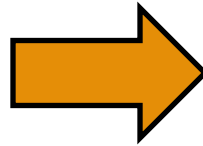




# RSC East Asia Cultural Orientation





## RSC EAST ASIA CO Snapshot

**13,394 individuals (FY13)**

**Based in Bangkok, Thailand with 12  
locations in Thailand & Malaysia**

**20 Nationalities & over 59 Ethnicities**

**3 - 5 days (17 – 25 hours)**

**1 – 30+ participates per class**

**Ages 8 – 80 receiving CO (plus childcare)**

**Mixed ages, languages, education/literacy  
levels, backgrounds & abilities**

**14 topics, over 50 lessons & 59 mandatory  
Key Points**





## CO Populations FY13

**MALAYSIA**  
populations over 100

**THAILAND**  
populations over 100

- 4,945 Chin
- 444 Kachin
- 381 Arakanese
- 310 Rohingya
- 258 Karen
- 213 Mon
- 138 Burman
- 134 Shan

- 5,090 Karen
- 651 Karenni
- 211 Burman



# Background - THAILAND



- \*Live in camps
- \*Not typically employed
- \*Low literacy/education levels



## **Important Themes**

- +Self-sufficiency
- +Early employment
- +English



# Background - MALAYSIA

- \*Live in urban setting
- \*Typically employed
- \*Self-reliant



## Important Themes

- +Secondary Migration
- +Realistic expectations
- +English





# CO Curriculum, Adult

IRC Resettlement Support Center  
East Asia  
Cultural Orientation  
Trainer's Manual  
Revised JUN 2012

Funded by the U.S. Department of State  
Bureau of Population, Refugees and Migration

### Units 9 & 10 - Employment Who Would You Hire?

**Objective** By the end of this lesson, participants will be able to recognize and communicate factors that contribute to making a good first impression.

**Time** 15 - 20 minutes

**Materials** Picture Set, voting items for participants (any small item can be used such as stone, pen, etc.)

**Procedure**

- Tell participants that they are going to view a set of pictures and decide who they would like to hire for a job based on what they see in the pictures.
- Show pictures one by one, and display. (Leave space between the pictures.)
- Give a couple of minutes for participants to look at and discuss pictures.
- Give each participant an item for voting. Explain that they're going to "vote" by placing their item below the picture of the person they would hire. If participants point out that the pictures are all of the same person, trainer should explain that the same person can make a completely different impression depending on dress, body language, hygiene, etc.
- Do a quick visual tally of which picture got the most votes. Ask for input on why participants voted for each picture.
- Call attention to things like - smile, eye contact, posture, hygiene and dress. If participants voted for the candidate wearing traditional clothing, explain that while there will be times/situations for wearing traditional dress, it might not be appropriate for an interview. For example, work attire and formal dress may differ between US and Burmese culture, e.g., an employer may perceive a traditional Karen shirt as casual because it does not have a collar or buttons.
- Explain that an employer will look for the best employee to hire and that how a candidate presents themselves will be important.
- Show a picture of appropriate dress of whichever gender wasn't used in the voting exercise. Ask the class to confirm if he/she has good eye contact, smile, posture, hygiene and dress. If needed, the entire voting exercise could be repeated with multiple pictures.
- Conclude by reviewing what a US employer is likely to prefer - good hygiene, confidence, friendly body language, appropriate dress, etc.

Units 9 & 10: Who Would You Hire?

### Units 9 & 10 - Employment Who Would You Hire? Picture Set

**Who Would You Hire? (MST Version)**

Proper dress with Karen shirt, US casual dress, Proper dress with Western elements, No eye contact & non-assertive

Proper dress with Karen shirt, No eye contact

**Who Would You Hire? (KL Version)**

Old clothing with Thailand, No eye contact and non-assertive, Proper dress with Western elements, Proper dress with Thai Tee

Oldly attire

Units 9 & 10: Who Would You Hire?



# CO Curriculum, Children and Youth

RESETTLEMENT  
SUPPORT CENTER  
RSC EAST ASIA

IRC Resettlement Support Center  
East Asia  
Cultural Orientation  
Trainer's Manual for Children and Youth  
NOV 2012

Funded by the U.S. Department of State  
Bureau of Population, Refugees and Migration

**Unit 10 – Life Skills**  
**Making Friends**

**Objective** By the end of this lesson, participants will be able to:

- Recognize the need to take initiative in making new friends.
- State helpful behaviors for making friends.
- Communicate that friends in the U.S. can be from diverse cultures and backgrounds.

**Age** Children and Youth

**Time** 20 – 30 minutes

**Materials** Picture set, pencils/crayon (or flipchart paper and markers) optional, CO Memory Book

**Procedure**

- Refer back to any earlier conversations about making friends particularly from the Hopes and Fears lesson.
- Ask participants to share how they make friends in their current environments. This may be challenging for children who live in close communities and have never had to seek out new friends. If participants struggle to answer the question, ask if they have ever been in a situation in which they have had to make new friends.
- Using input from this conversation move on to talking about specific things participants can do to make friends in the U.S. Discuss helpful and unhelpful behaviors for making new friends. This could be done in small groups or as a class with everyone thinking about both helpful and unhelpful or assigning groups one or the other.
- If needed demonstrate some examples to get participants thinking such as standing in corner with arms crossed looking down or smiling and making eye contact.
- As a class create a list of behaviors that are helpful and unhelpful. Make sure to include the following helpful behaviors referring back to any earlier conversations about first impressions.
  - Make eye contact
  - Smile
  - Try to speak English (even if it's just hello!)
  - Make an effort to join in games and other activities
  - Practice good hygiene
  - Be open to making friends with children from other cultures and backgrounds.
- Continue with the last point above by saying you want to show the class some pictures to think about and discuss. Allow the class to look at the pictures either in small groups or as a class (use at least 5 photos).
- After the class has seen and discussed the pictures ask the class or groups to think about the message the pictures are communicating.

Unit 10: Making Friends

**Unit 10 – Life Skills**  
**Making Friends Picture Set**

**Making Friends**

Unit 10: Making Friends



# Methodology

Visuals



Situations,  
discussion,  
problem solving



Activities,  
games,  
sharing



Realia







# Demonstration Kitchen & Bathroom







# Ensuring Consistency

Mandatory Key Points  
for each CO unit

Ongoing observations  
using clear, consistent  
criteria focused on  
content & facilitation

Discussion and feedback  
process leading to  
improved performance &  
curriculum

**Key Point Handout  
Adult Cultural Orientation**

RSC Cultural Orientation (CO) provides important information about resettling in the United States (U.S.). A lot of information is introduced and discussed during class. Below is a summary of key points from each unit within CO that are especially important to remember.

**Unit 1 – Pre-Arrival**

- Refugees have ownership of resettlement. The decision to resettle is YC
- Resettlement processing is FREE.
- You have no obligations to anyone or any organization to access r obligations are to yourself and to your family.
- The IOM bag contains documents that allow you to enter the U.S. and the U.S. DO NOT LOSE THIS BAG!

**Unit 2 – Travel to the U.S.**

- There are rules about what you can bring onto the plane and into the understand these rules and regulations before traveling (IOM and RSC information on packing and travel).
- Bring any and all documents you may have to the U.S., includi educational certificates, report cards, birth/marriage certificates, etc. Som you arrive.
- Your trip to the United States will be long and will involve changing pla your final destination. Both IOM and RSC will provide information on t questions.

**Unit 3 – Hello America!**

- The United States is diverse in landscape, climate, and population, ethnicity, religion, etc.
- The United States is a land of immigrants.
- Opportunity + hard work = success

**Unit 4 – Resettlement Agency**

- Resettlement agency assistance in the U.S. is temporary. The goal is to sufficient as quickly as possible.
- The resettlement agency is your best source for accurate information.
- Resettlement agencies are responsible for assisting many refugees communicate your questions and your needs but also know that some When working with your resettlement agency, remember these 4 key i *be proactive, be persistent, and be polite.*
- The resettlement agency has already made preparations for your arrival

Page 1 CO Key 3

**CO CLASS MONITORING – MONITOR GUIDE**

**Instructions:** Monitor will observe full CO course and will score individual lessons in each of the following categories. (See observation notes sheet.) Trainer will receive average score of all lessons for each category. The maximum average score per category is 3, and the minimum is 1. The maximum total score for all four categories is 12, and the minimum is 4 – based on sum of averages for the four categories.

1. ADHERENCE TO CURRICULUM	(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer adheres to lesson plan outlined in the CO Trainer Manual.	<ul style="list-style-type: none"> <li>Trainer significantly changes lesson or skips lesson.</li> <li>Trainer takes significant class time teaching information outside lesson plan.</li> <li>Trainer often uses material from previous version of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer changes lesson slightly.</li> <li>Trainer takes some class time teaching information outside lesson plans, but it does not affect lesson substantially.</li> <li>Trainer rarely uses material from previous versions of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer teaches required lesson as outlined in current CO Trainer Manual.</li> <li>Trainer focuses class time on topics in the lesson plan.</li> </ul>
2. EMPHASIS ON KEY POINTS AND OBJECTIVES	(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer emphasizes key points and objectives throughout lesson.	<ul style="list-style-type: none"> <li>Trainer does not state key points or lesson objectives.</li> <li>Trainer often puts emphasis on topics other than key points or lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer usually states key points and lesson objectives.</li> <li>Trainer usually emphasizes key points and lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer always states key points and lesson objectives clearly.</li> <li>Trainer always emphasizes key points and lesson objectives.</li> </ul>
3. ACCURACY OF INFORMATION	(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer presents accurate information about US resettlement.	<ul style="list-style-type: none"> <li>Trainer often makes factual errors.</li> <li>Trainer often relies on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer often attempts to answer complex student questions outside curriculum without sufficient information.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer rarely makes factual errors.</li> <li>Trainer rarely relies on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer sometimes attempts to answer complex student questions outside curriculum without sufficient information.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer provides students with factual information only.</li> <li>Trainer does not rely on isolated anecdotes or inaccurate generalizations to answer student questions.</li> <li>Trainer effectively directs students to other sources of information for complex questions outside of curriculum.</li> </ul>
4. APPROPRIATE USE OF TEACHING TOOLS	(1) Not Evident	(2) Somewhat Evident	(3) Evident
Trainer uses CO handbook, visual aids, DVDs and realia as outlined in CO Trainer Manual.	<ul style="list-style-type: none"> <li>Trainer does not reference posters, realia, and supplemental units in CO handbook.</li> <li>Trainer does not discuss DVD content with students or highlight key points.</li> <li>Trainer often uses teaching tools not included in current CO curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer often references posters, realia, and supplemental units in CO handbook.</li> <li>Trainer often discusses DVD content with students and highlights key points.</li> <li>Trainer rarely uses teaching tools not included in current CO curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer always references posters, realia, and supplemental units in CO handbook.</li> <li>Trainer always discusses DVD content with students and highlights key points.</li> <li>Trainer only uses teaching tools included in current CO curriculum.</li> </ul>



# Thank you



Children



Youth



Adults