

Topic: Role of the Resettlement Agency  
(Hebrew Immigrant Aid Society, RSC, Vienna)



Activity: Introducing Core Services: MEMORY FLASH! “Core Services” Game

## Objectives



The goal of this activity is to introduce the services offered by the resettlement agency in a fun and interactive way.

Some students may be unfamiliar with the role the resettlement agency plays when they arrive in the United States. Refugees may have expectations that do not match the realities awaiting them, and this could lead to frustration and disappointment for both parties.

## Introduction

Memory Flash is a variation on the classic card game “Memory” (also known as “Concentration”) in which cards are presented face down and two cards are flipped over on each turn. The object of the game is to turn over pairs of matching cards. Memory Flash can be played with any number of players, but it is well suited to team play. As cards are turned over, players will see where certain cards are located, and can make a mental note of where to find the matching cards later in the game. This requires players to remember the appearance and position of the cards to be successful.

At the end of the game, when all matching cards are found, the player who has more pairs of matching cards is declared the winner. The activity works well with all ages, affords an opportunity to introduce some English vocabulary, and, particularly for the elderly, can help sharpen focus, attention, and memory retention. Once the key materials are generated, there are many variations to the game, and trainers can tailor the activity to best suit their style and the needs of the class.

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**Lesson Time**

45 minutes (with discussion)

**Materials**

- Set of (10) double-sided, large format picture cards (directions included)
- Set of (10) double-sided, large format text cards (directions included)

The first set features pictures that relate to ten of the resettlement agency's core services. Each card must also have an identical *question mark icon* printed on the reverse side. The *question mark icon* side is facing the class when the activity begins.

Pictures can be adjusted to reflect your group's specific cultural knowledge base, but each must clearly correspond to a text card.

Our cards use the following pictures:



- Airplane
- House
- Bed
- Food basket
- Soap
- Caduceus of Mercury medical symbol
- Chalkboard
- Social Security Card
- “English” in a cartoon word balloon
- “Man at Work” sign

You can find high-resolution copies of these cards for download [here](#).

The second set of 10 cards include text written in both English and in the refugee's native

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language.

Our cards read as follows:

- *Reception at airport of your final destination*
- *Decent, safe, and clean housing*
- *Essential furniture*
- *(Culturally appropriate) food and drink*
- *Soap, clothes, and other basic necessities*
- *Referral to appropriate health screening*
- *Assistance with enrolling children in school*
- *Assistance in applying for social security cards*
- *Advising adults on English classes*
- *Employment counseling and job search tips*

These cards also have a *question mark icon* printed on the reverse side.

## Practice

*Beginning the game:*

Determine how much the participants know about the resettlement agency by asking a few questions, such as:

1. Who will meet you at the airport when you arrive at your final destination in the United States?
2. Where will you sleep your first night in America?
3. What are the most important things you must do during your first month in the United States?

Discuss and list the various items and services people think they will need in order to start their new life in the United States (e.g. find a job, enroll children in school, obtain food and basic necessities, language training, medical care, etc.). Use this discussion to introduce the resettlement agency and the concept of the *core services* provided to refugees for 30 days after their arrival. This may also be a good time to clear up the differences in services provided by the resettlement agency, RSC, IOM, and the U.S. tie (if applicable).

Divide the class into two groups and ask for a representative from each team. Explain the rules of the game (including that teams can help their representative). Determine who goes first.

The first player turns over one card from each of the two sets to see if the picture on the first card matches the text on the second card. As each card is revealed, the player must show the card to the entire class and correctly identify or read aloud what is written on the card.

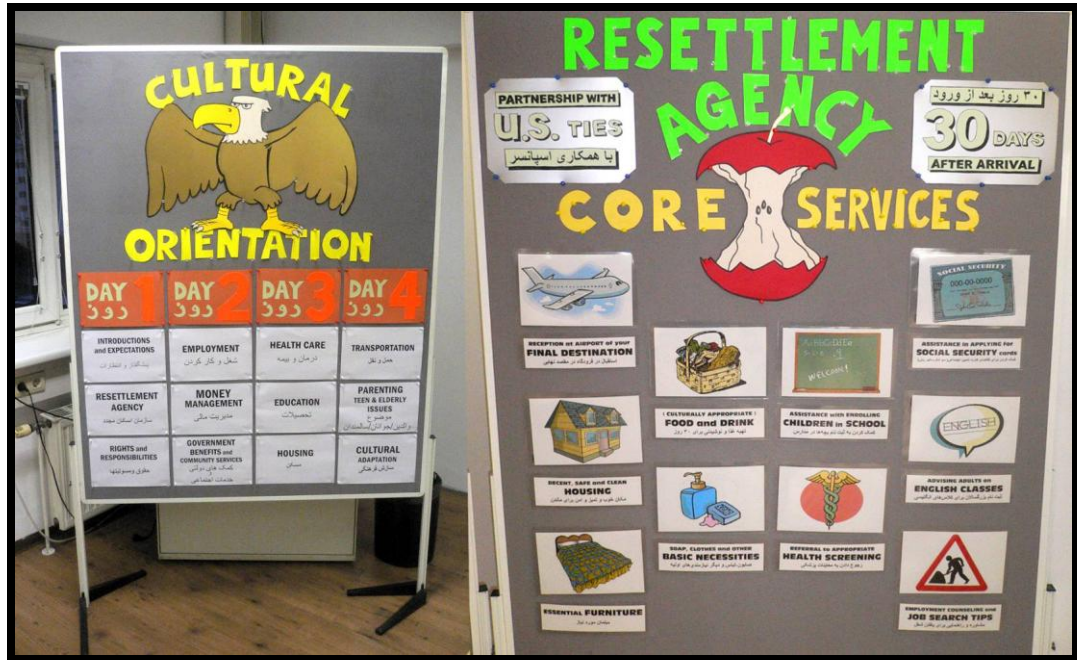
If they match, the player removes the two cards from the playing field and his/her team is awarded a point. The player then continues by turning over two more cards. This player continues playing until two cards that do not match are revealed.

When the revealed cards do not match, the player turns the cards face down again and returns them to their original locations on the playing field. The opposing player takes his or her turn.

The game ends when all of the cards have been matched. The winning team has the most cards at the end of the game.

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At the end of the activity, go through each of the core services the teams revealed and provide additional information. Discuss other core services not introduced through the game, such as community orientation and assistance applying for relevant government benefits. Discuss other resettlement agency teaching points and ask the class about the responsibilities **they have** to ensure they become self-sufficient in the United States.



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## How to make your own Memory Flash: Core Services cards and playing field

In the traditional card game, “Memory” is played with the cards placed face down on a table, but this is impractical for larger groups in a classroom setting. Playing with the cards on the floor may be an option, but in most cases, having the ability to play the game with cards affixed vertically to a wall or a display board will make for a better experience in the classroom.

What follows is the solution we devised for our classes, but there are many ways this could be adapted. Our hope is that this guide will provide you with the basic tools needed to build your own Memory Flash Playing Field, adapted to best suit your classroom needs.

### *Making Your Playing Cards:*

Using a color copier, copy each of 10 picture cards [here](#) to a sheet of cardstock paper.

Then copy the *question mark icon* to the reverse side of the cards. Each of the 10 cards (except the *question mark icon*) has a dashed border showing where the cards should be cut.

When you have both sides of all ten picture cards copied, carefully trim your cards down to size by cutting just inside the border visible on the picture side. Since there is no border printed on the question mark side, you don't have to worry about any unwanted borders being visible if the registration is not perfect from the front to the back. This way, they will look nice, clean and professional!

The next step is to create your text cards. These 10 cards include text written both in English and in the refugee's native language. Each text card should clearly correspond to one of the picture cards. These cards also have a question mark icon printed on the reverse side.

Here is an example of how our text cards look:



Our cards read as follows:

- *Reception at airport of your final destination*
- *Decent, safe, and clean housing*
- *Essential furniture*
- *(Culturally appropriate) food and drink*
- *Soap, clothes, and other basic necessities*
- *Referral to appropriate health screening*
- *Assistance with enrolling children in school*
- *Assistance in applying for social security cards*
- *Advising adults on English classes*
- *Employment counseling and job search tips*

Once you are satisfied with your text, print them on cardstock paper and cut them down to size.

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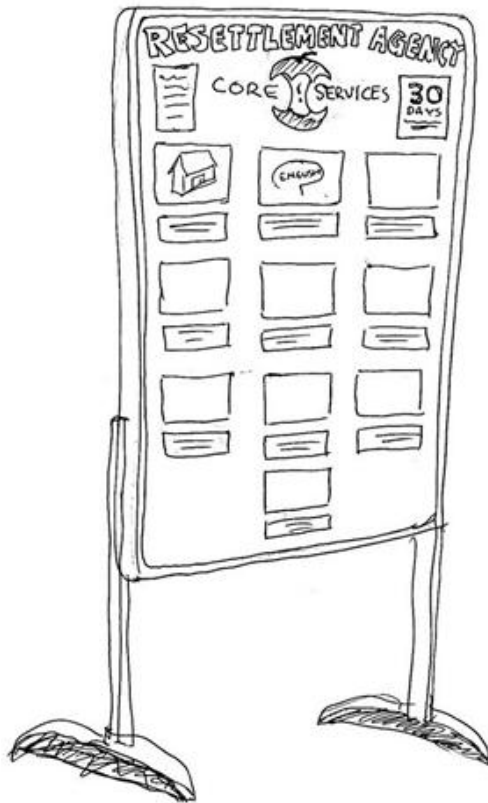
To protect your work, we recommend laminating all of the picture and text cards. Once laminated, trim the excess from the laminating sheet, leaving approximately 5 mm of laminate on each side.

Your cards are now ready to use and should be durable enough to withstand class week in and week out.

#### *Creating your Memory Flash “Playing Field”:*

For our vertical playing field, we used a free-standing, fabric covered presentation board, but a wall or bulletin board would also suffice. When the Memory Flash Game is over, we leave the solution to the game on display for the remainder of the cultural orientation class.

Pushpins and Velcro help to stick items to the board. A sketch of your board might look like this:



To hold the Memory Cards, we needed to create clear “pockets”, that would allow the students to easily remove and replace the cards as the game was played. For these pockets, we trimmed down clear plastic sheet protectors to a size slightly larger than our memory cards. Both the bottom and left hand side of the pockets should be sealed, while the top and right hand side remain open so the cards can easily slide in and out.

To finish the board off, we cut the letters for *resettlement agency* and *core services* out of construction paper and attached them using colored push pins. We also added an apple core cut out of construction paper to teach a little English. At the start of the game, we ask the class to name the fruit on the board and then explain the meaning of the word “core”.

We hope this “How To” guide has been useful! If anyone creates their own variation on this game, we’d love to see what you come up with!

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