

Unit Overview for the Trainer

This unit provides participants with an overview of housing. It focuses on the following key points:

- ▶ In the United States, tenants (people who rent an apartment or a house) have both rights and responsibilities. The responsibilities include paying rent and utilities on time, keeping the place clean and in good condition, and being a good neighbor.
- ▶ It is important to understand how to use basic household products and appliances properly and safely.

Housing in the United States is often expensive for those earning a limited income. For refugees, finding a place to live that is affordable and in a safe neighborhood can be a challenge. In the beginning, refugees will have limited income, so their first home may not be their ideal choice. Though the resettlement agency will take care of refugees' housing needs during their first month in the United States, there are many things about renting a house or apartment that refugees will need to learn.

This unit includes three 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 R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is a section titled *Introduction for the Trainer*, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Housing*. This session looks at housing in the United States and includes a discussion of the rights and responsibilities of tenants and the rights and responsibilities of landlords/landladies.
- ▶ *Housing Rights and Responsibilities*. During this session, participants will learn about the rights and responsibilities that come with renting a home in the United States.
- ▶ *Being a Good Neighbor*. In this session, participants will learn what it means to be a considerate neighbor in the United States.

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

	Content Objective	Learning Indicator	Activity Plan
Housing	There are a variety of types of housing arrangements depending on affordability and the local context (including shared housing, apartment, house, etc.)	Participants can describe different types of housing	Housing Rights and Responsibilities
		Participants can acknowledge that the affordability of housing differs across and within localities and may affect the choices that are available to them	Housing Rights and Responsibilities
	Housing comes with rights, responsibilities, restrictions and regulations	Participants understand the importance of and the process for paying rent and utilities	The Basics: Housing Housing Rights and Responsibilities
		Participants understand how to end their lease and the process for moving to a new residence	Housing Rights and Responsibilities
		Participants can list rights and responsibilities of landlords and tenants regarding housing and utilities	The Basics: Housing Housing Rights and Responsibilities
		Participants are aware of norms and rules that apply to common areas	Housing Rights and Responsibilities
		Participants are aware of factors that positively or negatively impact their rental history, including behaviors that may lead to eviction	Housing Rights and Responsibilities
		The local resettlement agency provides assistance in home orientation, after which housekeeping and home maintenance are individual and family responsibilities	Participants are familiar with basic upkeep of a home, including preventative maintenance and prevention of pest infestations, and know who to contact for help with repairs
	Participants are familiar with basic household products, including their safe use and disposal		The Basics: Housing
	Participants understand how to clean their home and remove trash		The Basics: Housing Housing Rights and Responsibilities
	Participants know how to control utility costs through conservation		Housing Rights and Responsibilities

	Content Objective	Learning Indicator	Activity Plan
Housing	Understanding basic safety considerations and use of appliances/ facilities will promote safety in the home	Participants can describe safe and appropriate use of basic appliances and bathroom facilities	The Basics: Housing
	There are additional domestic life skills that facilitate independent living	Participants know how to identify and respond to mail	The Basics: Housing Housing Rights and Responsibilities
Safety	It is important to be prepared for emergencies	Participants can ensure that all residents of the household know their address and phone number	The Basics: Housing
		Participants understand basic fire safety	The Basics: Housing
Cultural Adjustment	There are core characteristics that define the American experience	Participants understand that the U.S. is a culturally diverse society and that there can be widely-varying cultural norms in different parts of the country	Being a Good Neighbor
		Participants are familiar with key philosophies that are the foundation of American culture and law, such as individualism, non-discrimination, and gender equality	Being a Good Neighbor
	There are cultural norms and expectations that are fairly widespread throughout the U.S.	Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance	Housing Rights and Responsibilities Being a Good Neighbor
		Participants are familiar with patriotic and cultural customs and rituals	Being a Good Neighbor

Housing

The Basics: Housing

Introduction for the Trainer

Key Content

During this session, participants will learn about the rights and responsibilities that come with renting an apartment or house, and about the proper use of household products and appliances.

Main Messages

In the United States, both tenants and landlords/landladies have rights and responsibilities. When refugees rent an apartment or a house, they must sign an agreement called a *lease*. In the lease, tenants agree to rent the property for a certain amount of time, pay rent and utilities on time, and maintain the property. Trainers should warn participants that breaking the lease could result in a fine. Refugees are also responsible for managing their own mail and recognizing important letters. If refugees cannot read the mail, they should find someone, such as their case worker/manager, a volunteer, a neighbor, or a friend, to read and explain it to them.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe the importance of paying rent and utilities on time
- ▶ State that tenants and landlords/landladies have rights and responsibilities
- ▶ Discuss the use of basic household products
- ▶ Describe the use of basic household appliances
- ▶ Identify important mail
- ▶ State their address and phone number
- ▶ Describe basic household safety measures and emergency services

Materials

- Housing Posters (included)
- Tape

Key English Vocabulary

- ▶ *housing*
- ▶ *landlord/landlady*
- ▶ *utilities*
- ▶ *Is this mail important?*

Session Preparation

The trainer should gather, from case workers/managers, the address and phone number of each participant attending the session. As such, if participants do not have this information on hand during the session, it can easily be given to them during the *Introductory Exercise*.

Hang Housing Posters around the training space.

Trainer's Introduction of Session to Participants

During this session, we will talk about housing 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 phrase. Throughout the session, emphasize the words as they come up and use the phrase 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.

Divide participants into pairs or groups of three. Tell participants that, under normal circumstances, this information should only be shared with people they trust. Ask them to say their addresses and phone numbers to their partner or other group members.

When finished with the activity, remind participants that personal information such as addresses and phone numbers should only be shared with people they trust.

Activity

Pairs or groups visit each Housing Poster and discuss the information being shared on each poster.

When all pairs or groups have visited each Housing Poster, have participants visit the posters as a full group. Ask participants to share what is being described in each picture and clarify any misinformation. Make sure that the key messages are provided. Encourage participants to ask questions as needed.

As a full group, debrief the session using the questions below.

Debriefing Questions

- ▶ What are two of your most important bills regarding housing that you have to pay? *[This could include utility bills or rent.]* Why is it important to pay them?
- ▶ In the United States, who has rights and responsibilities regarding housing and utilities? *[Response: Tenants and landlords/landladies.]*

- ▶ What are some basic household products? How should you use them? How would you throw them away when you are finished with them?
- ▶ What is something you should do to clean your home? What should you do about trash?
- ▶ What are some appliances in your home? How should you use them?
- ▶ How can you identify important mail? If you do not understand the mail, what should you do? [*Response: Ask your case worker/manager for help.*]

Working With Individuals or Very Small Groups

When working with one or two participants, conduct the introductory exercise by asking each participant to tell you her/his address and phone number. During the activity, the trainer should visit the posters with participants and ask them what they see in the posters, clarifying any false information. When finished, debrief the session using the questions provided.

Variations and Considerations

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

If needed, use translated versions of the Housing Posters.

When working with a larger group, divide participants into five to seven groups for the activity. Distribute a Housing Poster to each group. (If working with five or six small groups, pair the “Cleaning Products and How to Use Them” poster with the “Cleaning the Bathroom and Kitchen” poster and/or the “Proper Food Storage and Care” poster with the “Common Household Appliances” poster.) Small groups review their assigned Housing Poster and determine the key messages for the poster. Bring the full group together. A spokesperson from each small group introduces their Housing Poster and describes the key messages on the poster.

Bathroom Facilities



Use bathroom facilities.

Cleaning Products and How to Use Them



*You should be familiar with basic household products.
It is important to use and throw them away safely.*



*It is important to clean your
home properly.*

*It is important to throw away
trash properly.*

Cleaning the Bathroom and Kitchen



The bathroom and kitchen have appliances that need to be cleaned with special products.



It is important to clean your bathroom properly.



It is important to clean your kitchen properly.

Common Household Appliances



Use appliances safely.

Home Safety

Preventing fires is very important.



Make sure the stove and oven are turned off when you are not using them.



Keep water away from electrical outlets and plugs.



Know where the candles, matches, and lighters are, and be very careful when you use them.



If a smoke detector goes off, check for a fire.

If there is a fire:

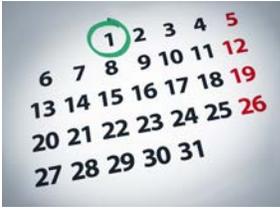


Use your fire extinguisher to put out a very small fire.



Call 9-1-1 immediately if the fire is bigger than a small stove fire.

Mail, Rent, and Utilities



Paying your rent and utilities in full and on time is very important.

If you do not make these payments, you could be evicted from your home or have your utilities turned off.



You will receive important mail.

If you do not understand the mail, ask your case worker/manager for help.

Proper Food Storage and Care

Keep food in the right places:

Items that go bad quickly, such as these:



should be kept in the refrigerator.

Items that do not go bad quickly, such as these:



should be kept in cupboards or a pantry.

Avoid bugs by:

Keeping food in sealed containers like these:



Cleaning spilled food like this:



If you do not practice proper storage and care of food, you may have bugs. They can be very expensive to get rid of.



Tenants and Landlords/Landladies

Tenants and landlords/landladies have rights and responsibilities.



Housing responsibilities



Utility responsibilities

Housing Rights and Responsibilities

Introduction for the Trainer

Key Content

During this session, participants will learn about the rights and responsibilities that come with renting an apartment or house.

Main Messages

Tenants have rights and responsibilities in the United States. They have a right to live in a house or apartment that is safe and sanitary, that has no rodents or insects, and that has electrical, plumbing, and heating systems that work. Tenants' responsibilities include paying rent and utilities on time, and keeping their homes safe, clean, and in good condition. Trainers should stress to participants that they should not remove smoke detectors or smoke detector batteries since the detectors are there to warn them and other residents of fire.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe some of the rights and responsibilities that come with renting a home in the United States
- ▶ State some ways they can assert their rights and meet their responsibilities as tenants

Key English Vocabulary

- ▶ *appliance*
- ▶ *evict*
- ▶ *rent*
- ▶ *Take out the trash.*

Materials

- Housing Rights and Responsibilities Game Board (included), 1 per playing group (as described in the session preparation)
- White printer paper, 2–3 pieces
- Markers or highlighters, 4 different colors
- Housing Rights and Responsibilities Playing Cards (included), 1 per playing group
- Housing Rights and Responsibilities Spinner Mat (included), 1 per playing group
- Pencils, 1 per playing group
- Scissors
- Optional: Housing Rights and Responsibilities Color Game Board (included), 1 per playing group
- Optional: Housing Rights and Responsibilities Color Playing Cards (included), 1 per playing group
- Optional: Housing Rights and Responsibilities Color Spinner Mat (included), 1 per playing group

Note to Trainer

The set-up for this activity plan is a little complex, but the activity should help participants understand the topic better.

Session Preparation

Determine the number of teams that will play based on participant abilities and literacy levels. Participants can play the game as individuals or on teams of two to three people (or more, if there are many participants who cannot read), with up to four individual players (or teams) per game. There may be two or more games going on at the same time.

If possible, place at least one person in each small group who can read and group participants by language background during the activity so that they can communicate in a common language. If there are not enough literate participants, divide the full group into four teams, and play the game as a full group. The trainer then reads the descriptions on the chosen cards aloud to the full group while showing the pictures.

Prepare Rights and Responsibilities Game Boards for each group by printing them and marking the squares with the markers or highlighters so it is a pattern around the board. For example, mark the square on the top red corner red, mark the square to the left green, the next blue, then yellow, then red, and so on. Refer to the Housing Rights and Responsibilities Color Game Board as an example.

Prepare playing pieces by cutting or tearing paper into small squares and marking them with the corresponding colors used on the Housing Rights and Responsibilities Game Board. For example, if the colors red, green, blue, and yellow were used on the game board, and four players or teams will be using the board, there should be four playing pieces; one red, one green, one blue, and one yellow.

Prepare the Housing Rights and Responsibilities Playing Cards by printing a set for each playing group and cutting them out along the dotted lines. Mark the back of the cards showing rights with a dot or line of two colors that were used on the Housing Rights and Responsibilities Color Game Boards (such as red and blue), and responsibilities with a dot or line of the other two colors used on the Rights and Responsibilities Game Boards (such as green and yellow). Each card should have two marks on the back. Keep each set of Housing Rights and Responsibilities Playing Cards divided into the two separate categories (with rights in one pile and responsibilities in the other pile).

Prepare the Housing Rights and Responsibilities Spinner Mats by marking each square with a different color highlighter or marker, matching those used on Rights and Responsibilities Game Boards. For example, if red, green, blue, and yellow were used on the game board, then the four squares of the Housing Rights and Responsibilities Spinner Mats should be red, green, blue, and yellow. Refer to the Housing Rights and Responsibilities Color Spinner Mat as an example.

Trainer's Introduction of Session to Participants

When you rent an apartment or a house in the United States, you will have rights and responsibilities. Your landlord/landlady will also have rights and responsibilities.

During this session, you will play a game to help learn some of these rights and responsibilities. We will also think about ways to observe these rights and responsibilities.

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 phrase. Throughout the session, emphasize the words as they come up and use the phrase 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 the teams and small groups you chose during the session preparation. Distribute Housing Rights and Responsibilities Game Boards, a set of playing pieces, a set of Housing Rights and Responsibilities Playing Cards, Housing Rights and Responsibilities Spinner Mats, and a pencil to each group.

Each group places the Housing Rights and Responsibilities Game Board on a flat surface in the center of the group. Each team in the group places its playing piece on a square of the Housing Rights and Responsibilities Game Board that is the same color as the playing piece. *As noted earlier, a game can have either individual players or teams made up of two or more players. For convenience, we will use only the word team in these instructions, but trainers should keep in mind that a team might have just one player.* The two stacks of Housing Rights and Responsibilities Playing Cards should be placed near the board.

Small groups put the Housing Rights and Responsibilities Spinner Mat flat on the table near the board and place the pencil in the middle of the spinner. To spin, a person holds the middle of the pencil and twists it while dropping it near the middle of the spinner mat. Whatever square the point of the pencil is pointing closest to is the color chosen.

The first team picks up a card from the top of the pile that matches the color of the square it is on. The team decides if what is shown is a housing right or responsibility, and discusses how to meet their responsibilities and ensure their rights are respected. If the team answers correctly, the team spins and moves in the direction the arrows are pointing to the next square shown on the color of the spinner mat. For example, if the team landed on green, it would move to the next green space, following the direction of the arrows. If the team answers incorrectly, it stays on the same space, and it is the next team's turn.

If groups are unsure of the correct answer, they should check with the trainer.

Remind participants that all information on the cards is accurate, and if they have any questions about information on the cards, they should ask.

The trainer should listen to small group discussions during the game to make sure participants understand the information.

When groups are finished, bring the full group together and debrief the session using the questions below.

Debriefing Questions

- ▶ What are some of the rights and responsibilities you learned about during this session?
- ▶ How will you practice these responsibilities? How will you make sure your rights are respected?
- ▶ How are these rights and responsibilities different from those you had in the places where you lived before?

Working With Individuals or Very Small Groups

When working with an individual or a small group of participants, place two labels (*Rights* and *Responsibilities*) on a table or tape them on the wall. Print a set of the Housing Rights and Responsibilities Playing Cards. Spread these out on the table. Review the cards with participants. Participants decide if the card is about a right or a responsibility, and place (or tape) the card under the correct label. The trainer should ask questions to help participants come up with the correct answer. When finished, review the cards together and move them around if necessary. Debrief the session using the questions provided.

Variations and Considerations

Instead of preparing materials with markers or highlighters, print Housing Rights and Responsibilities Color Game Boards (and use matching color playing pieces), Housing Rights and Responsibilities Color Playing Cards, and Housing Rights and Responsibilities Color Spinner Mats.

If needed, use translated versions of the Housing Rights and Responsibilities Playing Cards.

With a group that has a higher level of education, do not mark or divide the Housing Rights and Responsibilities Playing Cards. Rather, keep full sets of playing cards together so participants do not have any hints as to whether they are picking up a right or a responsibility card (or use the black-and-white copies if printing the color materials).

When working with a less literate group of participants, there are two options, depending on the size of the group:

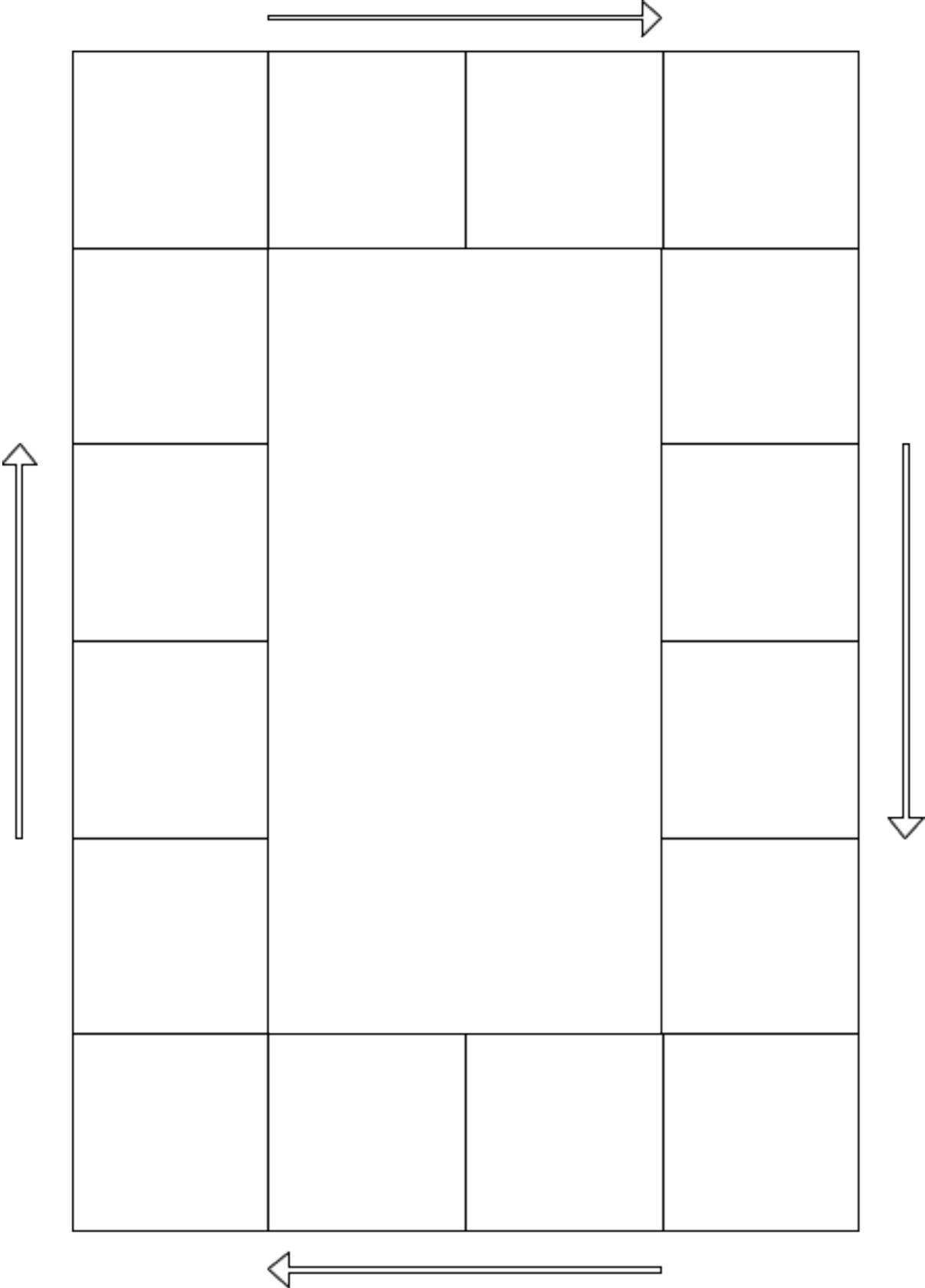
- ▶ With a group of ten or fewer, play the game as a full group with larger teams. The trainer reads the chosen cards aloud.
- ▶ With a larger group, use one set of Housing Rights and Responsibilities Playing Cards and one Housing Rights and Responsibilities Spinner Mat. Teams in each group take turns spinning the Housing Rights and Responsibilities Spinner Mat. All teams move according to that spin. The trainer then reads the chosen Housing Rights and Responsibilities Playing Cards aloud and participants take part in their small group's discussion before moving to the next spin and turn.

Print larger versions of the Housing Rights and Responsibilities Game Boards and/or laminate them for repeated use.

Instead of playing the game, conduct the session using a variation of the directions listed under Working With Individuals or Very Small Groups. Tape labels to a wall in the training space. Distribute one Housing Rights and Responsibilities Playing Card to each participant with a piece of tape. Participants tape the card under the appropriate label. Review the cards as a group, move cards if necessary, and discuss questions that come up. Debrief the session using the questions provided.

Create cards on different topics to be used with Housing Rights and Responsibilities Game Boards.

Housing Rights and Responsibilities Game Board



Housing Rights and Responsibilities Playing Cards

Rights



A landlord/landlady cannot refuse to rent to you because of your race, nationality, religion, sex, family situation, or physical or mental condition.



There should be a smoke detector in your home that works.



When you move out of your apartment or house, you should get your security deposit back if you have left the place in good condition.



You can live wherever you can afford to live.



You can move out of your apartment or house if you let your landlord/landlady know ahead of time, as agreed on in your lease.



You should have a lease with the landlord/landlady.



You should have hot and cold running water.



Your housing should be safe.

Responsibilities



There are certain changes to the apartment or house (such as painting the walls) that you can make only if the landlord/landlady gives you permission.



There are costs to moving to another apartment, and you should think about these before you decide to move.



You may have to pay more rent under certain conditions and after a certain period of time.



You should be a considerate neighbor.



You should identify and answer mail, such as bills.



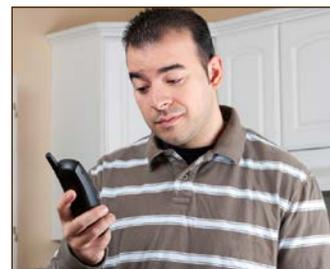
You should keep public areas (such as a laundry room) clean and obey rules for that area.



You should keep sound low so you do not disturb neighbors at night or in the morning.



You should keep your home clean.



You should know how to make and receive telephone calls.



You should know that your bills for electricity, gas, and water will depend on how much electricity, gas, and water you use each month. The more you use, the more you pay.



You should learn how appliances are used, and use them properly.



You should not take down the smoke detector in your home.



You should pay rent on time and in full.



You should pay utilities on time and in full.



You should put trash in the right place and recycle properly.



You should store food properly in the refrigerator and freezer.



You should tell the landlord/landlady about problems such as leaking pipes, rotting wood, or insects.



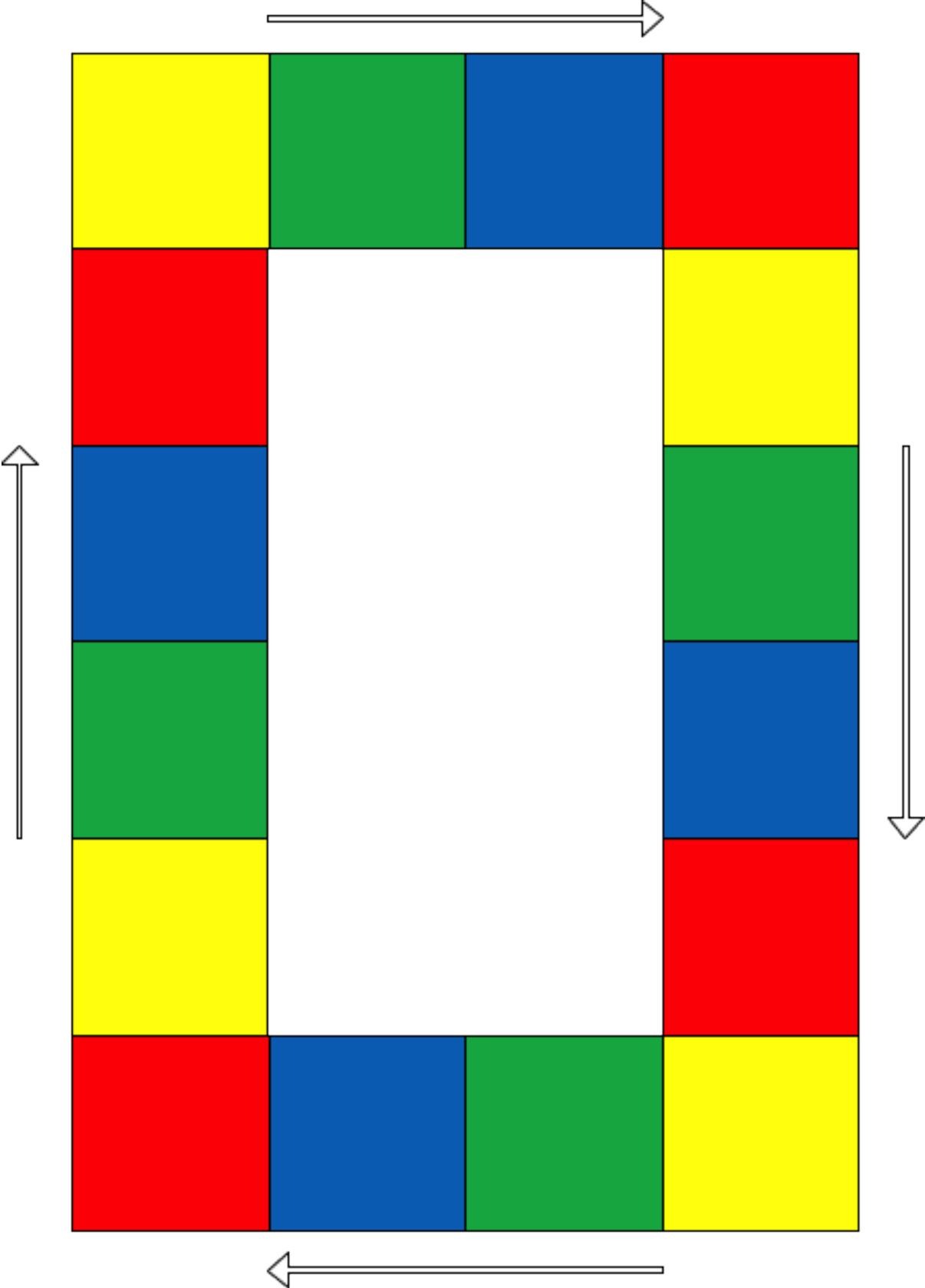
You should understand how to prevent fires in the home.



You should understand your lease and do what it says you are supposed to do.

Housing Rights and Responsibilities Spinner Mat

Housing Rights and Responsibilities Color Game Board



Housing Rights and Responsibilities Color Playing Cards

Rights



A landlord/landlady cannot refuse to rent to you because of your race, nationality, religion, sex, family situation, or physical or mental condition.



There should be a smoke detector in your home that works.



When you move out of your apartment or house, you should get your security deposit back if you have left the place in good condition.



You can live wherever you can afford to live.



You can move out of your apartment or house if you let your landlord/landlady know ahead of time, as agreed on in your lease.



You should have a lease with the landlord/landlady.



You should have hot and cold running water.



Your housing should be safe.

Responsibilities



There are certain changes to the apartment or house (such as painting the walls) that you can make only if the landlord/landlady gives you permission.



There are costs to moving to another apartment, and you should think about these before you decide to move.



You may have to pay more rent under certain conditions and after a certain period of time.



You should be a considerate neighbor.



You should identify and answer mail, such as bills.



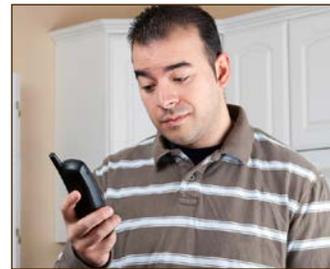
You should keep public areas (such as a laundry room) clean and obey rules for that area.



You should keep sound low so you do not disturb neighbors at night or in the morning.



You should keep your home clean.



You should know how to make and receive telephone calls.



You should know that your bills for electricity, gas, and water will depend on how much electricity, gas, and water you use each month. The more you use, the more you pay.



You should learn how appliances are used, and use them properly.



You should not take down the smoke detector in your home.



You should pay rent on time and in full.



You should pay utilities on time and in full.



You should put trash in the right place and recycle properly.



You should store food properly in the refrigerator and freezer.



You should tell the landlord/landlady about problems such as leaking pipes, rotting wood, or insects.

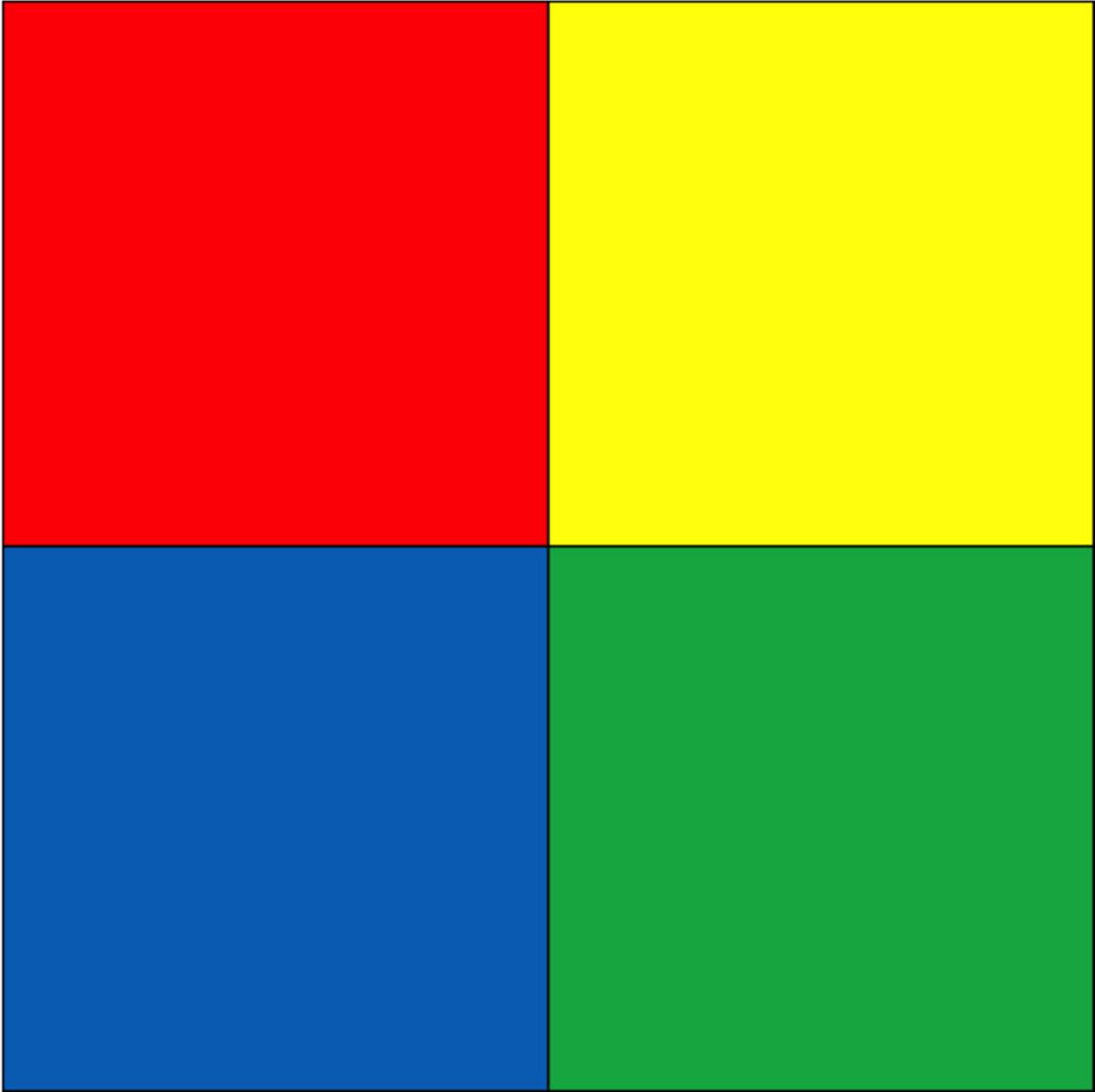


You should understand how to prevent fires in the home.



You should understand your lease and do what it says you are supposed to do.

Housing Rights and Responsibilities Color Spinner Mat



Housing

Being a Good Neighbor

Introduction for the Trainer

Key Content

During this session, participants will learn what it means to be a good neighbor in the United States.

Main Messages

A good neighbor in the United States is someone who is considerate of people who live near her/his apartment or house. A good neighbor keeps common areas in apartment buildings clean. In the case of a house, s/he keeps the lawn neat and only puts out trash on days it is going to be picked up. Participants will need to understand the importance of keeping their voices and music low during the night so that they do not disturb their neighbors. Refugees should also expect their neighbors to be considerate of them.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why being a considerate neighbor is important
- ▶ Identify ways to be a considerate neighbor in the United States
- ▶ Describe ways to avoid being an inconsiderate neighbor in the United States

Materials

- Flipchart paper, markers, and tape
- Good Neighbor Critical Incidents (included), 1 per group of 3-4

Key English Vocabulary

- ▶ *comfortable*
- ▶ *considerate*
- ▶ *friendly*
- ▶ *Be a good neighbor.*

Note to Trainer

This basic plan has been developed for a more literate group. When working with a less literate group, refer to Variations and Considerations.

Session Preparation

Estimate the number of participants who will attend the session. Based on this number, decide how many Good Neighbor Critical Incidents to use, with one critical incident for every three to four participants. Cut out the Good Neighbor Critical Incidents needed.

Trainer's Introduction of Session to Participants

Neighbors are expected to be friendly and considerate of others in the United States. This session will help you identify some things to think about so that you can get along well with your neighbors.

Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about how they got along with their neighbors in places they lived before. Were they friendly with their neighbors? Were there certain things they were supposed to do, or not do?

Ask participants to share their experiences with a partner.

Bring the full group together and ask participants to share something they discussed with their partner. Record responses that relate to being a good and considerate neighbor in the participants' countries and cultures on the flipchart.

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 phrase. Throughout the session, emphasize the words as they come up and use the phrase 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. Ask participants to elect a spokesperson. Distribute Good Neighbor Critical Incidents, one per group.

Small groups read critical incidents and discuss the questions that follow about being a good and considerate neighbor in the United States.

Bring the full group together. Ask small groups to share some of the things they learned about being a good and considerate neighbor in the United States.

Debrief the session with participants using the questions below.

Debriefing Questions

- ▶ Why is it important to be a friendly and considerate neighbor?
- ▶ What are some things you can do to be a friendly and considerate neighbor?
- ▶ How should you expect your neighbors to treat you? If they don't treat you that way, what could you do?
- ▶ To be a good neighbor, what are some things you should *not* do?

Working With Individuals or Very Small Groups

When working with an individual or a small group, the trainer conducts the introductory exercise by asking participants to think about how they got along with their neighbors in places they lived before. Record relevant notes on the flipchart. During the activity, the trainer should choose two to three relevant Good Neighbor Critical Incidents. The trainer should read one aloud to participants and ask the questions provided, guiding the discussion. The trainer should then do another Good Neighbor Critical Incident in the same way, and a third if there is time. Debrief the session using the questions provided.

Variations and Considerations

If possible, ensure that at least one participant in each group is literate in English. If working with interpreters, they can help groups read the questions. When working with a less literate group and there are not enough interpreters, read one critical incident aloud to the full group for small groups to discuss. Read additional critical incidents if there is time.

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

If needed, use translated versions of the Good Neighbor Critical Incidents.

Good Neighbor Critical Incidents

Good Neighbor Critical Incident 1: Nahid and his children

Nahid and his family move into their new home. Their new neighbors have two large dogs, and Nahid's children are afraid of the dogs, although they seem friendly. Nahid's children refuse to play in the backyard alone because the neighbor's dogs are often playing in the fenced-in lot next door.

Consider the following questions:

- ▶ What could Nahid do so everyone feels more comfortable?
- ▶ How would you handle this situation while keeping a good relationship with your neighbors?
- ▶ What is important for Nahid to keep in mind so he can be a good neighbor while making sure that his family is safe?

Good Neighbor Critical Incident 2: Letia and her family

Letia and her husband move into their home and are happy to be living near cousins. Their cousins come to Letia's house often, and they all cook and listen to music from their country together. One day Letia's landlord calls and tells Letia that she cannot play music after 9:00 p.m. anymore, because it is disturbing the neighbors.

Consider the following questions:

- ▶ What is the issue in this situation?
- ▶ What could Letia and her family do to be more considerate of their neighbors?
- ▶ What is important for Letia and her husband to remember so they can be good neighbors, but also be comfortable and happy in their new home?

Good Neighbor Critical Incident 3: Palau and Alex

Palau and his family move into their new apartment. Palau's new neighbor, Alex, stops by to meet Palau one morning before leaving for work. Palau cannot tell if Alex is a man or a woman. After Palau says good-bye, he feels very uncomfortable. Later that day, Palau sees Alex again. What should he say?

Consider the following questions:

- ▶ What is the issue in this situation?
- ▶ How do you think Alex may feel in this situation?
- ▶ What should Palau do the next time he sees the neighbor?
- ▶ What is important for Palau to remember so he can be a good neighbor, but also be comfortable in his new neighborhood?

Good Neighbor Critical Incident 4: Saw Nee Kow and her neighbors

Saw Nee Kow and her family move into their new apartment complex. Everyone is very friendly. Saw Nee Kow's neighbors invite her family to a building potluck, a get-together where everyone brings food or drink to share. Saw Nee Kow has been feeling lonely and is very excited about the invitation. She buys two live chickens and leaves them in the apartment complex courtyard while she prepares to slaughter them. One of Saw Nee Kow's neighbors knocks on her door and asks about the chickens. Saw Nee Kow explains that they are for the potluck. Her neighbor seems surprised and uncomfortable.

- ▶ Why is Saw Nee Kow's neighbor surprised and uncomfortable?
- ▶ What would you do in this situation if you were Saw Nee Kow?
- ▶ What should you know that might help you take care of this situation?

Good Neighbor Critical Incident 5: Juan and Richard

Juan moves into his new apartment with his wife and baby. Their next door neighbor, Richard, is friendly and helpful. He tells Juan how to find places like parks and convenience stores near their new home. One night, Juan's baby cannot sleep because Richard has music playing loudly. Juan likes Richard and does not want to bother him because he has been helpful to their family. However, the next night, Richard again has loud music playing and the baby is again unable to sleep.

- ▶ What is the issue in this situation?
- ▶ How would you feel if you were Juan? How would you feel if you were Richard?
- ▶ What do you think Juan should do?

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>appliance</i>	A piece of equipment that people use to help them do work at home.	Some houses and most apartments already have large kitchen <i>appliances</i> , such as ovens and refrigerators.	What <i>appliances</i> do you think are necessary? Which are nice to have but not necessary?
<i>clean</i>	To remove dirt from; not dirty.	Angel helps his mother Patricia <i>clean</i> their home every Saturday morning.	When do you <i>clean</i> your home?
<i>comfortable</i>	To have a feeling of ease, to feel good in your body and mind.	Khin Myint's boss does not feel <i>comfortable</i> when he talks to Khin Myint, because Khin Myint does not look at him.	What makes you feel <i>comfortable</i> at home?
<i>considerate</i>	Thoughtful of the feelings and needs of others	Narayan knows that his mother is tired so he is <i>considerate</i> and helps clean up after dinner.	Who do you want to be <i>considerate</i> of?
<i>damage</i>	To harm something so it becomes less useful or valuable.	When Khalia moved the sofa in her apartment, she <i>damaged</i> the wood floor.	What can you do if you <i>damage</i> the walls, ceilings, or floor in your apartment? How can you repair it?

Vocabulary Word	Definition	Context	Partner Talk
<i>evict</i>	To force someone to leave a rented property.	If you do not pay your rent or you damage your apartment, your landlord or landlady might <i>evict</i> you.	What can you do so you don't get <i>evicted</i> ?
<i>friendly</i>	To be warm and pleasant to others.	Arturo's neighbors are <i>friendly</i> . They invited him over for dinner when he moved into the apartment building.	Do you think it is important to be <i>friendly</i> to your neighbors? Why or why not? If yes, how can you and your family show others that you are <i>friendly</i> ?
<i>housing</i>	A place to live.	The resettlement agency can help you find <i>housing</i> when you first arrive in the United States.	What kind of <i>housing</i> would you like to have one day?
<i>important</i>	Having great meaning or value.	It is <i>important</i> to pay your rent on time.	What things are <i>important</i> to you?
<i>landlord or landlady</i>	The person who owns the house or apartment you are renting. The building manager works for the <i>landlord or landlady</i> .	Pleh Meh mails his rent to his <i>landlord</i> on the 25th of every month. He calls the building manager when something in his apartment is broken.	What is something you might need to talk with your <i>landlord or landlady</i> about?
<i>mail</i>	Letters, flyers, and packages that the post office delivers to you.	Iman gets <i>mail</i> in the mailbox in the lobby of her apartment building.	What kind of <i>mail</i> do you think is important? What kind of <i>mail</i> is not important? Why or why not?
<i>neighbor</i>	A person who lives near someone else.	Amina and Mansoor want to meet the <i>neighbors</i> in their new apartment building.	What are the names of some of your new <i>neighbors</i> ?

Vocabulary Word	Definition	Context	Partner Talk
<i>recycle</i>	To put old or used things through a process so they can be reused; to reuse.	The city <i>recycles</i> old newspapers to make new paper.	Why do you think it is good to <i>recycle</i> ? What are some things you could <i>recycle</i> ?
<i>rent</i>	The regular payment that you give to the owner of an apartment, house, or office property that you live in or use.	Most people pay <i>rent</i> for their homes on the first day of the month.	Do you <i>rent</i> your home? When is your <i>rent</i> due?
<i>security deposit</i>	Money that you give to a landlord/landlady when you move into a house or apartment. The <i>security deposit</i> pays for any damage that you may do to the place. If you don't do any damage, you will get the money back when you leave.	I had to pay a <i>security deposit</i> equal to one month's rent for my new apartment.	Did you have to pay a <i>security deposit</i> for your apartment? How much was it?
<i>tenant</i>	A person who rents space to live or work in.	Every <i>tenant</i> must pay rent.	Do you know any other <i>tenants</i> who live near you?
<i>utilities</i>	Water, electricity, and gas for home use.	Sometimes you have to pay for your <i>utilities</i> in addition to rent. Sometimes <i>utilities</i> are included in the rent.	Are your <i>utilities</i> included in the rent? What <i>utilities</i> do you pay for in your home?

Housing 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.

Housing Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

Words

friendly

housing

appliance

clean

damage

utilities

mail

Pictures



Housing Unit Vocabulary Worksheet 2

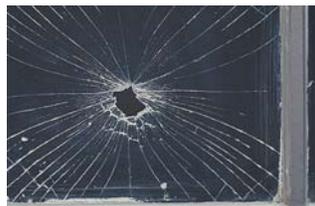
Directions: Read the sentences below. Indicate whether a landlord would be made happy or unhappy by the tenant actions described. The first one is done for you.

Tenant	Landlord	
	Happy	Unhappy
The tenant forgets to pay <i>rent</i> .	J	<input checked="" type="radio"/>
The tenant pays his <i>rent</i> every month.	J	L
The tenant keeps the house <i>clean</i> .	J	L
The tenant is a good <i>neighbor</i> .	J	L
The tenant <i>damages</i> the wall.	J	L
The tenant does not <i>clean</i> the house.	J	L

What are some reasons a landlord might *evict* a tenant? Circle the words that show reasons a landlord might *evict* a tenant.



clean



damage



friendly



pays rent



comfortable



does NOT pay rent

