

**Topic:** Cultural Adjustment

**Activity:** Family Decisions: A Critical Incident for Use With Darfuri Refugees

---

<b>Objectives</b>	<ul style="list-style-type: none"><li>✓ Participants will consider who in the family may be eligible to work in the United States</li><li>✓ Participants will identify viable options regarding family member responsibilities</li></ul>
<b>Lesson Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Critical incident (included)</li><li><input type="checkbox"/> Optional: Flipchart paper, markers, tape</li></ul>
<b>Introduction</b>	Each decision made within a refugee family affects all members of the family. It is important to think about how you might make these decisions and what issues to consider.
<b>Practice</b>	<p>(Note: Change names used in the critical incident to reflect those of your participants.)</p> <ol style="list-style-type: none"><li>1. Put participants into groups of 2 to 4 and ask each group to choose a spokesperson.</li><li>2. Read “Family Responsibilities: A Critical Incident for Use With Darfuri Refugees” aloud, pausing after each set of reflection questions.</li><li>3. In small groups, participants discuss the reflection questions. Listen in on the discussions to check for understanding.</li><li>4. After the last set of reflection questions, bring the large group together and ask the spokesperson from each group to summarize the main ideas from their group discussions. Discuss as necessary.</li></ol>
<b>Reflection Questions</b>	<ul style="list-style-type: none"><li>• What happened in this critical incident?</li><li>• Why would a full-time job for Sajda* be important? Why is her part-time job important?</li><li>• Why would the family want to move?</li><li>• How would you and your family address such a situation?</li></ul>
<b>Variations</b>	<ul style="list-style-type: none"><li>• Give flipchart paper and markers to each small group and have groups draw and present the highlights of their discussions.</li><li>• If literacy levels allow, prepare flipchart paper with reflection questions for each small group and have groups write and present their answers.</li></ul>

© 2012 Center for Applied Linguistics

The contents of this publication were developed under an agreement financed by the Bureau of Population, Refugees, and Migration, United States Department of State, but do not necessarily represent the policy of that agency and should not assume endorsement by the Federal Government. The U.S. Department of State reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use, this work for Government purposes.

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

Adwoa\*, her two adult daughters, Kambiri and Sajda\*, and her elderly mother arrived in the United States from a refugee camp in Chad ten months ago. Their resettlement agency helped them move into a two-bedroom apartment.

### Stop and reflect:

- Who is in the family?
- Who can work to support the family?
- How do you feel about women supporting themselves?

Kambiri found a job cleaning at a hotel soon after the family arrived. She worked full-time and after six months acquired health benefits for the family. Sajda found a part-time job stocking shelves at a market a few months after arrival.

### Stop and reflect:

- Who is working in the family?
- Why are health benefits for the family important?
- What other needs and responsibilities do Adwoa, Kambiri, Sajda, and Adwoa's mother have?

Adwoa, Kambiri, and Sajda each attended English classes three days a week for two hours. While Kambiri worked full-time, Sajda and Adwoa took turns caring for Adwoa's mother and helping her in the home.

### Stop and reflect:

- Why are English classes important?
- Who helps Adwoa's mother?

Last week, Sajda was offered full-time hours at the market, which would also give her a raise in pay. If Sajda begins working full-time, the family could afford to move into a three-bedroom apartment. However, she would not have time to help Adwoa care for her mother. In addition, she would not be able to attend English classes.

### Stop and reflect:

- What might be good if Sajda takes the full-time job? What problems might come up if Sajda does not take the full-time job?
- Why would the family want to move?
- How would you and your family address such a situation?

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