

Faces of Resettlement Video Lesson Plan for Community Members

Session Title: Refugees and Their Contributions to U.S. Communities

Session Description	The purpose of this activity is to familiarize participants with refugees and to provide examples of ways refugees are important to their communities.
Objectives	Participants will be able to: <ul style="list-style-type: none">✓ identify some similarities and differences they have with people featured in the video✓ identify ways in which refugees contribute to U.S. communities
Lesson Time	30 minutes
Materials	<ul style="list-style-type: none">❑ Flipchart paper (or a board) and markers❑ <i>Ways Refugees Contribute to U.S. Communities Warm-Up Session Statements</i> (samples included)❑ Computer, Internet, projector, and screen (or some other way to show the video to the group)❑ <i>Faces of Resettlement</i> video available online at www.culturalorientation.net/learning/learning-videos/faces-of-resettlement
Session Preparation	On a piece of flipchart paper, write the following questions: <ul style="list-style-type: none">▪ What contributions are people in the video making in their communities?▪ Why are these contributions important to the community?
Session Warm-Up	<ol style="list-style-type: none">1. Ask participants to stand in a circle facing each other.<p>Explain that you will read a statement, and participants will decide if that statement applies to them or not. If the statement applies, the participant will take one step forward toward the center of the circle. If the statement does not apply, the participant will remain standing where they are. Ask participants to reflect on each statement before making the decision to step forward or not. Remind participants that the interpretation of statements is completely individual, and that there is no right or wrong interpretation.</p><p>Read the <i>Ways Refugees Contribute to U.S. Communities Session Warm-Up Statements</i> one-by-one. Give time for participants to make their decision and time for discussion if needed. Then ask participants to step back if they have stepped into the circle.</p>2. Ask participants to keep these statements in mind when watching the video.
Viewing Activity	<ol style="list-style-type: none">1. Show the <i>Faces of Resettlement</i> video.2. Ask participants to turn to the person next to her/him and tell their partner one thing that they have in common with one person in the video.
Activity and Discussion	<ol style="list-style-type: none">1. Tell the participants the following:



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When we get to know someone and learn about their story, we realize that we all have things in common with other people, no matter their culture, background, or country of origin. Just like you have hopes of creating a good life for yourself and your family, so too do people who came to the United States as refugees. This includes being contributing members of society. Now let's think about the contributions we saw the people in the video making to their communities.

2. Display the prepared flipchart paper in front of the room.
3. Divide participants into small groups of four to five people. Ask each group to elect a spokesperson to share highlights from their small group discussions. Introduce the questions on the flipchart paper. Ask small groups to discuss these questions.
4. Bring the full group together and ask the spokesperson from each small group to share some brief highlights from their discussions.
5. Debrief the session by asking participants the following questions:
 - What is something you have in common with refugees?
 - What is one way in which refugees contribute to U.S. communities?
 - Why are these contributions important to your community?



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Ways Refugees Contribute to U.S. Communities Session Warm-Up Statements

Directions:

Ask participants to stand in a circle facing each other. Explain that you will read a statement, and participants will decide if that statement applies to them or not. If the statement applies, the participant will take one step forward toward the center of the circle. If the statement does not apply, the participant will remain standing where they are. Ask participants to reflect on each statement before making the decision to step forward or not. Remind participants that the interpretation of statements is completely individual, and that there is no right or wrong interpretation.

Read the statements one by one. Give time for participants to make their decision and time for discussion if needed. Then ask participants to step back if they have stepped into the circle.

Note to facilitator: Below each statement is the name of the individuals (or individual) that directly referred to the statement in the video. Though this information is not part of the activity, it may be useful to the conversation.

1. I consider where I live to be my home.
Note to facilitator: Laetitia discussed this.
2. I am studying or have studied another language besides my own.
Note to facilitator: Zaw discussed this.
3. I have children.
Note to facilitator: Laetitia and Montaha discussed this.
4. I have lived or traveled outside of the United States.
Note to facilitator: Adam, Montaha, Zaw, Adam, and Kashi discussed this.
5. I have attended classes in the United States.
Note to facilitator: Zaw discussed this.
6. I volunteer my time.
Note to facilitator: Laetitia and Kashi discussed this.
7. I know a refugee.
Note to facilitator: Andrea and Carla discussed this.
8. I have worked hard to achieve a goal.
Note to facilitator: Zaw and Montaha discussed this.
9. Someone in my family came to the United States as a refugee or immigrant.
Note to facilitator: Adam, Montaha, Zaw, Adam, and Kashi discussed this.
10. I want to give my children a good future.
Note to facilitator: Montaha and Laetitia discussed this.



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