



Community Services

Exploring Your New Community

45 minutes

Objectives

Participants will be able to:

- ✓ identify community services available in the area
- ✓ discuss what is available at various locations in the community
- ✓ consider ways to complete a required schedule



Materials

- ☐ “Exploring Your New Community Game Board” (included, “General Version” and “Advanced Version”), 1 per group
- ☐ Red, yellow, green, and blue markers or highlighters
- ☐ “Your New Community Schedules” (included), 1 copy cut up per group
- ☐ “Exploring Your New Community Spinner” (included) or die, 1 per group
- ☐ Pennies, 24 per group
- ☐ Small tokens to use as player pieces, 4 per group
- ☐ “Advanced Version: Community Cards” (included), 1 set per group



Key English Vocabulary

community	services
department	office
ethnic	

Pre-Session Preparation

Determine which “Exploring Your New Community Game Board” is most appropriate for participants.

Cut up the “Your New Community Schedules” and keep the schedules together in groups.

If printing in black-and-white, color the four houses appropriately on the “Exploring Your New Community Game Boards” and “Your New Community Schedules.”

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise, asking participants to discuss the community services they are aware of. Participants share the community services they have used, and those which they would like to use.

Activity

Divide participants into groups of four. Distribute an “Exploring Your New Community Game Board,” groups of “Your New Community Schedules,” a spinner or die, pennies, and player pieces to each group.

Each participant decides what color schedule they will take. This schedule corresponds to the color house they start in. Each participant starts with their player piece on their house.

Explain the rules of the game:

- Pennies are placed on the services shown on the board. One penny would go on the block with the library; two would go on the block with the fire department and the ethnic market.
- All players spin the spinner (or die). The highest spin goes first. Play goes in a clockwise order.
- The first player spins the spinner and is able to move that many squares. Players have to stay on streets or pass through parks when they travel. When a player reaches a service they need to complete for their schedule, they pick up the penny, read aloud what their schedule says they will do there, and put the penny on their schedule.
- When a player either moves the number of squares shown on the spinner or lands on a scheduled service (whichever comes first), their turn ends and the next player goes (even if the first player did not use up the number of spaces they could move).
- If a player passes by another player’s scheduled service, the penny must be left there.
- Players cannot cut through buildings, but they may move through parks (counting as one space).
- To win, a player collects all six pennies for the items on their schedule card and returns home.

Debriefing Questions to Ask Participants

- ☺ What services did you use today? Which were new for you?
- ☺ What services might you like to use in the future?

Variations or Considerations

Participants can play on teams.

Advanced addition: Use *C cards*, or “Community Cards” and the “Advanced Game Board.” *Cs* are scattered around the game board. “Community Cards” are cut up and in a pile next to the game board. If a player passes over a *C card* while en route to somewhere else, they pick a card from the pile. (A participant may pass over more than one *C* in a turn.) *C cards* are either *success cards* or *challenge cards*.

- *Challenge cards*: If a participant picks up a *challenge card*, they place it on an empty street block or intersection on the game board. If a player wants to pass through that space, they must stop and attempt the challenge; other players vote if the player has overcome the challenge. Once the challenge is overcome, the card is returned to the bottom of the *C card* pile, and the player continues her/his turn. If the player does not overcome the challenge, the *challenge card* remains in its place on the board and the player continues her/his turn by avoiding the space where the *challenge card* lies.
- *Success cards*: If a player picks up a *success card*, the player saves this and can overcome any one obstacle card. Once a *success card* is used, the player returns both the *obstacle card* and the *success card* to the bottom of the *C card* pile and resumes her/his turn.

A die can easily be made from paper on this website:

www.toolsforeducators.com/dice/make1_text.php.

When working with an individual or a small group, the trainer can take part and fewer playing pieces can be used.



8-10 minutes




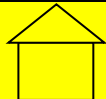
The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.




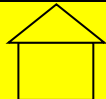
<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
community	A <i>community</i> is an area where a group of people live. A <i>community</i> can also mean a group of people.	The Salam family moved to a <i>community</i> outside of Chicago. The <i>community</i> is very welcoming.	Describe your <i>community</i> .
services	A <i>service</i> is work to help people.	When the car breaks, Sami needs the <i>service</i> of a mechanic. The bank gives financial <i>services</i> . The resettlement agency gives <i>services</i> to refugees.	What <i>services</i> does a hospital give?
department	A <i>department</i> is a separate part of a business or agency (like the mail <i>department</i>); of a school (like the science <i>department</i>); or of a government (like the police <i>department</i>).	Arun works in the mail <i>department</i> at the bookstore. Htut works in the cleaning <i>department</i> at the hotel.	Where are the fire <i>department</i> and police <i>department</i> in your town?
office	An <i>office</i> is a place where people work, such as for a business or agency.	Okot mails a letter at the post <i>office</i> . Dara goes to the doctor's <i>office</i> . Chit works on a computer in an <i>office</i> .	Describe what you might find in an <i>office</i> .

ethnic	<i>Ethnic</i> relates to a group of people with its own language, history, or culture.	Kyi and Suu buy groceries at a Burmese <i>ethnic</i> market. They also like to eat at a Chinese <i>ethnic</i> restaurant.	Sometimes you can find specific <i>ethnic</i> grocery stores. You may also find agencies who work with specific <i>ethnic</i> groups. Do you know any?
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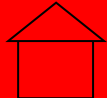



Exploring Your New Community Game Board – General Version

		B Street		C Street		D Street		E Street	
	 Red house		Park		Elementary school		Middle school		 Blue house
2 nd Avenue									2 nd Avenue
	Train station		Office		Library		Park		Dentist
3 rd Avenue									3 rd Avenue
	Park		Resettlement agency		Community center		Hotel		Police department
4 th Avenue									4 th Avenue
	Post office		Shopping center		High school		Fire department; ethnic market		Health center
5 th Avenue									5 th Avenue
	 Green house		Government buildings		Hospital		Elementary school; ESL classes		 Yellow house
		B Street		C Street		D Street		E Street	

Exploring Your New Community Game Board – Advanced Version

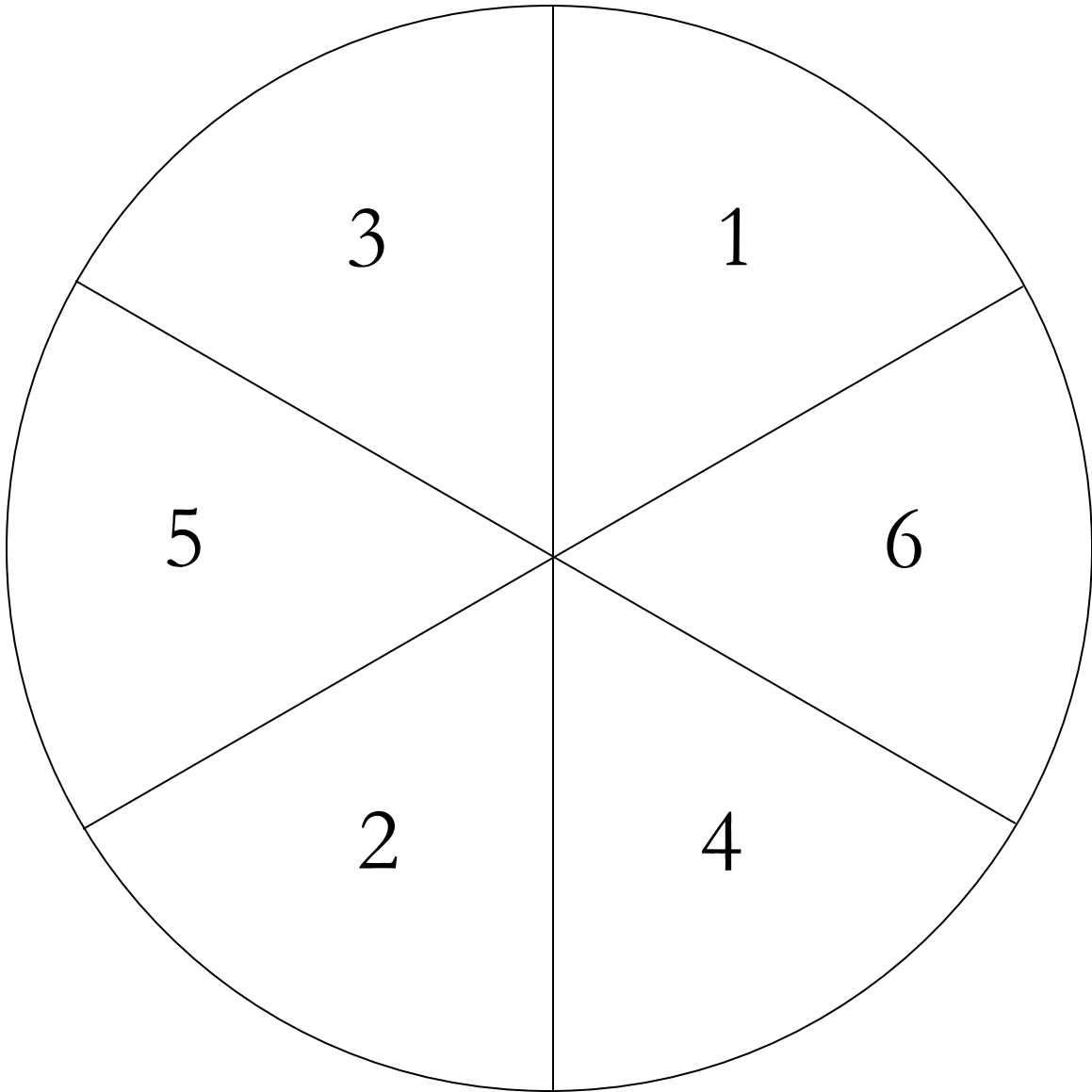
		B Street		C Street		D Street		E Street	
	 Red house		Park	C	Elementary school		Middle school		 Blue house
2 nd Avenue		C					C		2 nd Avenue
	Train station		Office		Library		Park		Dentist
3 rd Avenue						C			3 rd Avenue
	Park		Resettlement agency	C	Community center		Hotel	C	Police department
4 th Avenue	C								4 th Avenue
	Post office		Shopping center		High school		Fire department; ethnic market		Health center
5 th Avenue			C						5 th Avenue
	 Green house		Government buildings		Hospital	C	Elementary school; ESL classes		 Yellow house
		B Street		C Street		D Street		E Street	

Your New Community Schedules

 Red house schedule	Drop your child off at the elementary school	Go to work at the hospital as cleaner	Go for an appointment with your dentist	Pick up your child at the high school	Buy a calling card at the post office	Visit the community center for your ESL classes
 Green house schedule	Meet a friend to walk at the park	Go to work at the hotel helping people with bags	Attend ESL class at the ESL center	Visit the resettlement agency for immigration assistance	Pick up a family member at the train station	Use the computer and check out books at the library
 Yellow house schedule	Go to work at the office as a receptionist	Go to the welfare office to discuss your food stamps	Visit with your child's teacher at the middle school	Take your child to the park to play	Go to the health center for shots	Buy food at the ethnic market
 Blue house schedule	Walk your child to the elementary school	Stop at the government buildings to take your driver's test at the DMV	Go to the police station to pick up the wallet you lost	Buy some household needs at the shopping center	Volunteer at the fire department	Get some exercise at the park

Exploring Your New Community Spinner

Cut the arrow out from the bottom and attach to the center of the spinner with a pin or pencil.



Community Cards

Success cards:	Obstacle cards:
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Use English to ask to pass through</p>
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Greet all players in English</p>
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Practice asking a teacher how your child is doing in school</p>
<p style="text-align: center;">Success!</p>	<p style="text-align: center;">Obstacle: Tell the other players where you are from</p>

<p>Success!</p>	<p>Obstacle: Practice asking for help from your landlord</p>
<p>Success!</p>	<p>Obstacle: Count to 10 in English</p>
<p>Success!</p>	<p>Obstacle: Name the colors of the houses in English</p>
<p>Success!</p>	<p>Obstacle: Tell the other players one thing you like about living in the United States</p>
<p>Obstacle: Tell the other players a food that you like</p>	<p>Obstacle: Tell the other players how many people are in your family</p>



Community Services

Volunteering in Your Community

60 minutes

Objectives

Participants will be able to:

- ✓ discuss what a volunteer is
- ✓ understand the importance of volunteering
- ✓ inquire about volunteer opportunities available
- ✓ identify places to volunteer in the community
- ✓ describe their interest in particular volunteering opportunities



Materials

- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board
- ☐ Tape
- ☐ “Ways to Get Involved in Your Community Sample List” (included)
- ☐ “Getting Involved Chart” (sample included)
- ☐ “Seeking Volunteering Role Play” (included), 1 per participant plus 2 extra



Key English Vocabulary

community	involved in the community
volunteer	organization
opportunity	available

Pre-Session Preparation

Draw a “Getting Involved Chart” on a flipchart or board.

On the two extra “Seeking Volunteering Role Plays,” fill in the blanks based on one volunteer opportunity that is common in your area.

Note to Trainer

In preparation for this discussion, consider the ways volunteers help your agency and its clients. Also consider the benefits this volunteer work has for the volunteers themselves.

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Define what a *volunteer* is with participants. Discuss the concept of, familiarity with, and the importance of volunteers. Also discuss the benefits of volunteering for the volunteer, not just

those they assist. Takes notes on a flipchart or board.

Hang the “Getting Involved Chart” in front of the room. As a full group, brainstorm ways to get involved in the community. Reference the “Ways to Get Involved in Your Community Sample List.” Record notes in the appropriate column of the “Getting Involved Chart.”

Activity

Conduct a “think-pair-share” exercise by asking participants to think about what tasks they might be interested in doing at one of the volunteer venues discussed, and why. Participants then share with a partner and discuss.

Bring the full group together and ask for highlights from the discussion. Take notes in the appropriate columns on the “Getting Involved Chart.”

Ask for two participants who can read English to come to perform a brief, scripted role play. Give the two participants the two completed copies of the “Seeking Volunteering Role Play.” The two participants act it out in front of the full group.

Divide participants into groups of three. Distribute copies of the “Seeking Volunteering Role Play” to participants. In their small groups, participants discuss and fill in the blanks of the script. Two group members then practice the role play. The group rotates in and out with the third participant in the group.

When groups have finished and each person has played both roles, bring the full group together. Debrief the session using the questions below.

Debriefing Questions to Ask Participants

- ☺ Why is volunteering in your community important?
- ☺ What are some volunteer opportunities you might be interested in? Why?
- ☺ How did you feel asking about volunteer opportunities?
- ☺ Why is community involvement important?
- ☺ How do you plan to get more involved in your community?

Variations or Considerations

As follow-up or evaluation, have participants decide on one way to get involved in their community and set a goal for when they will have achieved this. Keep a list and follow up with participants about their plans.

When working with an individual or a small group, the trainer can take part. Discussions can be as a full group. If only one or two participants, practice the role play only once before discussion.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

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<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
community	A <i>community</i> is an area where a group of people live. A <i>community</i> can also be the group of people, such as at a temple, mosque, or church.	The Htoo family moved to a <i>community</i> outside of Chicago. The <i>community</i> is very welcoming.	Describe your <i>community</i> . You may belong to more than one <i>community</i> (e.g., your town, your temple, your work, etc.).
involved in the community	Being <i>involved in the community</i> is being active in a particular group or community.	Namina wants to help her town by being more <i>involved in the community</i> . She will help clean the park.	What are some ways to be <i>involved in your community</i> ?
volunteer	A <i>volunteer</i> is a person who offers to work or help with no pay. To <i>volunteer</i> means to offer to work for free.	Kumar is a <i>volunteer</i> at his temple. He <i>volunteers</i> to read to the children.	Do you know a <i>volunteer</i> ?
organization	An <i>organization</i> is a group that comes together for the same idea or purpose.	Pha works at an <i>organization</i> that helps to give books to schools. He also volunteers at an <i>organization</i> in the building where he lives.	Do you know any <i>organizations</i> ?
opportunity	An <i>opportunity</i> is a chance for a better situation.	The Rai family had the <i>opportunity</i> to move to the United States. Samuel has the <i>opportunity</i> to go to summer camp.	What is one <i>opportunity</i> that you have had?
available	To be <i>available</i> means to be free or able to meet, serve, or work.	Paw is <i>available</i> to meet this afternoon. Sabitri is <i>available</i> to work at the temple once a week.	Do you have any time <i>available</i> to volunteer?

Getting Involved Chart

Community Volunteering Ideas	Tasks and Interests

Seeking Volunteering Role Play

Volunteer: Good afternoon!
Make eye contact and offer your hand to shake

Employer: *Shake hands*
Welcome to _____.
Organization or volunteer opportunity

How are you?

Volunteer: I am doing well, thanks! How are you?

Employer: Things are good. We are busy here.

Volunteer: I am looking to volunteer in the community.
I am interested in _____.
Complete the sentence

Do you have any opportunities available?

Employer: Why do you want to volunteer?

Volunteer: I want to volunteer because _____.
Complete the sentence

Employer: We do not have anything right now.
If you write down your name and number,
I will call you when something comes up.

Volunteer: Great. Thanks very much!

Ways to Get Involved in Your Community Sample List

- By helping children cross the street safely at a school
- By helping clean up the community
- By helping someone who needs it (young, elderly, handicapped, etc.)
- By helping someone who speaks your first language when they need help in English
- By helping watch children, or with set-up or clean-up at a community center
- By helping watch children, or with set-up or clean-up at a pre-school or daycare center
- By helping watch children, or with set-up or clean-up at a recreational center
- By helping watch children, or with set-up or clean-up with a community group
- By helping with lunch, at recess, or in a class at a school
- By cleaning, filing, or photocopying at a local health clinic or hospital
- By cleaning, filing, or photocopying at an agency, organization, or company you would like to work for
- By cleaning, filing, or photocopying at your resettlement agency
- By cleaning, filing, or photocopying with a local government office
- By creating or leading support groups
- By putting books on shelves or reading to children at the library