

# U.S. Laws and Refugee Status

## Unit Overview for the Trainer

This unit provides participants with an overview of U.S. laws and of their legal status as refugees in the United States. It focuses on the following key points:

- ▶ The United States has laws regarding alcohol, tobacco, drugs, firearms, domestic violence, and child supervision and neglect, among many others. Refugees are responsible for knowing the laws and understanding what will happen to them if they break them.
- ▶ In the United States, refugees have rights and responsibilities. After refugees have lived in the United States for 1 year, they must apply to change their status from refugee to Lawful Permanent Resident.
- ▶ Refugees are responsible for their own safety and should know common safety procedures. They should also know how to access emergency services by dialing 9-1-1 and how to say their address and phone number in English.

Laws in the United States protect the rights of all people. Refugees should have a basic knowledge of their rights and responsibilities under U.S. law and of the process they will need to go through to adjust their legal status. They should also know common personal safety practices.

This unit includes seven activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The seven plans are as follows:

- ▶ *The Basics: U.S. Laws and Refugee Status.* This session discusses safety, the legal status of refugees, and some U.S. laws that participants should know.
- ▶ *Using Emergency Services.* In this session, participants learn what to do in an emergency situation.
- ▶ *Practicing Safety Procedures.* In this session, participants will learn to identify and respond to unsafe situations.
- ▶ *Common Safety Practices.* During this session, participants will learn about things they and their families can do to prevent being in an unsafe situation.
- ▶ *Your Rights and Your Responsibilities.* During this session, participants will learn about their legal rights and responsibilities.

- ▶ *Adjusting Your Status.* This session deals with the process of adjusting status from refugee to Lawful Permanent Resident. It also includes information about the process of becoming a U.S. citizen.
- ▶ *Learning Local Laws.* The activity in this session highlights the importance of learning about and following local laws.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

	Content Objective	Learning Indicator	Activity Plan
Role of the Local Resettlement Agency	Assistance provided by the local resettlement agency and public assistance is limited and benefits vary across agencies, locations, and cases	Participants can articulate that the services they receive will be for a limited time	Your Rights and Your Responsibilities
		Participants can consider the implications of moving away from their initial resettlement site	Your Rights and Your Responsibilities
	Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency	Participants know the caseworker/office contact info and how and when to contact them	Practicing Safety Procedures
Refugee Status	There are <i>rights</i> related to refugee status	Participants can name different kinds of refugee benefits and government assistance for which they are eligible	Your Rights and Your Responsibilities
		Participants understand that as refugees they are authorized to work in the U.S.	The Basics: U.S. Laws and Refugee Status
	There are <i>responsibilities</i> related to refugee status	Participants understand their obligation to repay the travel loan	The Basics: U.S. Laws and Refugee Status
		Participants know how to submit a change of address form	Your Rights and Your Responsibilities
		Participants recognize that refugee and public assistance are limited in scope	Your Rights and Your Responsibilities
	Applying for permanent residency and naturalization are important steps in the status adjustment process	Participants can acknowledge that they are required to apply for permanent residency as soon as they become eligible and they may eventually apply for U.S. citizenship	Adjusting Your Status
There are immigration consequences to breaking U.S. laws	Participants know what behaviors may hinder their adjustment of status or naturalization or lead to deportation	The Basics: U.S. Laws and Refugee Status	

	Content Objective	Learning Indicator	Activity Plan
U.S. Laws	The U.S. is governed by the rule of law	Participants understand that they have a responsibility to know American laws	The Basics: U.S. Laws and Refugee Status  Your Rights and Your Responsibilities  Learning Local Laws
		Participants understand that they have accountability under the law	The Basics: U.S. Laws and Refugee Status  Learning Local Laws
	The U.S. has many laws governing behavior in public	Participants understand laws and norms for the use of alcohol, tobacco, drugs, and firearms	The Basics: U.S. Laws and Refugee Status  Your Rights and Your Responsibilities
		Participants understand laws and norms related to sexual harassment	Your Rights and Your Responsibilities
	There are legal rights and restrictions related to family life	Participants know laws regarding domestic violence	The Basics: U.S. Laws and Refugee Status
		Participants know laws regarding child supervision, neglect, and abuse, including acceptable methods of disciplining a child	The Basics: U.S. Laws and Refugee Status
	There are rights and responsibilities related to U.S. residency and citizenship	Participants are aware of basic civil rights (e.g., right to free speech, assembly, worship, legal assistance)	Your Rights and Your Responsibilities
		Participants understand that when they become citizens they will have the right to vote	Your Rights and Your Responsibilities
		Participants understand the importance of selective service registration and implications if they do not register	Your Rights and Your Responsibilities
		Participants understand that breaking the law may affect their legal status	The Basics: U.S. Laws and Refugee Status  Your Rights and Your Responsibilities

	<b>Content Objective</b>	<b>Learning Indicator</b>	<b>Activity Plan</b>
<b>Your New Community</b>	The local resettlement agency will assist refugees in becoming acquainted with their new community	Participants understand where they live in the U.S. (region, state, city)	Using Emergency Services
<b>Employment</b>	Employees have rights as well as responsibilities in the workplace	Participants can acknowledge that they have the right to be paid for their work and to work in a safe environment free from discrimination and harassment	The Basics: U.S. Laws and Refugee Status
<b>Budgeting and Personal Finance</b>	Paying taxes is a legal obligation in the U.S.	Participants can acknowledge that paying taxes is a personal responsibility	Your Rights and Your Responsibilities
		Participants understand when and how to pay taxes	Your Rights and Your Responsibilities
<b>Housing</b>	Understanding basic safety considerations and use of appliances/facilities will promote safety in the home	Participants understand fire prevention in the home, as well as the use of fire alarms and extinguishers	Practicing Safety Procedures
	There are additional domestic life skills that facilitate independent living	Participants know how to make and receive telephone calls	Using Emergency Services
<b>Safety</b>	Attention to personal safety is an important consideration for all people	Participants understand the concept of personal and family safety	Using Emergency Services Practicing Safety Procedures Common Safety Practices
		Participants know that they need to protect their property	Common Safety Practices

	Content Objective	Learning Indicator	Activity Plan
Safety	Police and law enforcement agencies exist to help people if they become a victim of a crime	Participants understand the role of the police and know that police and other law enforcement officials are trustworthy and are there to help them	The Basics: U.S. Laws and Refugee Status  Using Emergency Services  Practicing Safety Procedures
		Participants can identify crimes that are reportable as well as what incidents may not be serious enough to report to the police	Using Emergency Services  Practicing Safety Procedures
		Participants know how to report crime	Using Emergency Services  Practicing Safety Procedures
Safety	It is important to be prepared for emergencies	Participants understand basic fire safety	Practicing Safety Procedures  Common Safety Practices
		Participants know how to access emergency services and how to dial 9-1-1	Using Emergency Services
Safety	It is important to be familiar with safety procedures	Participants are familiar with general safety procedures related to traffic (as a driver, bike rider, public transit user, or pedestrian)	Common Safety Practices
Cultural Adjustment	Expectations regarding parenting practices may differ in the U.S. from what refugees are used to	Participants can identify parenting practices that are illegal or unacceptable in the U.S.	The Basics: U.S. Laws and Refugee Status
Education	There are legal and normative expectations regarding schooling in the U.S.	Participants can acknowledge that schooling is compulsory until at least the age of 16 for both boys and girls and is free in public schools	Your Rights and Responsibilities
Transportation	Owning or having access to a personal vehicle comes with benefits and responsibilities	Participants are aware of legal requirements such as a driver's license and insurance	Your Rights and Responsibilities
		Participants are aware of safety issues and legal requirements, including the use of child seats	Learning Local Laws

# U.S. Laws and Refugee Status

## The Basics: U.S. Laws and Refugee Status

### Introduction for the Trainer

#### Key Content

During this session, participants will learn about some important U.S. laws, and their legal rights and responsibilities as refugees in the United States.

#### Main Messages

Because the United States is governed by the rule of law, there are many laws that refugees need to know. Refugees are responsible for knowing American laws, such as those related to alcohol, drugs, domestic violence, and child supervision. In the United States, all people (including refugees) must pay the penalty for breaking a law even if they didn't know that they did something wrong.



45 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Describe their rights and responsibilities as refugees in the United States
- ▶ Understand that there are laws about alcohol, tobacco, drugs, and firearms
- ▶ Describe laws about domestic violence, child supervision and neglect, and child abuse
- ▶ State that it is their responsibility to know U.S. laws and the consequences of breaking them
- ▶ State that law enforcement officials can be trusted
- ▶ Describe how to contact law enforcement officials

#### Materials

- Refugee Laws and Status Cards (included)
- Refugee Laws and Status Answer Key and Notes (included)

#### Key English Vocabulary

- ▶ *9-1-1*
- ▶ *emergency*
- ▶ *law*
- ▶ *Don't break the law!*

## Session Preparation

Estimate the number of participants who will be attending the session. Then decide how many small groups there will be during the activity. Each group should have three to four people.

Review the Refugee Laws and Status Cards and edit, add to, or subtract cards based on the participants' needs and level of understanding. Find out about the laws in your area and, in the space provided in the Refugee Laws and Status Answer Key and Notes, include common challenges that refugees face. For example, allowing a young child to walk to a nearby store or laundromat by themselves could be considered neglect, hitting a child is often considered abuse, and leaving a child home alone while going grocery shopping is an example of poor child supervision.

Print the revised Refugee Laws and Status Cards. Cut out the cards along the dotted lines. Then cut each card in half, dividing the picture and the statement in half. Keeping pairs together, divide the cards into the number of groups there will be during the activity.

## Trainer's Introduction of Session to Participants

During this session, we will talk about safety, refugee status, and U.S. laws that are very important for you to know.

## Introductory Exercise

*Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the phrase. Throughout the session, emphasize the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.*

## Activity

Divide participants into the small groups you chose during the session preparation. Distribute sets of Refugee Laws and Status Cards, as organized during the session preparation.

Small groups spend about 5 minutes reviewing the Laws and Refugee Status Cards. Participants look at the cards in the set they have been given and put the two halves together to complete the pictures shown on the cards. Participants then discuss what aspect of U.S. law or refugee status is being shown in the picture.

Bring the full group together. Small groups present their matched Refugee Laws and Status Cards to the full group and describe which aspects of safety, refugee status, and U.S. law are shown in each picture. During the presentations, add more information to the discussion by referring to the Refugee Laws and Status Answer Key and Notes. Answer questions and clarify information as needed.

When small groups have presented their matched cards, debrief the session using the questions below.

## Debriefing Questions

- ▶ If there was an emergency where you lived before you came to the United States, who would people contact for help?
- ▶ Would someone call the police in emergencies? If not, why not?
- ▶ If there is an emergency in your new community, what number should you call?
- ▶ If a police officer is walking toward someone, what should that person do?
- ▶ What is a right that you have as a refugee in the United States? What is a responsibility that you have?
- ▶ What laws about domestic violence and child supervision did you learn?
- ▶ Why is it important that you learn the laws in the United States?

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## *Working With Individuals or Very Small Groups*

When working with one to four participants, participants should spread the Refugee Laws and Status Cards out on a table or on the floor and match the pictures together during the activity. As cards are matched, the trainer should ask participants questions about what they see in the pictures and what the pictures show. When finished, debrief the session using the questions provided.

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## Variations and Considerations

If possible, group participants by language background for the activity so that small groups can communicate in a common language.

If needed, use translated versions of the Refugee Laws and Status Cards.



Refugee Laws and Status Cards



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



*Breaking the law could affect your legal status.*



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



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



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



*There are laws about disciplining children.*



*There are laws about domestic violence.*



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



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

## Refugee Laws and Status Answer Key and Notes

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

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

*Notes on local laws:*

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Breaking the law could affect your legal status.

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

*Notes on local laws:*

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

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

*Notes on local laws:*

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

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

*Notes on local laws:*

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

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

*Notes on local laws:*

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There are laws about disciplining children.

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

*Notes on local laws:*

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There are laws about domestic violence.

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

*Notes on local laws:*

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

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

*Notes on local laws:*

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

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

*Notes on local laws:*

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# U.S. Laws and Refugee Status

## Using Emergency Services

### Introduction for the Trainer

#### Key Content

During this session, participants will learn how to use emergency services.

#### Main Messages

Refugees should know what is and is not an emergency. Refugees also need to know how to dial 9-1-1 in case of an emergency. Trainers should stress to participants the importance of knowing how to say their home address and phone number in English.



20 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Say the number to call in an emergency
- ▶ State what situations require a call for emergency services
- ▶ Practice calling emergency services

#### Key English Vocabulary

- ▶ *ambulance*
- ▶ *fire*
- ▶ *police*
- ▶ *My address is \_\_\_\_\_ and my phone number is \_\_\_\_\_.*

#### Materials

- Emergency Service Responders Signs (included)
- Phone Pad (included), 1 per participant
- Using Emergency Services Script (included)



## Note to Trainer

While this is a good stand-alone activity, it is also a good introduction to the activity plan "U.S. Laws and Refugee Status: Practicing Safety Procedures."

## Session Preparation

If 9-1-1 is not available as an emergency service in the community, find out what emergency services are available in the area and adjust the session plan.

## Trainer's Introduction of Session to Participants

During this session, we will talk about what to do in an emergency.

## Introductory Exercise

Ask participants:

*When there was an emergency such as a fire in your home country or country of asylum, what would someone do?*

*If there is an emergency such as a fire, a severe accident, or a crime in your new U.S. community, what should you do?*

Gather responses from participants.

Tell participants:

*In the United States, you should call 9-1-1. When you call 9-1-1, it is important to be calm, use as much English as you can, speak slowly, and remain on the phone until the operator tells you to hang up.*

*Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.*

## Activity

Tell participants:

*When you call 9-1-1, you will need to give information, such as the type of emergency, your name, and the address where the emergency is taking place.*

Hold up the Emergency Service Responders Signs one by one. Ask participants to identify the type of emergency responder that is being shown, and ask participants to practice saying the word in English.

Tell participants:

*Even if you do not speak English, you will need to tell the operator what type of emergency is happening. You can say, "No English. I speak \_\_\_\_\_," and say the language you speak. The operator may get an interpreter for you. Do not hang up the phone until the operator tells you to do so.*

Distribute a Phone Pad to each participant.

Tell participants:

*We will now practice calling 9-1-1.*

Follow the Using Emergency Services Script. The trainer should act as the operator, and prompt participants to participate in the script as described.

When finished, remind participants that it is important to remain calm, speak slowly, and use as much English as possible when calling 9-1-1. Debrief the session using the questions below.

## Debriefing Questions

- ▶ What is the number you should call if there is an emergency?
- ▶ What type of emergency could it be? Please answer in English.
- ▶ When you call, what information will you need to provide?
- ▶ If you cannot speak English, what should you do? [Answer: Say, "No English. I speak \_\_\_\_\_."] ]
- ▶ What is important to remember when you call? [Answer: Stay calm, use as much English as possible, and stay on the phone until the operator says to hang up.] ]

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## Working With Individuals or Very Small Groups

This session can be conducted with an individual and very small groups, as well as with large groups.

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## Variations and Considerations

If possible, instead of the Phone Pads, use one or several cell phones that are turned off or landlines that are not connected to phone lines (to avoid accidental calls to 9-1-1). Distribute the phones to as many participants as possible, and give the rest of the participants Phone Pads for the activity. If there is time, give each participant the opportunity to practice using a phone.

For more detailed information on teaching and training about the use of emergency services, ProLiteracy has a Keys to Safety Campaign to promote fire prevention and safety education on their web page: <http://goo.gl/3BgB1x>. In particular, their Calling for Help in an Emergency tips and activities web page may be useful: <http://goo.gl/EwwXYM>.

## Emergency Service Responders Signs



*Ambulance*



Fire



Police

Phone Pad



## Using Emergency Services Script

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

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

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

Operator: What is the location of the emergency?

*Participants should say their home address.*

Operator: Is anyone hurt?

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

Operator: What is your name?

*Participants should state their first and last name.*

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

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

Operator: Okay. Please stay on the line.

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

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

# U.S. Laws and Refugee Status

## Practicing Safety Procedures

### Introduction for the Trainer

#### Key Content

During this session, participants will discuss what they should do in situations that may be unsafe.

#### Main Messages

Refugees may face unsafe situations. In these situations, they will have to decide what they should do and who they should call. Trainers should remind participants that police can be trusted to help them.



25 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Describe some unsafe situations they may face
- ▶ Describe what they should do in unsafe situations

#### Key English Vocabulary

- ▶ *fire extinguisher*
- ▶ *smoke alarm (or smoke detector)*
- ▶ *unsafe*
- ▶ *The power is out in my apartment.*

#### Materials

- Safety Procedures Signs (included)
- Safety Situations and Responses List (included)
- Tape
- Optional: Safety Situations List (included)



## Note to Trainer

While this session is a good stand-alone activity, it is also a good follow-up to the activity plan "U.S. Laws and Refugee Status: Using Emergency Services."

## Session Preparation

Review the Safety Procedures Signs and the Safety Situations and Responses List. Add or remove any situations based on local reality. Consider the possible responses as they apply to your community, and make any necessary changes.

Hang Safety Procedures Signs around the training space.

## Trainer's Introduction of Session to Participants

You may find yourself in a situation that you feel is unsafe. During this session, we will talk about what you might do in different situations.

## Introductory Exercise

Introduce and describe each of the Safety Procedures Signs to participants.

*Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.*

## Activity

Read a situation from the Safety Situations and Responses List aloud to participants. Participants decide what action they would take if they were in that situation, and move to stand near the appropriate Safety Procedures Sign to show the action they have chosen.

Discuss the situation and the steps that should be taken. Refer to the responses in the Safety Situations and Responses List as needed. Then move on to the next situation.

When finished, debrief the session using the questions below.

## Debriefing Questions

- ▶ What are some unsafe situations that were discussed in this session?
- ▶ What are some good ways to respond to the situations?

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## *Working With Individuals*

When working with an individual, introduce the Safety Procedures Signs to the participant, as described in the introductory exercise. Place the signs on the table or tape them to the wall. Read a situation from the Safety Situations and Responses List aloud. The participant decides which action s/he would take based on the Safety Procedures Signs. Discuss the participant's choice of action. Refer to the responses in the Safety Situations and Responses List as needed. Then read another situation and continue in the same way. When finished, debrief the session using the questions provided.

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## Variations and Considerations

If needed, use translated versions of the Safety Procedures Signs and/or the Safety Situations and Responses List.

When working with a literate group, consider giving each participant, or each group of participants, a copy of the Safety Situations List to read. Participants can decide how they would respond to the situations before discussing them as a full group.

Safety Procedures Signs



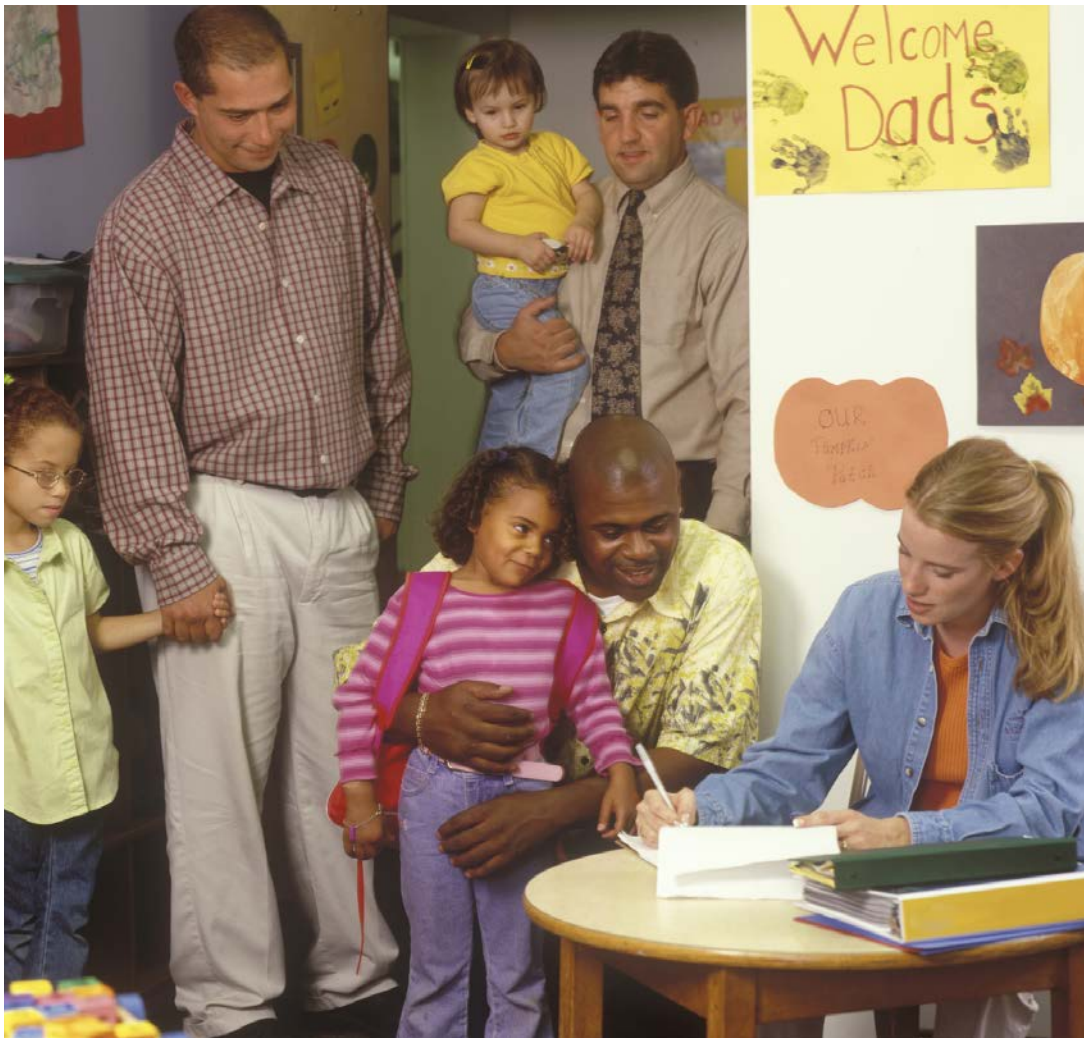
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*Call 9-1-1*



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*Call your case worker/manager*



*Call your child's teacher*



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



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*Call your doctor's office*



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*Call your landlord/landlady*



*Call your neighbor*



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





*Pull the fire alarm*



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*Shout for help*



*Sit and wait for instructions*



*Use a fire extinguisher*

## Safety Situations and Responses List

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

A man ran by you and stole your bag.

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

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

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

The hot water is not working in your home.

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

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

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

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

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

There is a large fire in your home.

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

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

*Possible response: Use a fire extinguisher.*

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

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

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

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

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

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

You left your wallet on the bus.

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

You think your child has swallowed some poison.

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

You think your spouse is having a heart attack.

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

Your daughter is being made fun of at school.

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

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

*Possible response: Call your neighbor.*

Your son cuts his arm and is bleeding.

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

Your son hits his head and is not conscious.

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

## Safety Situations List

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

# U.S. Laws and Refugee Status

## Common Safety Practices

### Introduction for the Trainer

#### Key Content

During this session, participants will learn about the importance of personal safety and ways to stay safe in their new community.

#### Main Messages

As refugees learn to get around their new community, they will need to be familiar with common safety procedures to keep themselves, their family, and their property safe. They will need to learn how to be safe in their home, car, neighborhood, and community. Trainers should highlight the importance of personal safety since participants will often be on their own.



30 minutes

#### Objectives

Participants will be able to do the following:

- ▶ State that they are responsible for their own safety
- ▶ Identify situations that may be unsafe
- ▶ Describe some personal safety measures

#### Materials

- Flipchart paper, markers, and tape
- Common Safety Practices Memory Cards (included), 1 set per group of 4 to 5

- Common Safety Practices Memory Card Answer Key (included)

#### Key English Vocabulary

- ▶ *aware*
- ▶ *lock*
- ▶ *safety*
- ▶ *Fasten your safety belt.*



## Session Preparation

Review the Common Safety Practices Memory Cards and add to or remove from the cards based on local reality. Print sets of the cards to be used and cut them along the dotted lines, keeping sets together.

## Trainer's Introduction of Session to Participants

You will often be on your own in your new community, so you will need to know how to handle a situation that may be unsafe. Being safe is your responsibility. During this session, we will think about some unsafe situations you or your family may face. We will also talk about things you and your family can do to be safe in your new community.

## Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about how they stayed safe in their home country or country of asylum. Ask participants to share their thoughts about this with a partner.

Bring the full group together and ask for highlights from the partner discussions. On flipchart paper, record notes on common safety practices participants used in their home country or country of asylum. Ask participants if there are other common safety practices they might add to the list.

*Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same way with the rest of the words and the phrase. Throughout the session, continue to highlight the words as they come up and use the phrase whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.*

## Activity

Divide participants into groups of four to five people. Distribute a set of Common Safety Practices Memory Cards to each group.

Groups place the Common Safety Practices Memory Cards face down on the table in front of them as shown here:



Participants take turns turning over two Common Safety Practices Memory Cards at a time. The object is to find two cards that match. If a participant finds a set of cards showing a situation (such as walking outside at night) with a matching safety measure (such as walking in groups), they remove these two cards from the playing space, and it is the next person's turn. If the participant does not find a set of matching cards, the cards are turned back over so they are face down, and it is the next person's turn. Refer to the Common Safety Practices Memory Card Answer Key to help participants identify matches.

Allow groups to play for 10 to 15 minutes. If a group completes the game in less time, they can start the game over. Encourage participants to talk about the situations and different safety measures that people can take to protect themselves.

After 10 to 15 minutes (even if groups have not finished the game), bring the full group together and debrief the session using the questions below.

## Debriefing Questions

- ▶ Why is safety your responsibility?
- ▶ What are some unsafe situations you may face?
- ▶ What are some things you did in your home country or country of asylum when you felt unsafe?
- ▶ What are some things you can do here when you feel unsafe?

---

## *Working With Individuals or Very Small Groups*

When working with one to three participants, conduct the introductory exercise by asking participants how they stayed safe in their home country or country of asylum. Discuss some of these practices and how they may be useful in the United States. Then spread the Common Safety Practices Memory Cards out on a table. Together, match the cards and discuss what is shown on each card with participants. When finished, debrief the session using the questions provided.

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## Variations and Considerations

If possible, group participants by language background for the activity so that small groups can communicate in a common language.

## Common Safety Practices Memory Cards



*Carrying money and valuables*



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



*Children returning home from school*



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



*Crossing the street*



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



*Drinking alcohol*



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



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



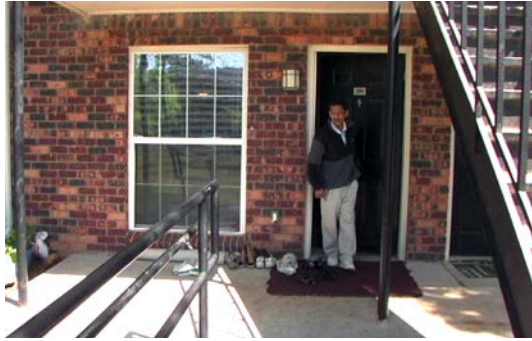
*Take a break from the disagreement and do not become violent.*



*Keeping cleaning supplies and medicines*



*Lock them safely away from children.*



*Leaving home*



*Lock windows and doors.*



*Moving to a new community*



*Meet your neighbors.*



*Riding a bike*



*Always wear a helmet.*



*Riding in a car*



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



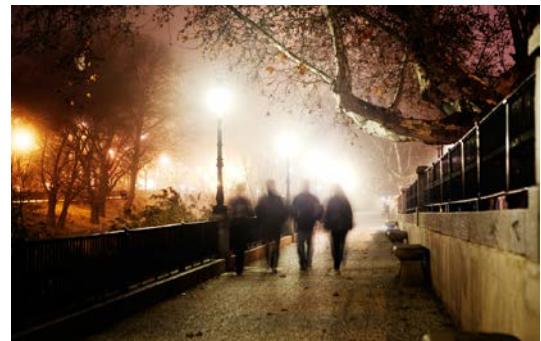
*Using the stove or oven*



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



*Walking at night*



*Walk in groups.*

## Common Safety Practices Memory Card Answer Key

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

# U.S. Laws and Refugee Status

## Your Rights and Your Responsibilities

### Introduction for the Trainer

#### Key Content

During this session, participants will learn about their rights and responsibilities in the United States.

#### Main Messages

Refugees in the United States have many basic civil rights. These rights include the right to worship as one chooses and the right to free speech. All rights come with responsibilities as well. Trainers should stress the balance of rights and responsibilities.



45 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Explain why people in the United States have both rights and responsibilities
- ▶ Identify some of the rights they have in the United States
- ▶ Identify some of the responsibilities they have in the United States

#### Key English Vocabulary

- ▶ *Green Card*
- ▶ *responsibility*
- ▶ *right*
- ▶ *I have refugee status now.*

#### Materials

- Your Rights and Your Responsibilities Cards (included), 1 set per group of 4 to 5
- Your Rights and Your Responsibilities Answer Key (included)
- “Rights” and “Responsibilities” labels (included), 1 set per group of 4 to 5
- Optional: Tape



## Session Preparation

Review the Your Rights and Your Responsibilities Cards. Edit to reflect local reality. Note the state and local laws, such as minimum wage and the ages for school attendance.

Prepare sets of Your Rights and Your Responsibilities Cards for groups by printing and cutting them along the dotted lines, keeping sets together.

Prepare sets of Rights and Responsibilities Labels for groups by printing and cutting them in half along the dotted lines, keeping sets together.

## Trainer's Introduction of Session to Participants

As a refugee in the United States, you have many rights. You will have more rights after you become a Lawful Permanent Resident and then a U.S. citizen. A Lawful Permanent Resident is also known as an *LPR*. An LPR has a Green Card.

Responsibilities come with these rights.

This session will help you identify some important rights and responsibilities you have.

## Introductory Exercise

*Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same manner with the rest of the words and the sentence. Throughout the session, continue to highlight the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.*

Divide participants into groups of up to four to five people. Distribute Your Rights and Your Responsibilities Cards and Right and Responsibilities Labels to each group.

Ask participants to put the "Rights" and "Responsibilities" labels on a table or the floor a foot or two apart. Groups then review the Your Rights and Your Responsibilities Cards and decide which ones are rights and which are responsibilities. If it is a right, it is placed under the "Rights" label. If it is a responsibility, the card is placed under the "Responsibilities" label.

## Activity

Choose the group whose work is the most accurate, and ask participants to stand around the work. Ask groups to look at the placement of cards and see if anything should be moved around. Refer them to the Your Rights and Your Responsibilities Answer Key as they make their decisions.

Ask participants to sit down.

Debrief the session using the questions below.

## Debriefing Questions

- ▶ What rights do you have now that you didn't have where you lived before?
- ▶ Are there any rights you had before that you don't have now?
- ▶ What new rights that you have now are you happiest about?
- ▶ What responsibilities do you have now that you didn't have where you lived before?
- ▶ Are there any responsibilities you had before that you don't have now?
- ▶ What will you do to be a responsible community member?

---

## *Working With Individuals or Very Small Groups*

When working with an individual or a small group, tape the "Rights" and "Responsibilities" labels to the wall, keeping them about 3 feet apart. During the introductory exercise, participants tape Your Rights and Your Responsibilities Cards to the wall; have participants sort them by rights and responsibilities, with your help. During the activity, the trainer should review the placement of cards and move things as necessary, explaining the moves and answering any questions that come up. When finished, debrief the session using the questions provided.

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## Variations and Considerations

To conduct a shorter session, use fewer Your Rights and Your Responsibilities Cards.

If possible, group participants by language background for the introductory exercise so that they can communicate in a common language.

## Your Rights and Your Responsibilities Cards



*Citizens can vote in elections.*



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



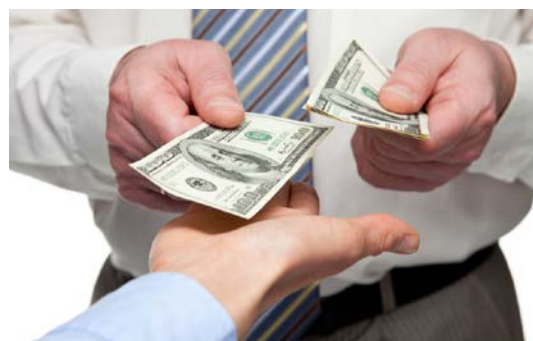
*Families need to support themselves as soon as possible, especially because public assistance is limited for most refugees.*



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



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



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



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



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



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



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



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



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



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



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



*Know the law: Sexual harassment is illegal.*



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



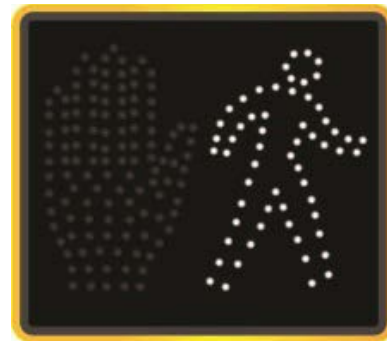
*Men between 18 and 25 years of age must register for the Selective Service.*



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



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



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



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



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



*You can work in the United States.*



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



*You must learn and know the laws.*



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



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

# Your Rights and Your Responsibilities Answer Key

## Rights

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

## Responsibilities

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



# Responsibilities

# Rights

# U.S. Laws and Refugee Status

## Adjusting Your Status

### Introduction for the Trainer

#### Key Content

During this session, participants will learn about the importance of adjusting their status from refugee to Lawful Permanent Resident and the legal process for doing so.

#### Main Messages

Refugees arrive in the United States with refugee status. After 1 year they must apply to become a Lawful Permanent Resident. This change, or “adjustment”, of status is very important: It is required by law, and it is also the path to U.S. citizenship. Trainers should encourage participants to contact an authorized immigration specialist when it is time to adjust their status.



40 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Describe the importance of adjusting status
- ▶ State when the process of adjusting status should begin
- ▶ Identify the steps involved in adjusting status
- ▶ Describe some benefits of adjusting their status to a Lawful Permanent Resident
- ▶ Identify some benefits of adjusting their status to that of a citizen

#### Materials

- Flipchart paper, markers, and tape
- Steps for Refugees to Adjust Status (included)
- Steps for Refugees to Adjust Status Cards (included)
- Optional: Refugee Adjustment of Status Flowchart (included)

#### Key English Vocabulary

- citizen*
- Lawful Permanent Resident (LPR)*
- status*
- I want to adjust my status to \_\_\_\_\_.*

## Session Preparation

Print the Steps for Refugees to Adjust Status on a large piece of paper to use as a poster, and print one handout per participant.

Print a set of Steps for Refugees to Adjust Status Cards. Then cut the cards along the dotted lines.

Create a T-chart on a piece of flipchart paper by drawing a line down the middle and labeling one side *Refugee (Form I-94)* and the other side *Lawful Permanent Resident (Green Card)*. The chart should look like this:

<i>Refugee (Form I-94)</i>	<i>Lawful Permanent Resident (Green Card)</i>
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## Trainer's Introduction of Session to Participants

You arrived in the U.S. with Form I-94, as a refugee. One year after your arrival, you must apply to become a Lawful Permanent Resident (LPR). This change from refugee status to LPR status is called *adjustment of status*. Adjusting (or changing) your status is an important part of resettling into the United States. It is important both for legal reasons and for your own personal reasons.

During this session, we will talk about the process of adjusting status. We will talk about what the process is like, who you should work with, and when the process should start. We will discuss why it is important to keep your vaccination records so you can use them while adjusting your status. We will also talk about the process of becoming a U.S. citizen.

## Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about what it means to be a refugee and what it means to be a Lawful Permanent Resident.

Ask participants to share their thoughts about this with a partner.

Bring the full group together and ask participants to share what they or their partner said. Using the prepared flipchart, record accurate information and clarify inaccuracies.

*Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same way with the rest of the words and the sentence. Throughout the session, continue to highlight the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.*

## Activity

Ask participants what some of the benefits of adjusting status to a Lawful Permanent Resident (LPR) are. Here are some possible answers: an LPR can apply for family reunification of more family members, such as adult children; the document is valid for more than 1 year; and an LPR can join the U.S. military. Record the answers on a separate piece of flipchart paper.

Tell participants that refugees are required to apply to adjust their status to an LPR after they have been in the United States for 1 year. Tell them that they should work with an authorized immigration specialist in order to assist them, and that they can ask their resettlement agency for a referral to such a specialist.

Distribute the Steps for Refugees to Adjust Status Cards, one for each participant. (If there are not enough cards, participants can share.) Tell participants that the cards show the steps required to adjust status to that of a Lawful Permanent Resident. Ask participants to stand and arrange themselves in the correct order. Encourage participants to discuss the order.

When the group has finished, reorder participants as needed, explaining corrections.

Ask participants to sit down.

Tell participants that any male members of their family from the age of 18 through the age of 25 must register with the Selective Service. When a male turns 18, he must register. Those who don't register may have problems becoming a U.S. citizen.

Distribute the Steps for Refugees to Adjust Status Handouts and show participants the Steps for Refugees to Adjust Status Poster. Answer any questions about the process, and briefly describe the path to citizenship.

Debrief the session using the questions below.

## Debriefing Questions

- ▶ Why is adjusting your status to a Lawful Permanent Resident important?
- ▶ When should you begin the process of adjustment? What is the first step you should take?
- ▶ Why is it important to complete your vaccination course when you first arrive in the United States?

- ▶ What are some of the benefits of adjusting your status?
- ▶ What are some benefits to becoming a U.S. citizen? When could you start that process?

---

## Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, conduct the introductory exercise by asking participants what it means to be a refugee and a Lawful Permanent Resident (LPR). Tell participants that the main difference between the two is that LPRs have more rights than refugees, such as the ability to apply for a spouse or young, unmarried children to come to the United States, and to apply for U.S. citizenship after being in the United States for 5 years.

For the activity, place the Steps for Refugees to Adjust Status Cards on a table or the floor. Participants should arrange the cards in the right order. The trainer should ask questions along the way to help participants find the correct order. When finished, distribute the Steps for Refugees to Adjust Status Handouts and show participants the Steps for Refugees to Adjust Status Poster. Answer any questions about the process, and briefly describe the path to citizenship. Debrief the session using the questions provided.

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## Variations and Considerations

Provide participants with a copy of the Refugee Adjustment of Status Flowchart so they can learn more about the process of adjusting their status to become an LPR.

The Department of Homeland Security's U.S. Citizenship and Immigration Services (USCIS) division has prepared materials to help immigrants and refugees learn how to avoid immigration service scams. The USCIS video *The Wrong Help Can Hurt* (this link brings you to the video: <http://goo.gl/lwd6Fx>) highlights immigration scams, the problems they can cause, and ways to avoid becoming a victim. Print and web materials in various languages can also be found on the USCIS website (accessible through this link: <http://goo.gl/7cqeXp>).

If participants are interested in learning more about the process of becoming a U.S. citizen, consider providing them with a copy of the Becoming a U.S. Citizen Flowchart Poster available for automatic download here: <http://goo.gl/Ar1psz>.

## Steps for Refugees to Adjust Status



1. Arrive in the United States with refugee status.



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



3. Make an appointment with an authorized immigration specialist.



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



5. Receive LPR status and your Green Card.



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



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



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

## Steps for Refugees to Adjust Status Cards



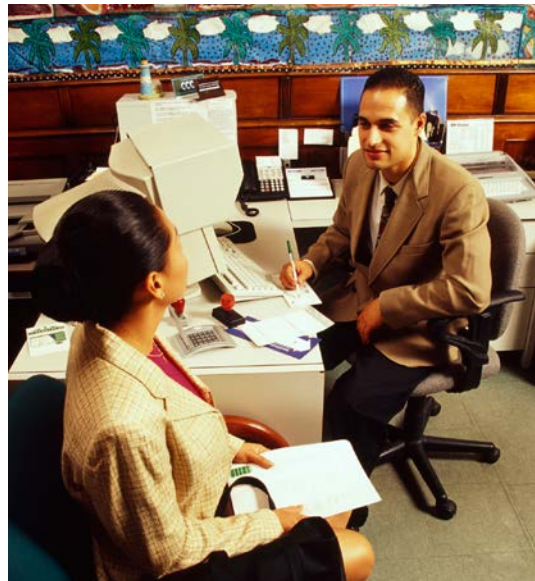
*Arrive in the United States with refugee status.*



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



*Make an appointment with an authorized immigration specialist.*



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



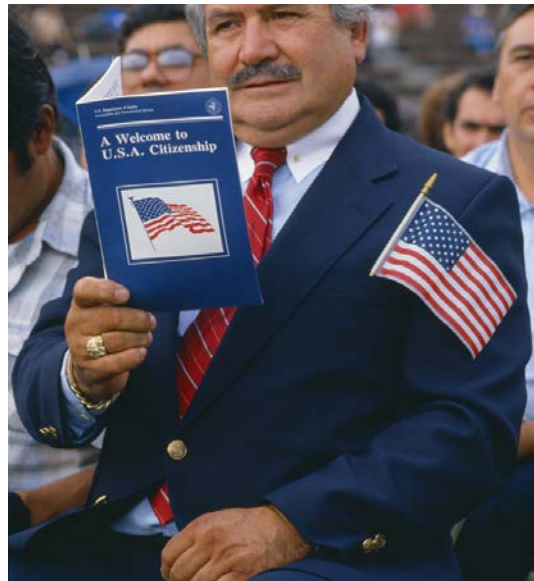
*Receive LPR status and your Green Card.*



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



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



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



## Refugee Adjustment of Status Flowchart

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



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



2. Make an appointment with the authorized immigration specialist.



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



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



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



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



- c. Obtain two passport-style photos.



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



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



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



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



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



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



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

# U.S. Laws and Refugee Status

## Learning Local Laws

### Introduction for the Trainer

#### Key Content

During this session, participants will learn the importance of finding out the local laws in their community.

#### Main Messages

Refugees are responsible for knowing U.S. laws, including local laws. This activity encourages participants to ask questions in order to seek information. Trainers should highlight the fact that asking questions in the United States is not seen as impolite, but rather as showing that you are trying to learn.



25 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Describe why it is important to learn the local laws
- ▶ State that it is their responsibility to learn the laws
- ▶ Ask questions about local laws

#### Key English Vocabulary

- ▶ *cell phone*
- ▶ *local laws*
- ▶ *smoke; no smoking*
- ▶ *What's the speed limit here?*

#### Materials

- Local Law Critical Incidents (included)

## Session Preparation

Review the Local Law Critical Incidents. Choose three to four that would apply in your area. Find out about the local laws in your area that relate to the chosen Local Law Critical Incidents and write notes on this information in the space provided. Be prepared to share this information when leading the discussions during the activity.

## Trainer's Introduction of Session to Participants

In the United States, there are federal laws, state laws, and local laws. Federal laws apply throughout the United States. State laws apply in the individual states, and local laws apply in towns or counties. When you go to a different area, it is important that you learn and know the laws there. If you break a law, you can face penalties even if you did not know the law.

During this session, we will learn about local laws.

## Introductory Exercise

*Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a full group. Continue in the same way with the rest of the words and the question. Throughout the session, continue to highlight the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.*

## Activity

Divide participants into pairs or groups of three.

Read the first chosen Local Law Critical Incident aloud to the full group. Participants then take turns asking their partner or group members a question about the laws being discussed in the critical incident. For example, they could ask, "Whose responsibility is it to take care of the ants in the kitchen—the tenant or the landlord/landlady?" or, "Who should you contact about the problem?"

After a minute, bring the full group together. Ask for a volunteer to ask a question about the law discussed in the Local Law Critical Incident aloud. Then provide participants with information about the critical incident based on what you found out about the local context.

Then read the next chosen Local Law Critical Incident aloud and continue in the same manner explained above.

Do this until all of the chosen Local Law Critical Incidents have been discussed.

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

## Debriefing Questions

- ▶ What are some of the local laws you learned about during today's session?
- ▶ How did you find out about the laws?
- ▶ How did it feel to ask questions about the local laws?
- ▶ Why is it important to learn the local laws?
- ▶ If you do not know a law or something about a law, what should you do? Who can you ask?

---

## Working With Individuals or Very Small Groups

When working with an individual, read a chosen Local Law Critical Incident aloud. The participant then asks the trainer a question to learn more about the law. The trainer should give the correct information before moving to the next Local Law Critical Incident.

When working with two or three participants, this activity can be conducted as already described. Within a small group, participants practice asking questions to learn the law, and then one participant asks the trainer about the law. The trainer should supply the information before moving to the next Local Law Critical Incident.

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## Variations and Considerations

If possible, group participants by language background for the activity so that small groups can communicate in a common language.

A follow-up session to help participants identify and learn more about local laws is the COR Center's activity plan, "U.S. Law, Rights, and Responsibilities: Local Laws and Customs," on page 21 of the *Extended and Enhanced Orientation Curriculum*, available for automatic download here: <http://goo.gl/roJtnj>.

## Local Law Critical Incidents

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

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

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

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

Prabin would like to build a shed in his backyard.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

So Rey would like to carry a concealed firearm.

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

# U.S. Laws and Refugee Status

## Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

*[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]*

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

Vocabulary Word	Definition	Context	Partner Talk
9-1-1	The telephone number you call to get emergency assistance.	When there was a fire in her apartment, Naw Gay called 9-1-1.	What are some reasons to dial 9-1-1? Why?
<i>ambulance</i>	A car or truck that carries people who are sick or hurt to a hospital.	When Adam fell down the stairs and couldn't get up, his mother called the <i>ambulance</i> .	How do you call an <i>ambulance</i> in other countries or places you know?
<i>aware</i>	To know or be conscious of.	When Fatima was driving to school last night, she was not <i>aware</i> that there was a bicyclist in her lane, and she almost hit him.	Why do you think it is important to be <i>aware</i> of your surroundings when you are out at night or in an unfamiliar neighborhood or area?
<i>benefit</i>	An object, action, or sum of money that improves someone's life; aid.	One <i>benefit</i> of LPR status is that an LPR can travel outside the United States without special permission.	What is another <i>benefit</i> to being an LPR in the United States?

Vocabulary Word	Definition	Context	Partner Talk
<i>cell phone</i>	A telephone without wires that works through radio signals; a mobile phone.	When Rose is shopping, she uses her <i>cell phone</i> to call her husband and find out if they need milk.	Do you have a <i>cell phone</i> ? How is it useful?
<i>citizen</i>	A person who belongs to a country either by birth or naturalization.	You must be a <i>citizen</i> to vote in the United States.	What are some of the benefits to being a <i>citizen</i> in the United States? What are some reasons a person may choose not to become a <i>citizen</i> ?
<i>emergency</i>	A sudden dangerous situation that requires immediate action or help.	This is an <i>emergency</i> ! The apartment is on fire!	What can you do when there is an <i>emergency</i> ?
<i>fire</i>	The heat, light, and flames that are made when something burns.	Smoking in bed can cause a <i>fire</i> .	Have you or someone you know ever been in a <i>fire</i> ? What happened?
<i>fire alarm</i>	A device that makes a noise and sometimes flashes to signal that there is a fire. A <i>fire alarm</i> may be automatic, as it is in your apartment, or it may be manual, as it is in a public building. If it is manual, you need to pull the red bar of the alarm to let others know there is a fire.	Leonce pulled the <i>fire alarm</i> when he saw the fire in the hallway of his apartment building.	Where is the <i>fire alarm</i> in your apartment?



Vocabulary Word	Definition	Context	Partner Talk
<i>fire extinguisher</i>	A container for chemicals that can be sprayed on a fire to put it out.	In most public buildings there are <i>fire extinguishers</i> near the elevators. Everyone should have a small <i>fire extinguisher</i> in the kitchen.	Where is the <i>fire extinguisher</i> in this building?
<i>Green Card</i>	A registration card that allows someone not born in the United States to live and work in the United States.	Maya was surprised when she got her <i>Green Card</i> and found it wasn't actually green.	When should you apply for your <i>Green Card</i> ? Who do you need to talk to for help with the application?
<i>law</i>	Rules in a society that must be followed.	Local <i>laws</i> are rules for the town or city where you live.	What do you think will happen if you break a <i>law</i> in the United States?
<i>Lawful Permanent Resident (or LPR)</i>	Someone who is allowed by law to stay in the United States.	Dawit adjusted his status to <i>LPR</i> this month.	When will you be eligible to apply to become an <i>LPR</i> ?
<i>local laws</i>	A law for a smaller place than a nation or a state, such as a county or a town.	In Shogun's town, <i>local laws</i> say you cannot ride a bike on the sidewalk.	Do you know what a <i>local law</i> in your new community is?
<i>lock</i>	A mechanical device for keeping others from opening a door, window, or a safe. You can open <i>locks</i> with a key or a combination.	It is important to <i>lock</i> your home when you leave for work or school in the morning.	How many <i>locks</i> do you have on your apartment door?
<i>police</i>	The government department that protects people and their property and makes sure people obey laws.	Mrs. Rodriguez called the <i>police</i> when she got home and saw that the lock on her apartment door was broken.	What are some reasons to call the <i>police</i> ?

Vocabulary Word	Definition	Context	Partner Talk
<i>responsibility</i>	Something a person is supposed to do.	It is your <i>responsibility</i> as a good member of the community to follow the local laws.	What are some <i>responsibilities</i> you have as a parent? As an employee?
<i>right</i>	A benefit you receive from living or working in a certain place.	Dinesh was surprised to learn that he had the <i>right</i> to not let police search his home without a warrant.	What are some <i>rights</i> you think all people should have? Why?
<i>safety</i>	The condition of being free from harm and danger.	One important rule of <i>safety</i> is to lock your doors.	What are some other ways to increase the <i>safety</i> of your family?
<i>selective service</i>	A system of registering people for the possibility of military service. In the United States, men do not have to serve in the military, but they must register for <i>selective service</i> .	All men must register for <i>selective service</i> by their eighteenth birthday.	Was there <i>selective service</i> registration in other places you have lived? What were the rules?
<i>smoke,</i> <i>no smoking</i>	To put a lit cigarette, cigar, or pipe in your mouth and breathe in the smoke.  <i>No smoking</i> means you cannot smoke here.	In the United States there are <i>no smoking</i> signs in many public areas.	Why do you think there are so many <i>no smoking</i> signs in the United States? Do you think it is a good thing? Why or why not?

Vocabulary Word	Definition	Context	Partner Talk
<i>smoke alarm</i> (or <i>smoke detector</i> )	A device, usually in one's home, that makes a loud noise to warn people of smoke or fire. This device uses batteries.	Abdullah's <i>smoke alarm</i> went off when he burned the chicken on top of his stove and the apartment filled with smoke.	Where is the <i>smoke alarm</i> in your home? Does it have batteries in it?
<i>speed limit</i>	How fast you can legally drive your car.	The <i>speed limit</i> on Ubah's street is 25 miles per hour.	What do you think can happen to you if you are in a car and the driver drives faster than the local <i>speed limit</i> ?
<i>status</i>	A person's condition or position in view of the law.	What is our immigration <i>status</i> ?	Do you think it is a good idea to adjust your <i>status</i> to become a U.S. citizen? Why or why not?
<i>unsafe</i>	Dangerous, not safe.	The fireman said there were many <i>unsafe</i> conditions in the apartment building.	What can you do if you see <i>unsafe</i> conditions in your apartment building or at work?

## U.S. Laws and Refugee Status Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

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

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

## Words

ambulance

fire

police

fire extinguisher

fire alarm

Green Card

lock

9-1-1

## Pictures



## U.S. Laws and Refugee Status Unit Vocabulary Worksheet 2

Directions: Read the paragraph below. Use the word banks, the definitions, and the glossary to complete the sentences. The first one is done for you.

Word Bank		
aware	benefit	citizen
Green Card	Lawful Permanent Resident	right

Maya is excited to become a citizen one day. Then she will have  
*(a person who belongs to a country)*

the \_\_\_\_\_ to vote. Now she is a  
*(a benefit you receive from living in a certain place)*

\_\_\_\_\_ and has her  
*(someone who is allowed by law to stay in the United States)*

\_\_\_\_\_. She was surprised because  
*(a registration card that allows someone not born in the United States to live and work in the United States)*

she was not \_\_\_\_\_ that it would not be green! One  
*(to be conscious of)*

\_\_\_\_\_ is that she can now travel outside the United States. She is  
*(something that improves someone's life)*

excited to visit her family!

