

# Needs Assessment

## Unit Overview for the Trainer

This unit enables a trainer to begin the orientation course with a needs assessment that gives the trainer an idea of participants' interests and needs. Based on information from participants, trainers can learn what participants already know about the resettlement process and what they want and need to know more about.

Trainers have a choice of three activity plans: "Topical Signs and Pictures," "Movement and Pictures," and "Topic Headers and Interests." Through each plan, participants will be able to do the following:

- ▶ Identify areas of interest they would like to learn more about
- ▶ Play a role in decisions about their learning
- ▶ Describe what they already know about the resettlement process ("Movement and Pictures" only)

Since the three activity plans cover the same material, trainers should conduct only one needs assessment, choosing the one that seems most appropriate for their participants. "Topical Signs and Pictures" works well with all class sizes: a single individual, a small group, or a large group. "Movement and Pictures" is most effective with a small or large group that enjoys learning through physical movement. "Topic Headers and Interests" is ideal for a group of ten or more participants who can communicate in a common language.

Each activity plan in this unit begins with an introduction for the trainer, which highlights the plan's key concepts and main messages.

# Needs Assessment

## Topical Signs and Pictures

### Introduction for the Trainer

#### Key Content

During this session, participants will identify the orientation topics of interest to them. This information will then allow you, the trainer, to plan future sessions that meet their interests.

#### Main Messages

Participants play a role in their own learning. Trainers should encourage participants to choose topics that are important to them and that they want to learn more about. By using this needs assessment, trainers can plan future sessions and topics based on the interests and needs that participants have identified.



20 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Describe what they already know about the resettlement process
- ▶ Identify their specific areas of interest within a topic
- ▶ Explain what they know and do not know regarding specific topics

#### Materials

- Topical Signs
- Tape
- Topical Pictures, 11 sets (included)
- Flipchart paper and markers
- Optional: List of Recommended Orientation Objects (included)

## Note to Trainer

This activity works well with large groups, small groups, and single individuals. With the recommended changes described in *Working With Individuals or Very Small Groups*, it is the most effective “Needs Assessment” activity plan for working with an individual.

After debriefing the session, note the number of Topical Pictures taken by participants from each Topic Sign. The number of pictures taken, plus the notes gathered from the full group discussion and the information shared among participants, provide a needs assessment for planning further trainings and choosing orientation topics to focus on.

## Session Preparation

Print the Topical Pictures. To prepare for sessions of different group sizes, put together 11 sets of 10 to 20 pictures each, duplicating the pictures that are likely to be of particular interest. (There are ten per set.) For a particular session, prepare a few more pictures than there are participants, in case more are needed. Cut the pictures along the dotted lines. Keep the same pictures together.

Tape the Topical Signs in different places around the training space.

Place the sets of Topical Pictures on a table or chair below or near each corresponding Topical Sign.

## Trainer’s Introduction of Session to Participants

You are getting to know your new community in the United States, and over time you will become more familiar with it. This session will help you identify some of the things you would like to learn more about. This will help us plan future sessions and make sure you are able to learn what *you* feel is important.

## Introductory Exercise

Introduce the Topical Signs that have been hung in the training space.

Ask participants to think about what they already know and what they want to learn more about with regard to the orientation topics.

## Activity

Divide participants into groups of three to four people.

Small groups walk around the training space to visit the different Topical Signs. If a participant wants to know more about the topic the group is visiting, the participant takes a corresponding Topical Picture from near that sign.

When a group has visited each Topical Sign, the group sits together and chooses a spokesperson. Participants show their pictures to the group and explain what they would like to learn more about on the topics.

Bring the full group together. Ask a spokesperson from each group to give a summary and highlights from their small group discussion. Record notes on flipchart paper.

Conduct a full group debrief of the session using the questions below (if they have not already been answered during the discussion).

## Debriefing Questions

- ▶ What topics do you already know about? How did you learn about them?
- ▶ What topics are you least concerned about learning? Why?
- ▶ What topics do you consider most important to learn about? Why?

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## *Working With Individuals or Very Small Groups*

When working with an individual or a small group, walk with the participants to the Topical Signs. Ask the participants what they already know and what else they want to know about the topic. If participants provide inaccurate information on the topic, be sure to provide the correct information. Then move to the next Topical Sign and continue in the same manner. Debrief the session with the debriefing questions provided.

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## Variations and Considerations

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

If needed, use translated versions of the Topical Signs.

Include information or pictures specific to your area on the Topical Signs.

Topical Signs



*Role of the local resettlement agency*





*Community services and public assistance*



*Housing*





*Transportation*





*Employment*



Learning English





Education



*Health and hygiene*





*Budgeting and personal finance*



*Cultural adjustment*





*U.S. laws and refugee status*

Topical Pictures



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*



*Role of the local resettlement agency*





*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Community services and public assistance*



*Housing*



*Housing*



*Housing*



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*Housing*



*Housing*



*Transportation*



*Transportation*



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*Employment*



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*Learning English*



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*Health and hygiene*



*Health and hygiene*





*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Budgeting and personal finances*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*Cultural adjustment*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



*U.S. laws and refugee status*



# Needs Assessment

## Movement and Pictures

### Introduction for the Trainer

#### Key Content

During this session, participants will consider what they already know about the resettlement process and will identify the orientation topics of interest to them. This information will then allow you, the trainer, to plan future sessions that meet the interests and needs of the participants.

#### Main Messages

Participants play a role in their own learning. Trainers should encourage participants to choose topics that are important to them and that they want to learn more about. By using this needs assessment, trainers can plan future sessions and topics based on the interests and needs participants have identified.



30 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Describe what they already know about the resettlement process
- ▶ Identify their specific areas of interest within a topic
- ▶ Explain what they know and do not know regarding specific topics

#### Materials

- Music, music player, and speakers
- Needs Assessment Pictures (included)
- Flipchart paper, markers, and tape

## Note to Trainer

This activity plan works best with groups, whether small or large.

When working with a single individual or a very small group, refer to the recommended changes in Working With Individuals or Very Small Groups.

## Session Preparation

Get the music ready to play and practice starting and stopping the music player quickly.

Consider what orientation sessions your agency or organization provides. Use only the corresponding Needs Assessment Pictures.

## Trainer's Introduction of Session to Participants

You are getting to know your new community in the United States, and over time you will become more familiar with it. This session will help you identify some of the things you would like to learn more about. This will help us plan future sessions and make sure you are able to learn what you feel is important.

## Activity

Ask participants to dance or move around the training space when the music starts, and to find a partner or form a group of three when the music stops. Those who don't want to dance or move around can walk while the music plays.

Tell participants that you will hold up a picture having to do with orientation. Participants will first tell their partner(s) something they know about the topic, then something they would like to learn about the topic.

Start the music. After 30 seconds, stop the music. After participants have formed pairs or groups of three, hold up one Needs Assessment Picture and say the topic aloud. Remind participants to share one thing they know about the topic, and one thing they would like to learn more about. Then hold up a second Needs Assessment Picture and ask participants to share one thing they know about the topic, and one thing they would like to learn more about.

Start the music again. Participants continue to dance, move, or walk around the training space. Stop the music after 30 seconds and hold up a different Needs Assessment Picture for participants to discuss. Continue this way until you have raised all of the topic pictures for participants to discuss.

Ask participants to sit down. Hold up the Needs Assessment Pictures one by one and ask participants to share something they learned or would like to learn about the topic. Record notes on flipchart paper and discuss topics as needed.

Debrief the session with participants using the questions below.

## Debriefing Questions

- ▶ What is a topic that you already know a lot about?
- ▶ What is the most important thing you would like to learn about?
- ▶ What are some other things you would like to learn about?

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## *Working With Individuals or Very Small Groups*

When working with one to three participants, the session can be conducted as described. If participants seem to lose interest in this exercise, consider showing three Needs Assessment Pictures between musical segments to move through the exercise more quickly.

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## Variations and Considerations

If needed, use translated versions of the Needs Assessment Pictures.



Needs Assessment Pictures



*Role of the local resettlement agency*



*Community services and public assistance*





Housing





*Transportation*



*Employment*



Learning English





Education



*Health and hygiene*





*Budgeting and personal finance*





*Cultural adjustment*



*U.S. laws and refugee status*

# Needs Assessment

## Topic Headers and Interests

### Introduction for the Trainer

#### Key Content

During this session, participants will identify the orientation topics of interest to them. This information will then allow you, the trainer, to plan future sessions that meet their interests and needs.

#### Main Messages

Participants play a role in their own learning. Trainers should encourage participants to choose topics that are important to them and that they want to learn more about. By using this needs assessment, trainers can plan future sessions and topics based on the interests and needs that participants have identified.



35 minutes

#### Objectives

Participants will be able to do the following:

- ▶ Describe what they already know about the resettlement process
- ▶ Identify their specific areas of interest within a topic
- ▶ Explain what they know and do not know about specific topics

#### Materials

- Topic Headers (included), 1 per participant
- Scissors
- Tape



## Note to Trainer

This session is ideal when working with groups of ten or more people.

## Session Preparation

Cut the Topic Headers along the dotted lines.

Since the activity requires that the number of topic headers equals the number of participants, if there are fewer than 11 participants, choose topic headers that newly arrived refugees in the past have been most interested in.

When working with groups of 12 or more, you will need to duplicate one or more of the Topic Headers.

## Trainer's Introduction of Session to Participants

You are getting to know your new community in the United States, and over time you will become more familiar with it. This session will help you identify some of the things you would like to learn more about. This will help us plan future sessions and make sure you are able to learn what you feel is important.

## Introductory Exercise

Introduce the Topic Headers. Give examples of information that each topic could cover. For example, "getting involved in your child's education" could be covered in the education unit, while "finding a job to apply for" could be covered in the employment unit.

Ask participants to line up facing one direction, shoulder to shoulder. Tape a Topic Header to the back of each participant. Participants should not see the Topic Header that is taped to their backs.

Participants walk around the training space and look at the Topic Headers taped to the backs of other participants. Participants consider what they would like to know more about on this topic or a question they may have about it. They ask the question or say what they would like to learn on the topic to the participant *without saying the name of the Topic Header*. Encourage participants to talk to as many other participants as they can.

After 8 to 10 minutes, ask participants to guess which Topic Headers are on their backs. Participants should then remove the Topic Headers from their backs and check the accuracy of their guesses.

## Activity

Group participants by similar Topic Headers, putting together, for example, *Role of the local resettlement agency* and *Community services and public assistance*, *Education and Learning English*, or *Community services and public assistance* and *Transportation*. Ask small groups to identify a spokesperson who will later share with the full group what has been discussed.

In their small groups, participants share and discuss what other participants said that they wanted to know more about during the introductory exercise.

Bring the full group together and ask the spokesperson from each small group to present highlights from their discussion to the full group. Record notes on flipchart paper.

Debrief the session as a full group, using the questions below (if they have not already been answered during the discussion).

## Debriefing Questions

- ▶ What topics do you already know a lot about? How did you learn about them?
- ▶ What topics do you consider most important to learn about? Why?
- ▶ What topics are you least interested in learning about? Why?

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## *Working With Individuals or Very Small Groups*

When working with an individual or a small group, hang the Topic Headers around the training space and visit each one, discussing them as described in the “Needs Assessment: Topical Signs and Pictures” activity plan.

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## Variations and Considerations

When working with a group of more than 18 participants, group participants by the same rather than similar Topic Headers at the beginning of the activity.

If needed, use translated versions of the Topic Headers.

Topic Headers



*Role of the local resettlement agency*



*Community services and public assistance*





*Housing*



*Transportation*



*Employment*



*Learning English*





*Education*



*Health and hygiene*





*Budgeting and personal finance*



*Cultural adjustment*



*U.S. laws and refugee status*

