

Unit Overview for the Trainer

This unit provides participants with an overview of education for both children and adults. It focuses on the following key points:

- ▶ There are laws and customs regarding public schooling in the United States. Children must attend school, and schools expect that parents will be involved in their children's education. Americans believe that when parents are involved, their children do better in school.
- ▶ In the United States, there are also educational opportunities for adults. Adult and young adult refugees need to look at the pros and cons of studying versus working. Studying may lead to better job opportunities in the future, but refugees need to work right away to support themselves and their family, and education in the United States can be expensive. For many refugees, the best option is to work full-time while going to school part-time.

In the United States public education is free, and all children from the ages of 7 to 16 must go to school. Public education is usually available for children ages 5 to 18. Americans believe that a person is never too old or too young to learn new things. There are many educational opportunities for adults. These include English classes, high school diploma preparation classes, job skills training programs, community college, college, and university. Because they have to earn an income, American adults who go to school usually attend classes part-time, at night, or on the weekends, while working full-time.

This unit includes four activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer which highlights the plan's key concepts and main messages.

The four plans are as follows:

- ▶ *The Basics: Education.* In this session, participants will learn some of the basic information they should know about education in the United States, such as what schools expect from children and educational opportunities for adults.
- ▶ *Getting Involved in Your Child's School.* During this session, participants will learn about the importance of getting involved in their children's education. They will identify some of the ways to get involved in U.S. schools and consider the ways that may work best for them and their families.
- ▶ *Dealing With Issues at School.* In this session, participants will learn about some of the challenges their children may face in school and what they can do about them.

- ▶ *Employment Versus Education for Adults*. This session looks at the challenge that adults who want to further their education face: How can they study while earning enough money to support themselves and their families? Participants will learn that they will need to weigh all their options and decide what is best for them and their families.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

	Content Objective	Learning Indicator	Activity Plan
Public Assistance	There are a variety of types of government assistance	Participants can identify types of assistance for families (e.g., WIC, Children’s Health Insurance Program [CHIP], free/reduced school lunch program)	The Basics: Education
Employment	Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women)	Participants understand the importance of retaining their job	Employment Versus Education for Adults
Education	There are legal and normative expectations regarding schooling in the U.S.	Participants can acknowledge that schooling is compulsory until at least the age of 16 for both boys and girls and is free in public schools	The Basics: Education
		Participants who have children can identify services and educational options that might be relevant for them (preschool, day care, special public school options)	The Basics: Education Dealing With Issues at School
		Participants can identify the rights and responsibilities of parents and children in the school system	The Basics: Education Getting Involved in Your Child’s School Dealing With Issues at School

	Content Objective	Learning Indicator	Activity Plan
Education	There are legal and normative expectations regarding schooling in the U.S.	Participants understand the concept of parental involvement in schooling	Getting Involved in Your Child's School
		Participants understand that there are costs associated with free public education (e.g., school supplies)	The Basics: Education Dealing With Issues at School
	The value for adults and teenagers to continue formal education should be weighed against the need to work	Participants can acknowledge that education is a goal to be achieved but should be weighed against other factors such as need for income	The Basics: Education Employment Versus Education for Adults
		Participants can identify education as a lifelong experience	The Basics: Education Employment Versus Education for Adults
	There are many options for continuing education and training beyond compulsory K-12 schooling	Participants can acknowledge that there are educational and training options that allow them to work while going to school	The Basics: Education Employment Versus Education for Adults
		Participants understand the process for obtaining a high school equivalency diploma (GED)	Employment Versus Education for Adults
		Participants can identify types of higher education and training that might benefit them (including university study or vocational training)	The Basics: Education Employment Versus Education for Adults
		Participants can acknowledge that some financial aid may be available for higher education	The Basics: Education Employment Versus Education for Adults
		Participants understand options for continuing education and training related to their employment	Employment Versus Education for Adults

Education

The Basics: Education

Introduction for the Trainer

Key Content

During this session, participants will learn about public education in the United States, the value of education versus work, and educational options for adults.

Main Messages

In the United States, education is available to all children, regardless of ability, sex, age, race, religion, sexual orientation, or social class. Public school is free, and children 7 to 16 must go to school. Schools expect children to behave in certain ways; some of these behaviors may be very different from how schoolchildren are expected to behave in other countries. In the United States, adults, as well as children, often go to school. The trainers should remind participants that self sufficiency should be the primary goal of all adult refugees. Participants will need to weigh the future benefits of school against the immediate need to work and earn an income.



15 minutes

Objectives

Participants will be able to do the following:

- ▶ Define schools' expectations for K-12 students in the United States
- ▶ Discuss the value of education versus work for adults and teenagers
- ▶ Describe some educational options for adults in the United States

Materials

- Basics of Education Statements and Answer Key (included)
- Optional: Basic Information About the U.S. Education System (included)
- Optional: Basics of Education Statements (included)

Key English Vocabulary

- ▶ *certificate*
- ▶ *diploma*
- ▶ *education*
- ▶ *I want to enroll _____ [my child/child's name] in school.*

Note to Trainer

This activity is best done in a space without any furniture, or with furniture pushed to the sides of the room.

Session Preparation

Find out age requirements for attending school in your area. Add this information in the space provided in the second statement of the Basics of Education Statements and Answer Key. Be sure that the statements apply to your area. Make any necessary changes.

Trainers who are not familiar with the U.S. educational system should read Basic Information About the U.S. Education System.

Trainer's Introduction of Session to Participants

During today's session, you will learn some basic information about education in the United States.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Ask participants to stand on one side of the room. Walk down the middle of the room with all participants standing to one side of you and explain that you are drawing an imaginary line.

Tell participants that you will read a statement. If they agree with the statement, participants should cross the imaginary line to the other side of the room. If participants do not agree with the statement, they should remain standing where they are.

Read the practice statement from the Basics of Education Statements and Answer Key. Give participants a moment to decide where they will stand. *[Be sure participants understand the activity].* Ask participants why they agree or disagree. Provide participants with the correct answer if needed. Then ask all participants to go back and stand on one side of the line.

Read the second statement from the Basics of Education Statements and Answer Key. Give participants a moment to decide where they will stand. Ask participants why they agree or disagree with the statement, after making sure that participants understand it. Use the suggested answer listed after the statements if needed. Then ask all participants to stand on one side of the line before reading the next statement. Change the side that participants start on frequently so that some participants are not just standing in one place all the time.

Continue this way until all of the statements have been read. Debrief the activity as a full group using the questions below.

Debriefing Questions

- ▶ What are some facts about public education in the United States that you heard about during this session?
- ▶ What is the value of working versus going to school for teenagers and adults?
- ▶ What are some educational options for adults in the United States?

Working With Individuals or Very Small Groups

This session can be conducted with an individual or very small groups, as well as larger groups.

Variations and Considerations

If needed, use translated versions of the Basics of Education Statements and Answer Key.

When working with a literate group, consider giving each participant, or each small group of participants, a copy of the Basics of Education Statements to read. Participants can decide how they would respond to the statements before discussing as a full group.

Basics of Education Statements and Answer Key

1. In the United States, girls are not expected to attend school after the age of 12.
(Practice statement)
Answer: False
2. School is required for students until they are at least ___ years old.
Answer: True
3. Schools have special services, such as counselors and low-cost lunches, for students who need them.
Answer: True
4. Schools expect parents to be involved in their children's education.
Answer: True
5. Public school is free, but there may be some costs related to your child's K-12 education.
Answer: True
6. Most children do not have homework.
Answer: False
7. After-school activities, such as student government or a sports team, teach children how to get along with people and other life skills.
Answer: True
8. When family income is low, working is more important than school for young adults as well as adults.
Answer: True
9. Most people in the United States consider education to be a lifelong experience.
Answer: True
10. If you are working, you cannot go to school or a training program.
Answer: False
11. If an adult does not have a high school diploma, s/he can get a special high school diploma, called a *GED*.
Answer: True
12. Education after high school is free for everyone.
Answer: False
13. Adults who want to continue their education may be eligible for financial aid.
Answer: True

Basic Information About the U.S. Education System

[This information is for trainers who need to become more familiar with the U.S. education system.]

Children and Youth

Elementary and secondary school education is available to everyone in the United States, regardless of ability, sex, age, race, religion, sexual orientation, or social class. Most Americans view education as a way to get better jobs and improve their standard of living.

Public education is free and mandatory for all children between 7 and 16 years of age. In some states, children under 7 and over 16 must also attend school. Throughout the United States, school is available to students 18 and younger, and in some states, students up to 21 years of age can attend public schools.

The United States does not have a national system of education controlled by the central government. There are no national education requirements or courses of study. States and local school districts decide what students will study, what books they will use, and what they have to do to pass from one grade to another.

Public schools are available throughout the country free of charge. By law, public schools cannot have any religious affiliation. Private schools are also available in most areas, and some have religious affiliations. Private schools charge tuition, which can be very expensive.

It is important that children are enrolled in school as soon as possible after they arrive in their new communities. Case workers/managers help with this process. Most schools require that parents give them a copy of their child's immunization records.

There are four levels of education for children in the United States. Children in the same grade may be different ages, although most children are usually within 1 to 2 years of each other in age.

- ▶ *Preschool.* This level is for children 3 to 5 years of age. It is not required by law, and it is usually not free.
- ▶ *Elementary school.* This level begins with kindergarten (age 5) and continues through fifth or sixth grade (age 12).
- ▶ *Middle or junior high school.* This level usually includes sixth or seventh through eighth or ninth grade, for children ages 12 to 14.
- ▶ *High school.* This level usually includes ninth or tenth grade through twelfth grade, for children ages 14 to 18. Students who complete school requirements at this level receive a high school diploma.

Many schools have special English language classes for children whose first language is not English. Other schools offer extra help to children who need it through a special teacher or a tutor.

There are schools or special classes for children with special needs, such as those with emotional or behavioral issues, learning disabilities, and other physical or mental disabilities. In some communities,

there are also special schools or classes for children with high academic ability in general or with talent in a certain subject area, such as math, sciences, or the arts.

The school year begins in August or September and ends in May or June. Most children attend classes about 6 hours a day, Monday through Friday. Students who need additional time to complete work for their classes may attend summer school in June and July.

Attending school is very important. When students miss school, parents must write a note that explains why the student was absent, and students have to make up the school work they missed.

Although public school is free, parents pay some expenses, such as the cost of school supplies and fees for special activities. Children can take lunch to school or buy low-cost, nutritious lunches in the school cafeteria. Many schools also offer breakfast. Schools may also offer breakfast and lunch for free or at a low cost for children from low-income families.

Some children live close enough to the school to walk there. If the school is too far from home for a child to walk, school buses may provide free transportation to school. The school system will decide the distance from school for free transportation.

The style of teaching and learning in U.S. schools may be different from the style in other countries. In the United States, teachers encourage children to learn by thinking and analyzing, asking questions, and joining in discussions and activities. Students may even disagree with their teachers, if they do so in a respectful way.

Common subjects include English, science, social studies (which often includes history and geography), mathematics, and foreign languages. Many schools also offer special subjects, such as physical education, art, or music. At the high school level (and in some cases at the middle school level), students can usually choose some of their courses.

School, state, and national testing is common and often mandatory for all students.

Most public schools do not have uniforms, but most do have dress codes that students must obey.

Behavior in U.S. schools is informal, compared to schools in other countries. However, students are expected to learn and obey the rules. Students who break the rules are punished in different ways, depending on the school. They may have to talk to the principal, do extra school work, or stay after school. If they do something really serious, they might have to leave the school. Physical punishment is illegal in U.S. schools.

Adults

For adults, most communities offer many different kinds of educational opportunities. Here are some that you may find in your community:

- ▶ English language and literacy classes
- ▶ Training courses in areas such as computer technology, foreign languages, and secretarial skills

- ▶ General Education Development (GED) diploma classes for adults who do not have a high school diploma
- ▶ Vocational and technical schools
- ▶ Community colleges
- ▶ Colleges or universities (usually 4-year programs), offering a Bachelor of Arts degree
- ▶ Graduate schools offering advanced degrees in many fields.

The cost of these classes, schools, and colleges varies a great deal. For example, a 4-year college can be very expensive. Vocational and technical schools can also be expensive. In general, community college classes are less expensive than 4-year colleges. Most schools and colleges offer some financial aid to students who need it.

Continuing education for adults is very common in the United States, and Americans of all ages, including older adults, take courses that interest them or will help them in some way. "You are never too old to learn" is a popular American saying.

Basics of Education Statements

Directions: Read the statement. Decide if it is true or false, and circle your answer. The first one is done for you.

1. In the United States, girls are not expected to attend school after the age of 12.	True	False
2. School is required for students until they are at least __ years old.	True	False
3. Schools have special services, such as counselors and low-cost lunches, for students who need them.	True	False
4. Schools expect parents to be involved in their children's education.	True	False
5. Public school education is free, but there may be some costs related to your child's K-12 education.	True	False
6. Most children do not have homework.	True	False
7. After-school activities, such as student government or a sports team, teach children how to get along with people and other life skills.	True	False
8. When family income is low, working is more important than school for young adults as well as adults.	True	False
9. Most people in the United States consider education to be a lifelong experience.	True	False
10. If you are working, you cannot go to school or a training program.	True	False
11. If an adult does not have a high school diploma, s/he can get a special high school diploma, called a <i>GED</i> .	True	False
12. Education after high school is free for everyone.	True	False
13. Adults who want to continue their education may be eligible for financial aid.	True	False

Education

Getting Involved in Your Child's School

Introduction for the Trainer

Key Content

During this session, participants will learn why parents in the United States get involved in their children's school and how they can get involved.

Main Messages

Educators in the United States believe that parents should be involved in their children's education. They believe that children will try harder and be more successful in school if parents show an interest in their school work. There are many ways that refugee parents (including those who don't speak English) can get involved.



20 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why it is important to be involved in their child's school
- ▶ Discuss some ways to get involved in their child's education
- ▶ Share how they might get involved in their child's education

Materials

- School Involvement Cards (included), 3-4 per participant

Key English Vocabulary

- ▶ *assignment*
- ▶ *classroom*
- ▶ *meeting*
- ▶ *What is the homework today?*

Note to Trainer

Although this session is a good stand-alone activity, it is also a good introduction to the education plan, “Education: Dealing With Issues at School.”

Session Preparation

Cut the School Involvement Cards along the dotted lines.

Trainer’s Introduction of Session to Participants

In some countries, parents do not get involved in their children’s education. They believe that education is the job of teachers, not parents. But most Americans believe that parents should be involved in their children’s education. They believe that when parents become involved in their children’s education, the children take school more seriously and do better. During this session, we will identify some ways to get involved in U.S. schools. You will be able to consider which of the ways might work well for you and your family.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Distribute three to four School Involvement Cards to each participant.

Divide participants into groups of two to three people. Groups look at their School Involvement Cards and discuss what method of school involvement is being shown on them. Participants consider which cards show ways of getting involved that interest them. The trainer should be sure that participants understand what is being shown on each card, reading the caption below the picture if needed.

Activity

Participants stand, holding their School Involvement Cards. As participants walk around the training space, they share their cards with other participants. Participants trade cards with others to obtain the cards showing ways of getting involved that interest them.

After 5 to 10 minutes, ask participants to sit down with their School Involvement Cards.

Debrief the session using the questions below.

Debriefing Questions

- ▶ Why is it important to get involved in your child's education?
- ▶ What are some ways you could get involved?
- ▶ What might be some challenges you face in getting involved in your child's education?
- ▶ What steps should you take to get involved?

Working With Individuals or Very Small Groups

When working with an individual or a small group, use fewer School Involvement Cards, basing your choices on the needs, interests, and educational backgrounds of participants. Place the cards on a table or floor for participants to look at. Each participant reviews the cards and chooses two to three that demonstrate ways that interest them. Put the cards not chosen aside. As a full group, participants show each of the cards they chose. Discuss the different ways to get involved at schools, and debrief the session using the questions provided.

Variations and Considerations

When working with a larger group, use duplicates of the School Involvement Cards or create more cards.

If possible, group participants by language background for the introductory exercise so that they can communicate in a common language.

If needed, use translated versions of the School Involvement Cards.

Ask participants to create an action plan for getting involved in their children's education. The action plan might be to contact their child's teacher with an idea for getting involved, attend a school event, or set a date and time to visit the school. Follow up with participants (with a separate group session or individually) to see how the action plans are coming along and what actions they should take in the future.

School Involvement Cards



Ask your child what s/he learned about in school that day.



Ask your child what they have for homework or check their assignment book or homework folder.



Ask your child's teacher what the homework assignments are.



Attend ESL classes if offered at your child's school.



Attend "Parent Night" or "Back-to-School Night" at school.



Attend parent-teacher conferences.



Attend school board meetings.



Attend special events or activities, such as a school science fair, a concert, or an "International Day" festival.



Chaperone a field trip for your child.



Give a talk about your home country to your child's class.



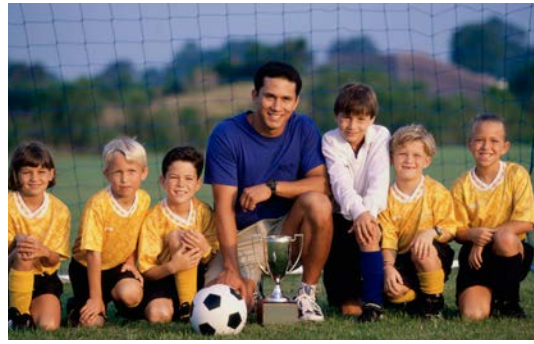
Find out if the school offers school tours or an orientation in the summer before school begins.



Have your child read to you.



Have your child's school records from your home country translated.



Help with an extracurricular activity such as a school sports team or an art club.



Interpret or translate documents for other parents in need.



Join the Parent-Teacher Association (PTA).



Mentor or tutor students in an area you are skilled at.



Participate in school fundraisers.



Read your child's classroom blog for news.



Set up an email account if your child's teacher uses email to send messages and updates about what is happening at school.



Talk to a teacher or an administrator at school about any concerns or questions you have.



Volunteer in a special class, such as music or physical education, or at the school library.



Volunteer in your child's classroom.



Volunteer to help at lunch or recess.



Walk your child to the bus or school.



Work with your child on her/his homework.

Education

Dealing With Issues at School

Introduction for the Trainer

Key Content

During this session, participants will learn about some of the issues children may face in school and ways that parents can help and support them.

Main Messages

Refugee children may face challenges at school as they adjust to their new environment and as their new environment adjusts to them. There are many ways that parents can help and support their children. Trainers should encourage parents to talk on a regular basis with their children to find out how they are doing in school.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify some issues their children might face at school
- ▶ Describe some ways they could help and support their children

Key English Vocabulary

- ▶ *parent*
- ▶ *report card*
- ▶ *tease*
- ▶ *How can I help my child?*

Materials

- School Issue Scenarios (included), 1 per group of 3-4
- Flipchart paper, markers, and tape

Note to Trainer

While this session is a good stand-alone activity, it is also a good follow-up to the activity plan, “Education: Getting Involved in Your Child’s Education.”

Session Preparation

Review the School Issue Scenarios and determine which to use during the session based on the needs and interests of participants and common issues within the community. There should be enough scenarios for each group of three to four participants. If time allows, choose enough for a second round of discussions.

Print the School Issue Scenarios for use and cut along the dotted lines.

Trainer’s Introduction of Session to Participants

Your child may have challenges in school along the way. During this session, we will identify some challenges your child might face, and how you can deal with them.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.]

Review the School Issues Scenarios chosen during the session preparation by reading them aloud to participants. Ask participants which ones they would be interested in discussing.

Divide participants into groups of three to four people, putting together participants who showed interest in the same scenario.

Activity

Ask the groups to each choose a spokesperson who will share the highlights of their discussion. Distribute each group’s School Issue Scenario.

Groups look at the picture and read the scenario. If there is not a literate participant in the group, the trainer should read the group’s assigned scenario. Groups discuss the challenge shown, and come up with different ways to deal with it. Tell participants to keep in mind the needs and well-being of themselves and their family, the child, and the school.

Bring the full group together. Ask spokespeople to present the picture and challenge their group discussed, and ways the group would address the challenge. When each spokesperson has finished, ask for other ideas from the full group. Record ideas on flipchart paper.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What are some ways to address issues at school that you learned about during this session?
- ▶ Which of the ways discussed during this session would you feel most comfortable trying?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, choose three to four School Issue Scenarios that are relevant to participants. The trainer should read a scenario aloud and show participants the corresponding picture. Ask participants what the challenge is, and how they might deal with it. Continue in the same way with the next chosen scenario. When finished, debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language group for the activity so that they can communicate in a common language.

If needed, use translated versions of the School Issue Scenarios.

School Issue Scenarios



You receive a call from the school telling you that your child has been involved in a fight.



You receive a call from the school telling you that your child has not been attending classes.



Your child brings a report card home that shows s/he is not doing well at school.



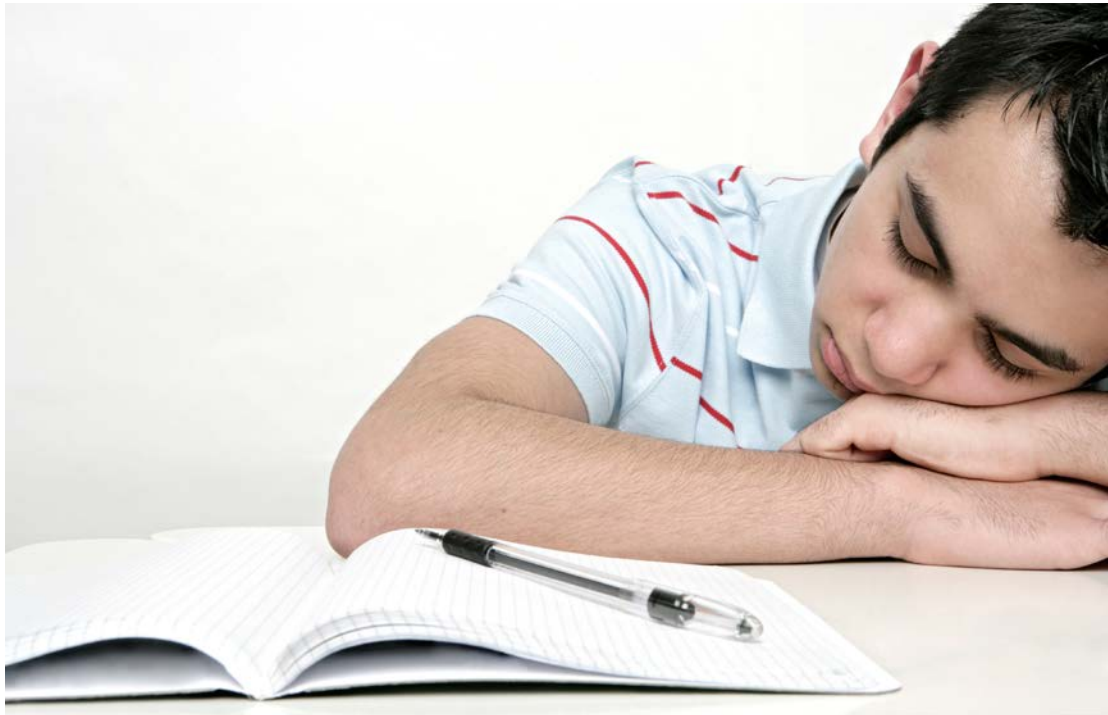
Your child does not want to get involved in extracurricular (after-school) activities at school.



Your child is interested in an extracurricular (after-school) activity offered by the school.



Your child is sent home from school because he brought a toy gun to school.



Your child refuses to complete her/his homework.



Your child tells you that other children at school have been teasing her/him.



Your child tells you that s/he does not like school.



Your child tells you that s/he does not understand the material being discussed at school.



Your child tells you that s/he is not as smart as her/his classmates.



Your child tells you that s/he is not learning anything new at school.

Employment Versus Education for Adults

Introduction for the Trainer

Key Content

During this session, participants will discuss how to balance the desire to further their education with the need to work and be self-sufficient.

Main Messages

Education is a goal for many newly arrived refugees, but for adults who are able to work, the priority should be to find and keep a job to support themselves and their families. In the United States, education is seen as a lifelong experience, and there are educational options that allow people to work while going to school. Trainers should encourage participants to consider which options will work best for them and their families in light of their need to be self-sufficient as soon as possible.



30 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify and describe the pros and cons of working
- ▶ Identify and describe the pros and cons of going to school
- ▶ Discuss choices regarding work and education

Key English Vocabulary

- ▶ *benefit*
- ▶ *choices*
- ▶ *pro/con*
- ▶ *What is your best option now?*

Materials

- Green printer paper, 1 piece per 2 participants
- Pink printer paper, 1 piece per 2 participants
- Scissors
- Flipchart paper, markers, and tape

Session Preparation

Cut the green and pink paper into quarters.

Prepare a piece of flipchart paper divided into two columns, with the word *Work* at the top of one column and *School* at the top of the other:

<i>Work</i>	<i>School</i>

Tape the flipchart on the wall of the training space.

Trainer's Introduction of Session to Participants

It is very important that you and your family are able to support yourselves and become self-sufficient. Some adult members of your family may want to go to school to learn a skill or further their education. In this case, your family will have to decide what the best options are for the members of your family and for the family as a whole.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the question. Throughout the session, emphasize the words as they come up and use the question whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of three to four people each. Distribute markers and sheets of green and pink paper that have been cut into quarters to each group.

Groups discuss the pros and cons of both school and work. Groups write or draw one picture on each slip of paper to demonstrate the pros (green) and cons (pink) of each.

When finished, groups tape their completed green and pink papers in the appropriate column of the prepared flipchart paper.

As a full group, review the pros and cons of each. Decide together the most important pros and cons of each, and replace them in order from most important at the top of the flipchart paper to least important at the bottom.

Debrief the session using the questions below.

Debriefing Questions

- ▶ What are some of the pros, or benefits, of working? What are some of the cons?
- ▶ What are some of the pros, or benefits, of going to school? What are some of the cons?
- ▶ What do you think is most important for your family right now—working or going to school? How might things change as time passes? *[Note to trainer: You may need to remind participants that a family's self-sufficiency is critical.]*

Working With Individuals or Very Small Groups

When working with an individual, ask the participant what the pros and cons are of working and going to school. Write each one on the sheets of green (pro) and pink (con) paper that were cut into quarters. The participant then tapes the sheets in the appropriate column of the prepared flipchart. Discuss the pros and cons and debrief the session using the questions provided.

When working with “two to four” participants, the activity should be conducted with the whole group. Debrief the session using the questions provided.

Variations and Considerations

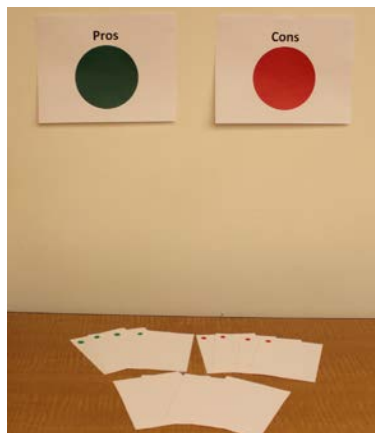
If possible, group participants by language background for the activity so that they can communicate in a common language.

If you do not have easy access to green and pink printer paper, do one of the following:

- ▶ Use different colors that are easier to find, making it clear to participants which color represents the pros and which represents the cons. Consider putting signs on the wall as demonstrated here:



- ▶ Use colored index cards or Post-It notes.
- ▶ Put different marks on white paper with markers (red and green dots would be ideal) or by drawing simple shapes. Refer to the example here:



As participants discuss their educational and employment goals, trainers should ask them to think about the goals in the individualized resettlement plan that they developed with their case workers/managers.

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a 2-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

Vocabulary Word	Definition	Context	Partner Talk
<i>assignment</i>	A task that someone is told to do, in class or on the job.	Ibrahim's <i>assignment</i> on American history is due tomorrow.	Do you have <i>assignments</i> at work or school? What are your <i>assignments</i> ?
<i>benefit</i>	Something that is good or that gives a person an advantage over someone else.	One <i>benefit</i> to getting a certificate is that it might help you get a better job.	What do you think are some <i>benefits</i> to getting an education for you and your family?
<i>certificate</i>	A document stating that someone has completed an educational course or program.	Waldo has a <i>certificate</i> in auto mechanics from a vocational school.	Which do you think is more important, a <i>certificate</i> or years of experience in a field, such as repairing cars? Why?
<i>choice</i>	A decision that you make about something you want.	Mi Mi Khaing must make a <i>choice</i> about studying English in the morning or in the afternoon.	What are some <i>choices</i> you think you will have about education and employment?

Vocabulary Word	Definition	Context	Partner Talk
<i>classroom</i>	A room where classes are held in a school, college, or training facility.	Bway Paw's third grade <i>classroom</i> is very noisy.	What do you think makes a good <i>classroom</i> ? Books, desks, pencils, other things? Why?
<i>diploma</i>	An official paper that says that a student has earned a degree or finished a course of study. High schools, colleges, and universities give out <i>diplomas</i> .	Fabrice and his family were proud when Fabrice got his high school <i>diploma</i> .	Would you like to study for a <i>diploma</i> ? If so, what would you like to study?
<i>education</i>	The act or process of learning.	Teaching students how to read in English is an important part of <i>education</i> in the United States.	What do you think is an important part of <i>education</i> ? Why?
<i>homework</i>	The assignment a teacher gives students to do at home.	Puja thinks the teacher gives too much <i>homework</i> , but her parents give her time after supper to complete her <i>homework</i> every night.	In the United States, teachers often assign students a lot of <i>homework</i> . Why do you think children have <i>homework</i> ?
<i>meeting</i>	A gathering of two or more people who come together for the same purpose, such as for a discussion.	Hassan has a <i>meeting</i> with his daughter's teacher this evening.	What kinds of <i>meetings</i> do you think are important? What kinds are not important? Why or why not?
<i>option</i>	A possibility or a choice.	You have three <i>options</i> for getting to the store: by bus, car, or walking.	What are your <i>options</i> for getting to the resettlement agency?

Vocabulary Word	Definition	Context	Partner Talk
<i>parent</i>	A mother or a father.	Both of Ebla's <i>parents</i> attend all meetings with Ebla's teacher.	Do you think it is important for all <i>parents</i> to be involved with their child's education? Why or why not?
<i>pros and cons</i>	In informal, but widely used language, <i>pros</i> are reasons to do something; <i>cons</i> are reasons not to do something.	At the orientation session, Khalia's case worker/manager led the discussion on the <i>pros and cons</i> of working full-time and going to school part-time.	What do you think are the <i>pros</i> of working and going to school? What are the <i>cons</i> ?
<i>report card</i>	A piece of paper from a school or teacher that shows parents how a child is doing in school. It usually includes grades for each subject.	Mary Paw and Soe Thu were very happy with Saw Eh Do's <i>report card</i> .	Do you think it is important that children get good <i>report cards</i> ? Why or why not?
<i>tease</i>	To make fun of or try to annoy in a playful or cruel way.	Children might <i>tease</i> other children at school.	What can you do if a child you know is being <i>teased</i> at school?

Education Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. Worksheet 1 is for beginning-level English language learners, and Worksheet 2 is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Education Unit Vocabulary Worksheet 1

Directions: Match each word with the picture that shows the meaning of the word. The first one is done for you.

Word

Picture

diploma



certificate



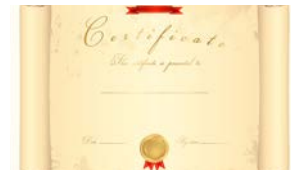
classroom



meeting



parent



report card



homework



Education Unit Vocabulary Worksheet 2

Directions: Use the word bank to fill in the word that completes the sentences below. The first one is done for you.

Word Bank		
assignment	benefits	choice
education	tease	

- Teaching students how to read in English is an important part of **e d u c a t i o n** in the United States.
- Mi Mi Khaing must make a **h** about what time to take class.
- Children might **a** other children at school.
- Ibrahim finishes his **i g n** on American history.
- Having a certificate can give you a lot of **b** **f** **s**.

