



MODULE I: APPLIED LIFE SKILLS

Overview

This module has been developed to meet the particular needs of newly arrived refugee families, with particular emphasis on refugee women. It has not been targeted at a particular ethnic group.

- Section 1:** General Orientation
- Section 2:** Cultural Orientation
- Section 3:** Banks & Bank Accounts
- Section 4:** Laundry
- Section 5:** Shopping
- Section 6:** Cleaning
- Section 7:** Chemical Storage
- Section 8:** Budgeting
- Section 9:** Transportation
- Section 10:** Driver's Licenses
- Section 11:** Housing

While each section's curriculum is fairly complete, trainers must adapt the curriculum to reflect the following:

1. The cultural norms, values, beliefs, and experiences of the ethnic group(s) represented by the participants.
2. The specific needs of the participants.
3. The particular community environment.

Towards that end, it is recommended that the following steps be taken to maximize effectiveness in the use of this curriculum:

1. Only individuals who are familiar with and have experience in the resettlement location should deliver this curriculum. While every attempt has been made to design a complete and thorough curriculum, the trainer(s) should be at least familiar with the area and the issues prior to offering the training.
2. The first section is critical to the development of future sections in the module. The series of questions posed in this beginning section are not designed to be just an ice breaker activity, but rather to help the trainer(s) understand the participants' particular needs and any issues they may be facing. Trainers should consider this section as an opportunity for the participants to educate the trainer(s). The answers to these questions





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should be used to inform future sections of the curriculum. Trainers should expect to make modifications in the curriculum based on the outcomes of this first section, as well as knowledge of community issues, prior to commencing the program.

3. Modifications should be made in the curriculum to reflect the specific cultural norms, values, beliefs, and experiences of trainees. Any time references are made to cultural norms, values, beliefs, and experiences of refugees from particular countries it is for illustrative purposes only. Such references are, by necessity, generalizations, and therefore should be used cautiously. Nuances related to the specific cultures of trainees should be incorporated where appropriate. Answers to the questions posed in Section 1 should provide some insight to such cultural norms, values, beliefs, and experiences. Community leaders and literature should also be consulted.
4. The curriculum is written in a style of English suitable for trainers, but which will need to be simplified for clients for whom English is not their first language. Finding simple ways to communicate some of these concepts is important to gaining participants' understanding.





Section 1: General Orientation

Objective

To introduce newly arrived refugees to their new home, answer their questions, and provide them with basic knowledge/information to help them with their new life.

Materials

1. Life Skills Assessment Questionnaire
2. Bus Schedule and City Map
3. Flipchart
4. Markers

Introduction

Refugee women usually have a lot of questions when they first arrive in the United States. They have many different impressions about the United States and it is very important for them to be able to talk and ask general questions about their new home.

The trainer needs to help them put all their worries behind them and prepare for their new life in the United States. This first session should address basic issues about life in the United States and life in the city where they have been resettled.

The trainer should meet the refugee women for the first time a few days after their arrival. Since this initial meeting will provide the refugees with their first impressions about their sponsors, it is very important to keep the atmosphere very comfortable. In order to ensure their cooperation, they should be made to feel welcome and wanted.

Note to Facilitators:

If two or three families arrive at approximately the same time, it is best to first meet each family privately.





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Questions Raised by Refugee Women:

At the initial meeting, the refugee women usually try to ask all their questions at once. They want to know

- ❖ When their children will start school.
- ❖ When their husbands (and they themselves) will start work.
- ❖ When and how they can learn English.
- ❖ How to apply for public housing.
- ❖ How to meet their living expenses.

It is very important that they be given clear and comprehensive answers to all of their questions. Never give vague answers. If you do not have enough information to properly answer a question, ask a coworker, such as the employment counselor or housing coordinator, or do the necessary research.

Assessment

If the participants are literate, the Life Skills Assessment Questionnaire could be translated for the class to work on in small groups or individually. If the participants are preliterate, you may use one large, translated questionnaire on a flipchart and discuss it together as a large group.

Use the participants' answers as a guide to how to use the curriculum. The material should be adapted or added to as the participants' needs indicate.





Life Skills Assessment Questionnaire

1. What do you know about American culture?
2. What are some differences between your country's culture and that of the United States?
3. Are there any aspects of your culture that might cause a problem in the United States?
4. Are there any aspects of American culture that might cause problems within your family?
5. Are you familiar with banks and bank accounts?
6. Did you have a bank account in your country? Would you like to have one here?
7. How did you do laundry in your country?
8. Are you familiar with washing and drying machines? Laundry detergents?
9. Do you know how to wash different fabrics and/or colors?





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10. Where/how did you get everyday necessities (i.e.: food, toiletries/baby items, etc.) in your country?

11. How did you shop for/obtain food in your country?

12. List three health benefits of cleanliness.

13. What methods, products, and/or equipment did you use to clean in your country?

14. What household chemicals did you use in your country?

15. How do you store household chemicals?

16. What is budgeting? List 3 benefits of budgeting.

17. Have you ever created and followed a household budget?

18. Did you have/use public transportation in your country?

19. Have you used public transportation in the United States? In this city?





20. Do you know how to drive? If not, would you like to learn?

21. Did you have a driver's license in your own country?

22. How would you find an apartment that suits your needs?





Section 2: Cultural Orientation

Objectives

Participants will—

1. Be introduced to some basics of American culture.
2. Discuss which aspects of their culture are and are not accepted in the United States.
3. Learn how a lack of understanding of cultural attitudes or modes of behavior can lead to problems.

Materials

1. Videos, posters, slides (*see activities below*)
2. Flipchart
3. Markers

Introduction

A basic cultural orientation for newly arrived refugees is very important. While refugees increase the cultural diversity of the United States, in order to avoid cultural conflict they need to be aware of the general rules and concerns of American culture.

Explain that culture exists throughout daily life: in the house, on the street, in stores, etc. Provide them with as many examples of American culture as possible. Explain that they need to adapt themselves to the different aspects of their new culture by incorporating the relevant parts of their own culture into this new one.

Note to Facilitators:

This type of information is best explained and discussed in a group setting.

Questions Raised by Refugee Women:

The refugee women who participated in the Immigration and Refugee Services of America (IRSA) orientation program generally asked questions about the following:

- ❖ How to prepare school-food for their children.





- ❖ What kinds of child discipline are acceptable.
- ❖ How to work in a co-ed environment (i.e.: with men).

In order to ensure a basic understanding of American culture, such questions need to be answered in as simple and detailed a manner as possible. For instance, many cultures in which obedience to parents and elders is emphasized both accept and use corporal punishment (beating, etc.) as a method of child discipline; however, in the United States it is generally considered unacceptable and may constitute child abuse—which is against the law (*see Module II: Parenting*). In this situation, alternate forms of discipline need to be suggested and possible pitfalls averted.

Many refugee women may have never been employed, nor have they worked alongside men. Since they may become employed in the future, U.S. employment rules and regulations and the standard expectations of the workplace need to be explained clearly.

Activities

Videos, posters, and slides are a comprehensive and effective way to provide the participants with basic information about U.S. culture.





Section 3: Banks & Bank Accounts

Objectives

Participants will—

1. Learn about the benefits of financial independence.
2. Discuss the advantages of having a bank account.

Materials

1. Handouts and brochures from a variety of banks.
2. Flipchart
3. Markers

Introduction

Many refugees may not be familiar with banks and they (or their family members) may have never had a bank account. It is important, therefore, to explain in general the purpose of banks, how the banking system works, and the different kinds of bank accounts. The advantages of having a bank account and the importance of financial independence need to be highlighted.

Many refugee women are not initially interested in opening a separate bank account in their own name. If there are women who are interested in pursuing this issue, however, it is important to explain in more detail and answer any questions they may have.

Note to Facilitators:

This type of information is best explained in a group setting.

Questions Raised by Refugee Women:

Refugee women generally ask questions about the following:

- ❖ The conditions/requirements necessary to open a bank account.
- ❖ How to fill in a check.
- ❖ How to balance a checkbook.
- ❖ How to read a bank statement.
- ❖ How to use an ATM (Automatic Teller Machine) machine.





Since many refugee women may have never had an opportunity to have a bank account, it is important to answer such questions thoroughly. It is also useful to have a number of handouts on hand that explain different issues and to go over them in detail.

Field Trip

A field trip to the bank is the best way to fully answer the participants' questions and to demonstrate daily banking procedures. Arrange to meet with the bank manager for a short tour and a review of what kinds of services banks provide to their customers. Many banks have brochures describing their services—it is useful to translate and go over the brochures in a class following the field trip. Another alternative is to role-play in class.





Section 4: Laundry

Objective

Participants will learn about the different methods and products available for doing laundry.

Materials

1. Flipchart
2. Markers

Introduction

Many refugee women have only ever done laundry by hand. As such, it is important to explain how to operate a washing machine and discuss its timesaving advantages.

Note to Facilitators:

This information can be taught either in groups or individually at home.

Questions Raised by Refugee Women:

Refugee women generally ask questions about the following:

- ❖ What a Laundromat is and where one is located.
- ❖ How to operate washers and dryers.
- ❖ What kinds of laundry soap/detergent, etc. are available, and which to use for washing whites vs. colors, silk vs. cotton, etc.
- ❖ What kind of clothes are machine washable/dryable.

Since this is such a practical topic, such questions are best answered through demonstration and practice.

Field Trip

Take the participants to a Laundromat (or set up a demonstration at their home) and let them practice how to operate washing and drying machines after explaining what types of cloth can be washed and/or dried by machine and what types might be ruined, such as silk. Be sure to bring samples of different laundry detergents, softeners, bleaches, etc. and explain their uses.





Section 5: Shopping

Objectives

Participants will—

1. Learn how to shop for necessary items in supermarkets and grocery stores.
2. Determine the locations of shops in the neighborhood.

Materials

1. Flipchart
2. Markers

Introduction

Since most families need to go to the store at least once a week to buy necessities (food, toiletries/baby-care items, etc.) knowing how and where to shop is very important. This is especially the case for refugee women as they may have to be completely self-reliant if their husbands or sons are away or if they are alone.

Note to Facilitators:

This type of information can be taught either in groups or individually.

Questions Raised by Refugee Women:

Refugee women generally ask questions about the following:

- ❖ Finding desired items.
- ❖ Determining the price of selected items.
- ❖ How/where to pay.
- ❖ How to use food stamps.
- ❖ How to purchase Women, Infants, and Children Program (WIC) items.
- ❖ How to buy in bulk and bargain shop.

Since this is such a practical topic, such questions are best answered through demonstration and practice.





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Field Trip

Take the group/individual to the neighborhood grocery store. Begin the lesson at the front entrance and explain the use of shopping carts and/or hand-baskets. Walk them through the store to demonstrate how the store is organized, and explain how to find different items and determine their price.

After walking through the store, answering any questions, and choosing some items to purchase, take everyone up to the cashier and explain the different methods of payment.

Two or three hours of shopping is a valuable lesson for refugees who may not be familiar with large stores. Additional field trips may be made to: Costco/Sam's Clubs, health food stores, international markets, farmers' markets, delicatessens, etc. it is a good idea to have a group session to discuss the relative benefits of each of the different types of stores available in your community. (*For further discussion of shopping on a budget, see Section 8: Budgeting.*)





Section 6: Cleaning

Objectives

Participants will—

1. Discuss the importance of cleaning in keeping homes and items germ- and pest-free.
2. Learn different methods and chemicals/products used for cleaning a variety of household items.

Materials

1. Samples of different cleaning materials and equipment
2. Flipchart
3. Markers

Introduction

Many refugee women may not be familiar with the methods, appliances, and chemicals available for keeping their homes, themselves, and their families clean. As a result, they often need intensive training in why and how best to do this.

Be sure to explain that general cleanliness will reduce the likelihood of problems from pests and diseases (including food poisoning), and that, since clean items/equipment tend to last longer, it helps save money.

Note to Facilitators:

It is advisable to make regular home visits to discuss the issues of cleaning and/or to work with them as a group to encourage questions and feedback.

Questions Raised by Refugee Women:

Refugee women generally ask questions about the following:

- ❖ What kinds of cleaning materials they have to use for kitchen appliances, dishes, carpets, and the bathroom.
- ❖ Whether there are special products for cleaning furniture.
- ❖ How to use and store the different chemicals, materials, and equipment.





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The best way to answer such questions is through practical demonstrations during home visits.

Show the participants samples of the different cleaning materials and explain the instructions. Pick an appliance and demonstrate how to clean it. The stove is always a good example since many people are unaware of the importance of turning off all burners on the stove and letting them cool before cleaning, or of the hazardous and caustic nature of oven cleaners (see *Section 7: Chemical Storage*).

Discuss the use of Lysol and bleach (or other disinfectants) to disinfect the home. Be sure to demonstrate basic things such as how to dust, vacuum, and clean glass, kitchen counters, and dishes.





Section 7: Chemical Storage

Objectives

Participants will—

1. Become familiar with the different kinds of chemicals that they will probably use in their daily lives, and with the advantages and disadvantages of using them.
2. Learn that chemicals can be very dangerous and are often poisonous.

Materials

1. A selection of standard household chemicals.
2. Flipchart
3. Markers

Introduction

Show the participants samples of all the chemicals they are likely to use in cleaning their kitchen, bathroom, furniture, and clothes. It is very important to explain their proper use and storage as such chemicals are often hazardous to health and can even be fatal, especially for children. It is also very important to point out that certain common household chemicals (such as ammonia and bleach) must not be mixed, as dangerous chemical reactions result.

Note to Facilitators

This information can be taught either individually through home visits or through group sessions.

Follow-up

Follow-up on this issue occasionally to make sure that cleaning supplies are being stored properly.





Section 8: Budgeting

Objective

To explain to the participants the principles and purpose of budgeting.

Materials

1. Working Budget Sheets
2. Shopping on a Budget Sheets
3. Pens (*see activities below*)
4. Tables and chairs (*see activities below*)
5. Pictures of consumer items with prices (*see activities below*)
6. Signs that label shopping areas (*see activities below*)
7. Flipchart
8. Markers

Introduction

Budgeting is a very important issue since refugee women need to become familiar with how to handle money and control expenses, whether or not they are working. They need to learn that budgeting will help to prevent them from spending beyond their means/income.

Collect and summarize a variety of information about budgeting. Prepare a lesson and demonstrate the various points to the group by using a flip chart. Ask them for estimations of their basic expenses (as these are the most important) and use the answers to demonstrate how to do individual budgeting.

Questions Raised by Refugee Women:

Refugee women generally ask questions about the following:

- ❖ Reasons for spending over budget.
- ❖ The best ways to avoid overspending.





Activities

One or both of the following two activities can be used in the budgeting section, depending on the needs of the participants and the resources that the trainer has access to. The first activity is quite simple and requires very little preparation time on the part of the trainer.

The second activity is more complex and requires substantial preparation time: pictures have to be collected and the classroom or meeting space needs to be carefully set up.

Time permitting, the first activity (drafting a simple budget) can be used as a preparation for the second activity (making informed decisions on what to buy and where, based on the budget of an individual/family.)

A. Planning Your Monthly Budget:

Time: 30 minutes

Objectives:

Participants will plan a monthly budget with the goal of spending less than they earn.

Procedure:

1. Divide participants in pairs and give each individual a budget sheet.
2. Ask everyone in the group to complete their budget sheets individually.
3. After everyone has completed their budget sheets, instruct participants to turn to their partners and compare budgets.

Debrief:

Ask the participants, will you be saving money with this budget? Or will you be in debt? What did you notice about your partner's budget? In what ways can you cut your expenses? How can you increase your family's income? How is budgeting for your life in the United States similar to or different from what you used to do in your country? What are the most challenging things about budgeting? Suggest ways of addressing those challenges.





Working Budget Sheet

Step 1. Add all the money you earn each month to get your total monthly income.

Income from Work:

+ Other Income:

**Total Monthly
Income:**

Step 2. List all of your needs and how much they cost each month. Add your own special needs to the list.

NEED	COST
Rent or House Payment	
Telephone	
Electricity	
Gas	
Food	
Transportation	
Insurance	
Medical Care	
IOM Loan	
Laundry	
New Clothes	
TOTAL NEEDS	





Step 3. *List things that you really want and how much they cost each month. Try not to spend money on too many wants.*

WANT	COST
Cost of Total Wants:	

Step 4. *Add your needs and wants to learn your total expenses.*

Total Needs:

+ Total Wants:

Total Expenses:

Step 5. *Subtract your total expenses from your total income.*

Total Income:

- Total Expenses:

Savings/Debts:

Note to Facilitators:

If participants are pre-literate or have limited literacy and numerical skills, use color-coded play-money (Explain, for example, that red is worth more than green.) or use pieces of paper in different colors to represent money. You can also use pictures: draw a house for "rent," a car/bus for "transportation," etc. Focus more on discussing the difference between needs and wants than on the concrete amounts in the budget.





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B. Shopping on a Budget:

Time: 45 minutes

Objectives:

Participants will learn how access to consumer goods can affect their budget. Through a structured activity, participants will practice reducing their expenditures on non-essential items.

Procedure:

1. Designate five areas in the classroom or meeting room as shopping areas and label the areas as follows:
 - ❖ Supermarket
 - ❖ Clothing store (non-chain)
 - ❖ Garage sale
 - ❖ Walmart or large chain store
 - ❖ Electronics store
2. Post pictures of consumer items and prices in the appropriate shopping areas. You will need photos of toiletries, clothing, food, furniture, electrical appliances, and luxury items.
3. Divide participants into groups and give each group an identical amount of money to spend.
4. Ask the people in each group to cruise each area and to shop by taking the photos off the wall and bringing them back to their group's table. Give them only a few minutes to do this.
5. Now give each group a budget sheet. Ask them to total the cost of the items and to decide which items are essential and which are not. Ask them to decide which of the items they will return in order to reduce their budget.
6. Ask each group to choose one luxury item and one necessity item from their purchases. They then come to the front of the class and show each item and state the cost. The other groups look at their purchases to see if they have the same items. They compare the costs of the items, where it was purchased and reduce their budget to reflect the costs of the cheaper items.





Debrief:

Focus on sharing the costs of items and how they reduced their budget. Discuss what they have learned about their shopping habits and the shopping "environment" in the United States. List ways in which they can reduce their expenditures.

Note to Facilitators:

If participants are pre-literate or have limited literacy and numerical skills, use color-coded play-money (Explain, for example, that red is worth more than green.) or use pieces of paper in different colors to represent money. You can also use pictures: draw a house for "rent," a car/bus for "transportation," etc. Focus more on discussing the difference between needs and wants than on the concrete amounts in the budget.





Shopping on a Budget Sheet

Amount of money available at the beginning of the month:

Item Purchased	Name of Store	Cost

TOTAL:

Amount remaining from budget:





Section 9: Transportation

Objective

Participants will learn about the basics of public transportation and how to use it.

Materials

1. Bus schedules
2. Subway map
3. City map
4. Flipchart
5. Markers

Introduction

This topic is of particular importance as many refugees may have no other means of transportation or even a driver's license. In addition, since refugee women are generally responsible for the children and shopping, they need some form of transportation in order to carry out their daily tasks. They may also need to commute to and from work.

Note to Facilitators:

This section can be completed either in a group session or individually.

Questions Raised by Refugee Women:

Refugee women generally ask questions about the following:

- ❖ How to find the correct bus number/subway for different routes.
- ❖ The cost of the bus/subway fare. Is it the same or different from one route to another or from one mode of transportation to another.
- ❖ How to pay the bus fare (i.e.: put it in the machine).
- ❖ How to signal the bus/bus driver to stop at the correct destination.

Explain the basics of bus/subway fares, numbers, and schedules. Point out that payment in exact change is usually required since, in most bus systems,





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the driver does not have access to money for change. Subways, on the other hand, often require the purchase of tickets or tokens.

Ensure that the participants understand that different bus numbers (and subways) have different routes, and demonstrate the use of a bus schedule (subway map) to determine which buses take which routes and their frequency. Also discuss the use of tokens, ride tickets, transfers and/or passes as alternative ways of saving money.

Field Trip

After the initial introduction, the best way to teach the participants (either individually or as a group) is to do a practical demonstration and take them on a bus/subway ride. Be sure to show them how to put the money in the machine and how to request that the bus stop at the chosen destination.





Section 10: Driver's Licenses

Objectives

Participants will—

1. Learn the process of obtaining a driver's license
2. Discuss the advantages and disadvantages of driving.

Materials

1. Driving Manual (specific as to state)
2. Flipchart
3. Markers

Introduction

For many refugee women, having a driver's license (and a car to drive!) provides a measure of independence and can save time in getting to work, going shopping, taking the children to school, etc. Being able to drive is also important during crisis situations, such as when someone needs to be taken to the hospital.

In order to obtain a license, the participants must first pass a driving test. In order to prepare for this test, they need to learn the driving rules and regulations listed in the driving manual (each state has its own driving laws).

Many refugees initially find it difficult to understand and follow the manual. Walk them through it step by step and explain the contents simply and clearly.

It is very important for them to have a good understanding of the material covered in the driver's manual, as the required written computer test can be a problem because of language difficulties.

Note to Facilitators:

Individual home visits are the best way to teach participants the information in the driver's manual.





Section 11: Housing

Objectives

Participants will—

1. Learn how to find a suitable apartment.
2. Become familiar with the rights of landlords and tenants.

Materials

1. Life Skills Evaluation Questionnaire
2. Local newspapers (Classifieds)
3. City map
4. Flipchart
5. Markers

Introduction

Good housing is very important for all refugee families. It is a major step towards greater stability and comfort. Since it is the responsibility of their relatives or the sponsoring agency to prepare it for them before their arrival, refugee families may not initially have difficulty finding housing; nevertheless, they need to learn how to find an apartment in a suitable and affordable location. They also need to be aware of landlord/tenant rights.

Finding an Apartment:

Some or most of these issues can be handled during the general orientation after their arrival (*see Section 1: General Orientation*).

First, refugee families should be informed that their initial housing issues (getting that first apartment) is the responsibility of either their relatives or the housing coordinator at the resettlement agency. Make sure they are aware of the advantages of keeping in touch with the housing coordinator.

Explain how they can find other apartments—either through friends and relatives who might know of an available apartment or through the classifieds in local newspapers. Walk them through the basic criteria that the apartment would have to meet, such as:





- ❖ Location (How close or far it is from children's schools, other family members, employment, shopping center, etc.).
- ❖ Size (Will it accommodate all the members in the family?)
- ❖ Safety (How safe is the area? Does the building have security?)
- ❖ Rent and other costs (Is the apartment affordable? Are utilities—water, electricity, and/or gas—included in the rent? If so, which ones? Is there a parking space and does it cost extra?)

Landlord/Tenants Rights:

It is very important for refugees to be aware of their rights as tenants and the rights their landlord. They should understand that the rights and responsibilities of both tenant and landlord should be stated clearly in their lease agreement.

Use any lease as an example. Read and explain to the participants the requirements of the lease in detail, and emphasize the fact that it is a legal document once both parties—landlord and tenant—sign it.

Activity

Time: 45 minutes

The following activity assists participants in establishing their housing priorities. The activity as detailed below is a sample to be adapted depending on local circumstances. The trainer can choose either to have the participants work with an imagined location in order to emphasize the issues or to use "real life" information from a particular location.

Objectives:

Given situation cards, a city map, and neighborhood descriptions, participants will be able to establish their housing priorities to the extent that they can choose the housing option that is the best for them.

Situation and Neighborhood cards (which the trainer will have to create) should be translated ahead of time. If participants are preliterate, have a literate volunteer (or a trainer) read the descriptions to the class.

Procedure:

1. Divide the class into groups according to their family situation—singles, couples, or families.





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2. Give each group the situation card that most suits their situation and allow time for reading. Use the same situations initially; however, they may be adapted as appropriate.
3. Distribute the classified ads to each group. Again, they may be adapted as appropriate or real classified ads used.
4. Post copies of a city map around the room.
5. Beside each map, post descriptions of the neighborhood. Sample descriptions for Columbus follow; however, a trainer would have to write descriptions specific to the community for a "real life" example.
6. Ask participants to gather information from the maps, ads, and descriptions and to decide which housing option is the best for their situation.

Debrief:

Focus on sharing what factors they took into consideration when making their decision, whether choosing was difficult or easy, and why or why not. Determine if there are any priorities that are common to all the participants.

Note to Facilitators:

If there is time, write some abbreviations from the classified ads on the board or sheet of paper and ask them to state the English word and the equivalent of the word in their native language. If participants are preliterate, focus more on learning how to read the map and read family and neighborhood descriptions to the class.





The Neighborhoods

A. The East

The East is an area of quiet, tree-lined streets. Seventy-five percent of its residents own their own homes. The majority of the population of the East is made up of working professionals and comfortable retirees.

Crime: There is very little crime in this area. Police records show little more than occasional burglaries.

Shopping: There are very few stores in this residential area and their prices are moderate. The supermarket near Pixton Private School has the lowest food prices in town.

Schools: Thirty-five percent of residents' children attend schools in the East part of town. The remaining 65 percent of children in this area attend Pixton Private School, which offers high quality, but expensive elementary and high school instruction.

B. The Northeast

The Northeast is the oldest area in Columbus. This area was once considered the least desirable part of town to live in. In the early 1980's, however, the neighborhood began to change. Its buildings, many dating from the early 1800's, became attractive to middle class and upper class families who saw them as historic monuments. Poor families were evicted and houses were sold to families who restored them to their 19th century appearance. Most of the poor moved to the West. Scattered pockets of low-income families remain. Sixty percent of the families in the Northeast own their homes.

Crime: Burglaries are common in the Northeast while street crimes are uncommon. The only trouble spot in the Northeast is the area near Harlem Road, where there are bars, massage parlors, and two cinemas that show X-rated films. Robberies and street violence are problems in this small corner of the Northeast.

Shopping: Stores in the area are moderately priced. A K-mart discount store is at the corner of Westerville Road and Morse Road.

Schools: Washington High and Susan B. Anthony Elementary are located in the Northeast. These schools have less drug/violence problems than those in the West; about 20 percent of families in this area send their children to Pixton Private School.





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C. The Northwest

Crime: Burglaries are common in the Northwest. Robberies and street crime have been increasing in recent years.

Shopping: Stores in the area are moderately priced. K-mart, a discount store, is at the corner of Kenny and Tremont Roads.

Schools: Children in the area attend Jefferson High and Mayflower Elementary in the West. In the last 10 years, approximately 15 percent of families have sent their children to Pixton Private School because of crime in the public schools.

D. The West

The West is the section of town where much of the community's industry is located. Most of the factories are located near Betty Road. Few of this area's residents own their own homes. Forty percent of the population of the West is unemployed. A high percentage of those living in the West are receiving public assistance. Several government-subsidized housing projects have been built in this area over the last 20 years.

Crime: The West is a high crime area. Burglaries, muggings and other street crimes are common. Three large gangs of youths often battle for the drug trade in this area. Most town residents believe that it is unsafe to walk the streets of the West no matter the time of day.

Shopping: The stores, pharmacies, etc. in this area have very high prices. Merchants say that their costs are high because of theft or vandalism and that they must reflect these in the prices charged their customers.

Schools: Jefferson High and Mayflower Elementary are located in this part of town. Nearly all children in the area attend these schools.

"Citizens Crime Watch" headed by Shirley Nance, an African-American resident in her late 50's, has made some advances in reducing crime in recent years. "Citizens Crime Watch" organizes a community patrol by local citizens. These citizens report incidents/crimes to police.





Family Situation Cards

Family 1:

You are a family of five—husband, wife, and three kids (ages 6, 8, 11). You receive welfare of \$600/mo. plus \$175/mo. Food stamps.

Family 2:

You are a family of four—husband, wife, and two children (ages 3 and 5). The husband works full-time as a janitor and his income after taxes is \$800/mo. The wife works as a part-time cashier at a centrally located department store. After taxes, her income is \$350/month.

Family 3:

You are a family of 4 with two children ages 5 and 9. The husband works full-time as a computer technician. His income after taxes is \$1,700/month.

Family 4:

You are a divorced woman with two children (ages 9 and 14). You work part-time at a local market and your income after taxes is \$310/month. You receive \$249/month in child support from your former husband. You qualify for food stamps.

Family 5:

You are a family of five—husband, wife, two children (ages 4 and 14), and grandmother. The husband has an income after taxes of \$1,200/mo. He works as a machine operator in Johnstown.





The Housing Classifieds

For Rent:

Apt. 1 – Bedroom

1180 Williams Rd.

\$525—Utilities included. 1 bedroom w/kitchenette, bath, wall-to-wall carpeting, good neighborhood.

870 Galloway Rd.

\$355/mo., furnished, utilities included, 1 bedroom and garage. Near Jefferson HS and Needle Park.

2320 Harlem Rd.

\$315/mo. Utilities included, 1 bedroom, large kitchen, good neighborhood.

170 Clark Rd.

\$435/mo. Utilities included, 1 bdrm, large kitchen, good neighborhood.

Other Apts.

2601 Williams Rd.

\$675/mo. 2 bdrm, good neighborhood, near supermarket.

462 Galloway Rd.

\$520/mo., util. incl., 2 bdrm., near Needle Park, 1 bathroom, needs repair.

1500 Roberts Rd.

\$600/mo., 2 bdrm., 1 bath w/garage.

13 Clark Ave.

\$650/mo., 3 bdrm., near Susan B. Anthony Elementary School.





Evaluation

Explain to the participants that you would appreciate their feedback on the classes. Pass out the following evaluations and have the participants complete them.





Life Skills Evaluation Questionnaire

1. What are the most useful things you learned during this training?

2. In what way will what you learned help you with your new life in the United States?

4. What field trips did you find the most useful and why?

6. What do you think about the trainer's knowledge of the material?

7. How do you feel about the way the material was presented to you?

9. Would you recommend this program to a friend?

