

**Topic:** Cultural Adjustment

**Activity:** Family Roles and Responsibilities: A Critical Incident for Use With Darfuri Refugees

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<b>Objectives</b>	✓ Participants will better understand the busy lives their family may lead in the United States
<b>Lesson Time</b>	30 minutes
<b>Materials</b>	<input type="checkbox"/> Graph on flipchart/board/wall (sample provided) <input type="checkbox"/> Critical incident (included) <input type="checkbox"/> Markers, tape
<b>Introduction</b>	Life in the United States may be different from your home country or country of asylum. Family members may be very busy with their separate activities, and will need find the time to spend together.
<b>Practice</b>	(Note: Change names used in the critical incident to reflect those of your participants.) <ol style="list-style-type: none"><li>1. Read “Family Roles and Responsibilities: A Critical Incident for Use With Darfuri Refugees” aloud, pausing to follow each set of directions.</li><li>2. Lead a discussion addressing any of the following Reflection Questions that you feel may not have been adequately addressed during the previous discussion.</li></ol>
<b>Reflection Questions</b>	<ul style="list-style-type: none"><li>• What happened in this critical incident?</li><li>• What do the family members do each day?</li><li>• Where does the family income come from?</li><li>• How would you feel about the busy schedule presented here?</li><li>• What do you think the family does on the weekends?</li></ul>

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## Family Roles and Responsibilities: A Critical Incident for Use With Darfuri Refugees

Thabo, his elderly mother Ifeoma, his sister Zeinab,\* and 5 school-age children between them arrived in the United States 1½ years ago. They have very busy days!

Thabo leaves early each morning for work and returns late each night.

### Directions:

- Ask participants to guess what Thabo does in the morning, afternoon, evening, and night each day.
- Write or draw pictures on the graph to demonstrate what Thabo is doing. (For instance, in the morning, afternoon, and evening, Thabo is at work. At night he is home sleeping.)

Zeinab and Ifeoma help the children get ready for school in the morning.

Zeinab then goes to her part-time morning job at a nearby convenience store.

She attends English classes for an hour each afternoon before picking the younger children up from school and returning home.

### Directions:

- Ask participants what Zeinab and Ifeoma do in the mornings. Write or draw pictures on the graph to demonstrate this.
- Ask participants what Zeinab does during the day. Write or draw pictures on the graph to demonstrate this.

After the children leave for school, Ifeoma cares for the house, watches young neighborhood children with some other seniors in the area, and makes dinner for the family.

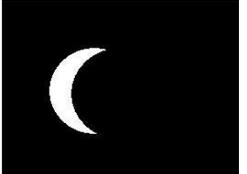
In the evenings, the women and children have dinner together, visit with nearby friends, and ensure homework is finished before bedtime.

### Directions:

- Ask participants what Ifeoma does during the day. Write or draw pictures on the graph to demonstrate this.
- Ask participants what the children do during the day. Write or draw pictures on the graph to demonstrate this.
- Ask participants what the women and children do in the evenings and at night. Write or draw pictures on the graph to demonstrate this.

\* This critical incident is based on the real-life experience of resettled refugees. All identifying information has been changed to protect privacy.

## Family Roles and Responsibilities Chart

	 Morning	 Afternoon	 Evening	 Night
 Thabo				
 Zeinab				
 Ifeoma				
 5 children				

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