunfire. The surviving children reached refugee camps in Ethiopia and Kenya. About 3,800 Lost Boys were resettled to the USA in 2001. (The Lost Girls were not resettled, because the USA resettlement criteria stated that children would have to be orphaned and according to Sudanese custom, the orphaned Lost Girls were not allowed to live alone and had been placed with other families.)



- Follow-up with questions about participants' what initial impressions and thoughts.
- Caution that this experience is very specific and may not be the same for everyone. In this case, the Lost Boys had resided in the Kakuma refugee camps since they were young children and therefore had no exposure to running water, electricity, processed food, etc.
- PowerPoint slide 14: Give participants up to 10 minutes to discuss the following questions in small groups (remind them to refer to Handout 5.8):
 - What stage of the cultural adjustment are they at? Are they experiencing culture shock?
 - If you were a member of their sponsoring group, how would you support them through this stage?

Stages of Cultural Adjustment

Video clip: Lost Boys of Sudan (2003)
<http://youtu.be/-Giwujxh2No>

What stage of cultural adaptation/shock are they experiencing?

If you were a member of their sponsoring group, how would you support them through this stage? 14

- Ask one representative from each group to report back to the large group.
- Option: Ask participants which local service and/or resource could be useful? Note answers on a flip chart.

4.6 MENTAL HEALTH AND INTEGRATION

Purpose: to better understand the mental health needs of refugees who experienced violence and persecution; to inform the settlement preparation work of sponsoring groups

Time required: approximately 60 minutes

Set-up: Seated

Supplies required: PowerPoint slides 15 and 16; flip chart; markers; video clip and sound capability

Summary: This segment allows participants to gain a deeper understanding of the effects of violence and persecution on the mental health of refugees and the challenges that these can become during the settlement phase. Sponsors need to be aware and sensitive to the mental health needs of refugees if they are to support them in their integration.

Instructions: **Option A: Guest Speaker Presentation** (60 minutes)

Invite a community mental health worker, refugee health worker, or a settlement worker with expertise in the area of mental health to speak to the group about the symptoms, effects and treatment of Post-traumatic Stress Disorder (PTSD).

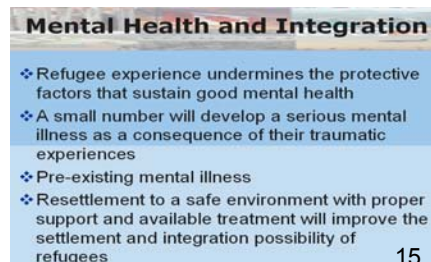
Ensure that 15 to 20 minutes of the time allotted can be used for questions and answers.

Option B: PowerPoint Presentation

If you are unable to arrange for a guest speaker on this topic, you can use the following slides to introduce the topic to participants. Qualify that you are not a mental health expert (unless you happen to have training and experience in this area) and encourage sponsors to liaise with local mental health service providers.

Part 1: PowerPoint slide 15 (10 minutes)

- Review the information on the slide. Note that mental health issues do not necessarily turn into PTSD. However, it would be important for members of sponsoring groups to familiarize themselves with the symptoms of depression, anxiety and PTSD to be able to recognize them and support the refugee in getting appropriate mental health counseling or treatment.



Part 2: Video clip: <http://youtu.be/OQ5v4YYafL4?t=6s>

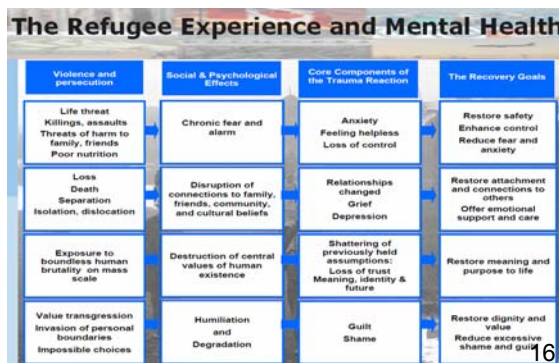
(10 minutes)

- Introduce clip: This video is a 3-minute clip from a PBS series called This Emotional Life. It features psychiatrist, Dr. Barbara Rothbaum, describing the common signs and symptoms of PTSD.
- Instruct participants to take notes about the symptoms.
- After the video clip ask participants to name the symptoms they have heard. Note these on the flip chart.

Part 3: PowerPoint slide 16

(30 minutes)

- Introduce the next slide: This was presented by the Foundation House at the Annual Tri-partite Consultations on Resettlement meeting in Geneva in July 2011.
- Review the information on the slide in the large group.



- Assign one category under 'violence and persecution' to each of the breakout groups. Ask each group to brain-storm how they would support the recovery goal associated with their category. Give them up to 8 minutes to discuss and record their answers on the flip chart paper. Ask each group to report back with their ideas to the large group.
- Alternative: Discuss ways in which sponsors can support refugees in regards to the recovery goals in a large group.

4.7 EVALUATION

Purpose: to summarize key points; bring closure; evaluate the session

Time required: 5 to 10 minutes depending on method (see below)

Set-up: various

Supplies required: See below

Summary: Summarizing the main points and evaluating what worked and what did not are important elements of an effective training session or workshop. Consider the needs of the group when deciding which method to use to bring closure to your session. The following are samples of how you can evaluate the session.

Option 1: Group critique

(10 minutes)

This method allows the group to evaluate its own learning. It is best used for groups which are from the same refugee sponsoring group or committee and will be working together in the near future.

Supplies: post-it notes; pens; flip chart; markers

- Display one flip chart labeled “What we did well” and another one labeled “What we need to improve”.
- Ask participants to write their responses on post-it notes and come up to stick them on the flip charts.
- Group the similar post-it notes together and read them out loud.
- For the notes stuck on the “What we need to improve” chart, you may want to ask participants for suggestions on ways to improve.
- Keep the notes as a record and for planning purposes for the next session.

Option 2: Evaluation survey

(5 minutes)

Asking participants to complete evaluation forms is a good way to obtain individual impressions and keep a record of how the workshop went. Even though their feedback is valuable, keep in mind that many participants may not be objective when providing their feedback.

Supplies: Handout 5.9 or 5.10; pens; envelope to collect handouts

- Distribute the handout and give participants about 5 minutes at the very end of the session to complete the forms.
- Announce that they do not need to provide a name on the forms, and to fold and simply leave them on their tables or place them in the envelope.
- If you use Handout 5.10, make sure to distribute the pre-test at the beginning of your session to be able to make a comparison.

Option 3: Confidence scale**(15 minutes)**

This self-evaluation tool involves physical activity and is best used in a room where there is enough room for people to stand behind and beside each other.

Supplies: none

- Ask everyone to stand up and gather where there are no chairs or tables in the room.
- Ask participants to imagine a scale of 1 to 5 along an imaginable line or row which you will point out in the room (“...from here to here...”).
- Explain that this is a confidence scale, where 1 means less confident and 5 means very confident. Ask participants to place themselves in terms of how confident they feel about meeting the settlement needs of sponsored refugees.
- Once everyone has placed themselves, approach a participant who is standing at either 2 or 3 and point to the level above, asking “What is different here? Why are you not over there?”. Repeat with one or two more participants.
- Instruct everyone to go one level up, to where they want to be.
- Ask: “Look back to where you think you are. How do you get here? What do you do here that you did not do or currently are not doing over there?”
- If a participant has remained at the same level, you could ask them “How do you manage to stay at (e.g.) 5?”

Option 4: Group talk**(15 minutes)**

Another way to evaluate the session is to ask for feedback from participants in the group. This activity works best when you have been able to establish a trusting rapport with participants.

Supplies: none

- Ask participants the following questions. Try to pick different respondents:
 - What would you do differently as a result of this learning/session?
 - What was most useful to you today?
 - What was one pleasant surprise today/about yourself?
- If you want a record of the training outcomes, it may be useful to ask a co-facilitator or volunteer to jot summarize some of the responses on a flip chart.

5. HANDOUTS

5.1 FIND SOMEONE WHO

<p>...can speak two or more languages fluently:</p> <p>_____</p> <p>Name them: _____</p>	<p>...has travelled outside of Canada more than five times:</p> <p>_____</p>
<p>...has acted as a language interpreter:</p> <p>_____</p>	<p>...comes from an intercultural family:</p> <p>_____</p>
<p>...has something interesting to say about their cultural background:</p> <p>_____</p> <p>What is that? _____</p>	<p>...was born outside of Canada:</p> <p>_____</p> <p>What country? _____</p>
<p>...has lived in three or more countries:</p> <p>_____</p> <p>What are they? _____</p>	<p>...has a first language other than English or French:</p> <p>_____</p> <p>Find out how to say a basic greeting in their first language:</p> <p>_____</p>

5.2 ROLE PLAY: THE SHOPPING TRIP*

Mary: Good morning, Imani, ready to go? They've got a lot of specials on at the market today. We should be able to get some good deals.

Imani: *(slow, soft, dignified)* Good morning, Mary. How are you doing today? I am glad to see you well... Yes, I am ready.

Mary: Good. It's probably going to be busy so I want to get there before the crowds. Have you made a list?

Imani: Yes, but I can change it if there is something better. I am used to doing that!

Mary: Mhmm. Well, here's this week's allowance. Let's begin.

Imani: Some cereal, some pop tarts....

Mary: *(She's buying junk!)* Oh, Imani! Pop tarts? Sugared cereal? I think we can do better than that! Let's look over here at these generic brands –they're a good deal-and some healthy cereals. Let's just put these back...

Imani: *(Oh, no! Is she going to direct all my purchases? I can't get my son to eat so many things. At least he likes this cereal and pop tarts. I know my own family! And I have had a lot of practice getting food for us. In very difficult times! I'm sure she is trying to help, but I am so irritated by her manner!)* But, Mary, my son does not like that cereal and he will not eat. I worry about him....

Later...

Mary: Well, Imani, I guess that's it for now. Let's get to the checkout. Oh...you're buying cigarettes...

Imani: *(My husband has smoked a long time. In our country almost everyone smokes. I know it is bad for us, but it is so hard to stop, especially now when we feel so much stress...)* Just one pack, please, for Oliver. It is hard for my husband without a cigarette.

Mary: *(There is so much Imani needs to know: smart shopping, healthy living! I could teach her if she'd just give me a chance! And our money would go farther, too!)* Well, I guess that's okay... Is he trying to quit?

Imani: *(No, but I cannot tell her. She doesn't seem to understand how hard it is to get used to this country. And she seems to expect us to change so fast! I know she's trying to help, but right now I only feel more stress.)* Oh, yes, Mary, he is trying....

*Developed by Maggie Hosgood, Refugee Advisory Group of the United Church, Vancouver, BC

5.3 CASE SCENARIO: ABIDA

Abida and her family were sponsored 2 months ago from a refugee camp. They have endured torture and do not know who if any of their family members have survived the violence in their home town. Abida has left behind a sister who does not have any means of supporting herself in Yemen. Due to recent unrest in the country, Abida has been worried about her sister and wants to support her. Your group learned that she sent money to her sister from the monthly allowance that you have been giving her. Some members of the group were not happy as they felt that she should have used the little amount of money to feed herself and the children. The funds were raised with the help of a number of volunteers and were intended for sponsorship purposes only.

a.) Do you agree with members of this sponsoring group?

b.) If you were part of this group, how could you have handled this situation?

5.4 ROLE PLAY: THE REFUGEE COMMITTEE MEETING*

Alice: Greetings, everyone. Can we call this meeting to order? Let's begin with a review of our sponsorship of Miroslav and the family. How long is it now...?

Ben: Seven months. Time to get Miroslav out to work.

Alice: Well, hang on a minute, Ben. His English still needs a lot of work. If he stops studying now he'll pretty much be condemned to the lowest paying jobs. And he has no idea how to even look for a job in Canada. He'll need training for that, too. If he goes to work now his life will hardly be better than it was in Europe.

Ben: Miroslav has had all the **basic** ESL classes now. (*That should be good enough. Lots of people come here with less help than that- and they make it!*) And Dina's working- it's good enough for her.

Alice: (*I wish Ben'd try to understand what they're going through. He just doesn't seem to get it.*) I don't think that's quite fair, Ben. Dina works as a cleaner- when there is work. She hasn't had many hours lately. And you know, she doesn't get much chance to talk when she's at work, so her English isn't benefiting from this job at all.

Ben: (*They've got a better life just being in Canada. We can't hand feed them forever.*) They're safe and they have the chance to work. There's lots of others that need our help. We should be directing our money toward them now.

Alice: Well, we've committed to supporting them for a year. I think they should have some say in what they want to do. Miroslav wants to study more, I think. Then, when he gets a decent job, Dina can quit cleaning and go to classes.

Ben: (*I know that Jim Brown would give him a job on his pig farm.*) I still think they can work and study if they want. If they couldn't, you know - I wouldn't push for it. But I really feel that we should be looking to help a new family now. We gave Miro and Dina their chance.

Alice: Well, what about the kids. They'll be in school. And there'll be a lot of extras coming up for them. Miro had a good job before they had to run. If he gets a good base in English he should be able to build a career here, too. And, a better life.

Ben: (*She needs to be more realistic!*) You're not convincing me, Alice. I thought that we agreed: one year's support or until they got working, whichever came first. So I think we should help him get to work – starting now.

Alice: (*Ben just doesn't see the importance of education. This is not going to be fixed tonight...*) I don't think we can resolve our differences tonight, Ben. Why don't we all think it over and meet again next week to discuss your ideas further.

* Developed by Maggie Hosgood, Refugee Advisory Group of the United Church, Vancouver, BC

5.5 ROLE PLAY: MIROSLAV AND DINA'S POINT OF VIEW*

- Miroslav:** You are late tonight, Dina. How was your day?
- Dina:** Oh, Miro, I am so tired tonight. We had to clean a house so dirty pigs would not live in it! And the smell! It was terrible!
- Miroslav:** I feel so bad that you must do this work. As soon as I get a good job you can stop cleaning and stay at home with the children.
- Dina:** Oh, Miro - I don't know if I want to stay at home. That is lonely, too. And I want to study English, too. It's too bad we both couldn't study together: It's your turn now. And if you study hard then you can get a real job, like back home. Not like me.
- Miroslav:** But I always have worked for the family. I should be working now - any job!
- Dina:** No, Miro! We agreed! For one year you study, you get good enough English. Then you get a good job. With the church money and my work we can get by for a while.
- Miroslav:** Tonight we are tired. We don't argue- okay. Make us a coffee, eh.

*Developed by Maggie Hosgood, Refugee Advisory Group of the United Church, Vancouver, BC

5.6 CASE SCENARIO: THE SMITHS

The community of Underhill was very excited about the arrival of the Smith family - their first sponsored refugee family.

With a population of 9,590 people, Underhill is a scenic and calm community that offers the best of Canada's natural treasures: mountains, fresh green fields and proximity to the sea side. It has a vibrant arts and craft scene and a booming hotel and tourism industry. The winters are mild and the summers refreshing. For the residents of Underhill and the tourists that come here year by year, this is paradise in North America.

The Underhill refugee sponsorship committee has been in existence for two years. They consist of members from several faith communities who have come together to help a family in need. After over a year of waiting, the Smiths (a family of 4) finally arrived a month ago. Several of the committee members picked them up from the nearby airport and brought them to the basement apartment which they had rented and furnished for them.

Though they had seemed shy and very polite at first, the Smiths seemed to be happy. Then, everything started to change about a week ago: They constantly called the committee to be driven around to various appointments and to run errands. Then they asked for a mobile phone for each member of the family even though the committee had not included more than one phone into the monthly budget. Despite the donated TV and cable, the family asked for a satellite dish. And, when the committee proudly presented the family with the pile of second-hand clothing they had collected from generous community members, the Smiths refused to take them home.

Today, the committee received a call from the family. They asked if they could move to Toronto.

It took more than 12 months of hard work to fund-raise and collect the in-kind donations, and the group was under the impression that the family they would sponsor would be desperate. Members of the sponsorship committee are starting to doubt whether the family was really in need, and whether their funds should have been used to sponsor a different family.

5.7 CASE SCENARIO: THE SMITHS - ADDITIONAL INFORMATION

Cut the different additional information slips to distribute to breakout groups as described on page 19.



Group A: The journey

On the plane to Canada, the Smiths met another family from their country who were on their way to Canada. This family, the Meyers, seemed to know a lot about resettlement and Canada. They told the Smiths that they were being sponsored by Canadians to Toronto. Life would be pleasant and work would be abundant in Toronto. They explained that they would be housed in a hotel for a whole year and provided with a monthly cheque to cover all their living expenses. The Meyers shared the story of the Millers – a family whom they had met in the refugee camp and who had already been resettled to Canada. The Millers had said that there were people in Canada whose job it was to cater to the needs of new immigrants and that they knew the answer to all of the questions someone new might have. The Meyers and the Smiths were excited as they discussed their future in Canada and all the things they would do to ensure their children would live a life full of freedom, safety and opportunity.



Group B: The Smith's point of view

The Smiths are the only newcomers in Underhill. Nobody speaks their language and they cannot obtain the groceries to cook the food from their cultural background that could provide them with some comfort. In a letter to her sister, Ms. Smith writes:

"I am feeling lonelier by the day. The people here are nice but I cannot take the staring and smiling and constant questions anymore. It's like every person in this town knows who we are! Just imagine what it would be like if we were also wearing their clothes! Jane and Peter are already teased in school on a daily basis. Jane says the other girls don't want to play with her, and everyone keeps touching Peter's hair. You know how he hates being touched. It is a struggle to get Peter ready in the mornings; he just does not want to go to school. I think it has to do with the explosion of his school in Owercees. I don't know how to get help here; maybe if we were in Toronto we could get someone who speaks our language to explain to the teacher why he does not like to go to school. If at least they'd get us a cell phone, then I could be sure that he is safe in school and he can call me if anything goes wrong. He would be assured that I can come and get him immediately! We even asked if we could get a satellite dish, like you suggested, so that we can watch programs in our language and find out what is going on in Owercees. But they simply said no, because of money. All of them live in these big houses and have a car each and have proper jobs, but there's not enough money for a satellite dish and cell phones? I feel so cut off from the rest of the world. This is not what I had imagined..."



Group C: Survival

The Smith family is originally from Owercees. Owercees was once a prosperous country but when government forces and militant rebel groups started to fight with guns and heavy weapons ten years ago, many innocent people were killed. The chaos that followed made it unsafe for people to walk the streets. Six-year old Peter Smith was just approaching his school, when a bomb exploded. Peter stood paralyzed with fear when the bloody bodies of peers and teachers were carried away by paramedics. Angry and frustrated with the authorities for having failed to investigate who was responsible for the attack, Mr. Smith wrote a critical editorial for the local newspaper. Less than 12 hours after its publication, a window in the Smith's home was smashed and a note attached to the rock read "Tomorrow you'll be dead!"

The same night, the Smiths crossed the border to Portonia. Infamous for the mistreatment of refugees and asylum-seekers, the Smiths spent the next 2 years living in impoverished circumstances in the capital city. Without proper documentation, the children stopped going to school. Rent was extremely high and yet the landlord did not keep up with any maintenance. Local shop owners would often either refuse to sell merchandise to them or demand a higher price for goods. To survive, the Smiths became adept at growing distrustful towards Portonians and fighting for the things they needed in order to meet the family's basic . At times, they had to beg strangers for some change or food.



Group D: The Underhill Refugee Sponsorship Committee

The Smiths are the first family that the community of Underhill has sponsored. Some residents of the community were initially skeptical about the idea. The committee worked hard to fund-raise and engaged the local media by publishing press releases and editorials about conditions in the Smith's country of origin and the need to help in protecting refugees. The committee received a generous donation from the municipality under the condition that the family stay in Underhill during and beyond the sponsorship period. If the Smiths leave Underhill to go to Toronto, the committee has to pay back the funds that were donated and will lose the confidence of the public to engage in another sponsorship in the future.



5.8 THE FOUR STAGES OF CULTURAL ADJUSTMENT*

THE FOUR STAGES OF CULTURAL ADJUSTMENT

STAGE	CHARACTERIZED BY:	SUPPORT TO PROVIDE DURING THIS STAGE
Honeymoon Stage	An initial reaction of enthusiasm, fascination, admiration, and cordial, friendly, superficial relationships with hosts. (Note: Refugees have not come to Canada by choice, and may be less enthusiastic.)	<ul style="list-style-type: none"> • Provide orientation and information • Focus on the practical aspects of becoming competent in the new situation (i.e. getting around, looking for a job, language training).
Challenge and Crisis	Differences in language, concepts, values, and symbols lead to feelings of inadequacy, frustration, anxiety, and anger. During this time, studies show that most people find the most difficult situations to be: <ul style="list-style-type: none"> • Making friends your own age • Dealing with someone who is cross • Approaching others • Appearing in front of an audience • Getting to know people in-depth, intimately • Understanding jokes, humour, sarcasm • Dealing with people staring at you • Being with people that you don't know very well • Complaining in public/dealing with unsatisfactory service 	Give empathy, friendship and support; accept that anger and frustration are normal and legitimate. <ul style="list-style-type: none"> • Share information about culture shock. • Help newcomers to see their competencies. • Provide opportunities for the newcomers to talk about their culture. • Provide opportunities to learn together about cross-cultural communications. • Talk about the most difficult situations. Share how these things are dealt with in both your cultures. • Share jokes from your different cultures; talk about why they translate (or not). • Set up a fun time for role plays or role reversals (see Appendix). • If the newcomers are suffering from post-traumatic stress disorder or other psychological problems, help them to find appropriate help.
Recovery	The crisis is resolved as the person learns the language and culture of the host country. Life factors known to reduce stress and aid recovery include: <ul style="list-style-type: none"> • Time • Having a sense of purpose • Being socially or politically involved • Having opportunities (esp. re: career) • Maturity • Having strong social support • Having structure in one's life • Equal or greater status than before 	You will notice that in a number of these areas, neither you nor the newcomer has any control. In fact, in some areas such as <i>status</i> , newcomers are very likely to be worse off than before. However, there are things you can do to enhance a sense of purpose, belonging, and structure. During this time: <ul style="list-style-type: none"> • Work with the newcomers to find employment and to map out an employment strategy that will lead to a fulfilling job. • Help the newcomers to see the positive contribution they are making to your community. • As the newcomers' English abilities increase, set aside more times for storytelling—this is both an opportunity for the newcomers to teach you about their situation, and a way for them to structure/make sense of events.
Adjustment	Newcomers begin to work in and enjoy the new culture, though there may be some instances of anxiety and strain.	Continue to provide friendship and support; and continue to expect to learn as you walk alongside the newcomer. ¹

* Courtesy of the Ontario Council of Agencies Serving Immigrants

5.9 EVALUATION FORM A

I LIKED:

I WOULD HAVE LIKED:

This workshop helped me to:

I was attending to find out more about:

I would still like to know more about:

Other comments:

5.10 EVALUATION FORM B

Date:

Before beginning this session, please answer the questions below.

What do you expect to learn in this workshop/what kind of information are you looking for?

On a scale of 1 (very little) to 5 (everything), please rate your:

current knowledge of settlement issues: 1 2 3 4 5

current level of understanding of culture shock: 1 2 3 4 5

current level of knowledge about mental health and the refugee experience: 1 2 3 4 5

overall level of confidence with regards to supporting resettled refugees in Canada: 1 2 3 4 5

Post-session evaluation:

On a scale of 1 (very little/poor) to 5 (everything/strongly agree), please rate your:

current knowledge of settlement issues: 1 2 3 4 5

current level of understanding of culture shock: 1 2 3 4 5

current level of knowledge about mental health and the refugee experience: 1 2 3 4 5

overall level of confidence with regards to supporting resettled refugees in Canada: 1 2 3 4 5

This workshop lived up to my expectations: 1 2 3 4 5

The difficulty level of this workshop was appropriate: 1 2 3 4 5

The most beneficial part of the workshop was: _____

The least beneficial part of the workshop was: _____

Other comments:

6. REFERENCES & RESOURCES

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