

A New Start:
Refugee Youth Pre Departure Orientation Pilot Program
Report

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Background:

Refugee youth experience multiple barriers to settlement in Canada. On top of migration challenges such as social isolation and exclusion, refugee youth must also deal with the trauma of violence, war and displacement among many other experiences. This report focuses on a pre-departure orientation pilot for refugee youth as part of a larger research project called Operation Swaagatem funded through a Metropolis BC grant. Operation Swaagatem is the Nepalese word for “Welcome”. This was one of several components undertaken to analyze the recent settlement experiences of Bhutanese refugees to British Columbia including the pre arrival community planning process. The primary target of the pre-departure orientation pilot program is Bhutanese youth who are currently in Nepal awaiting resettlement to Canada with their parents-guardians. This report is divided in two sections; the first, documents the insights of recently arrived government assisted refugee youth for the purpose of developing a three day pre departure orientation curriculum; the second, provides insights on the delivery pilot which took place in Nepal in late January 2011. In the appendices we have provided a copy of the 3 day pre departure orientation curriculum as well as additional information on the youth that participated in the consultation process.

Consultation Methodology:

The consultation process took place in June and July 2010. Forty-three (43) youth were invited to participate, of which all but one were Government Assisted Refugees¹. The remaining one was a refugee claimant. All refugee youth arrived in BC between 2007 and 2010, most having been in Canada less than 2 years. The youth contact information was accessed through Immigrant Services Society of BC's (ISSofBC) internal data base system. ISSofBC is the sole receiver of all government assisted refugees destined to BC. Forty-two (42) refugee youth between the ages of 16 and 19, currently living in various cities within Metro Vancouver attended one of 5 focus groups. One of the focus groups was held specifically for Karen youth with interpretation services and facilitators from the Karen community provided. In addition, two Iranian government assisted refugee youth residing at ISSofBC's Welcome House facility² for less than a week, were also interviewed as part of the consultation process. *Appendix A illustrates the breakdown demographics of the participants.*

The purpose of the focus groups and key informant interviews was to collect information on the participant's migration challenges in order to design and implement a pre-departure orientation curriculum for youth living in refugee camps. The youth were encouraged to talk about their processes of integration, knowledge possessed about Canada prior to departure from their country of asylum and information they would have liked to have had before arriving in Canada. The focus

¹ Government-assisted refugees are Convention Refugees Abroad and members of the Source Country Class. Their settlement in Canada is provided by service provider organizations supported by Citizenship and Immigration Canada and fully financed by the Government of Canada or Quebec.

<http://www.cic.gc.ca/english/refugees/outside/resettle-gov.asp>

² Welcome House is a facility of ISSofBC where government-assisted refugees reside temporarily when they first arrive in the province before finding long-term accommodations. <http://www.issbc.org/welcomehouse>

groups were centred on four activities. Following the introduction, activity one and two focused on the challenges refugee youth faced due to lack of information; while activity three and four asked the participants to share advice and/or key messages that would give to their peers living in refugee camps. Arising from the messages shared by focus group participants, a video project was created by and for refugee and immigrant youth to facilitate more direct communication among peers both in Canada and abroad. The 6 minute video entitled *Transitions* and found at <http://www.youtube.com/watch?v=4GHWCL443-U> or in Nepali: <http://www.youtube.com/watch?v=3apdCwZEg3w> was directed, filmed and edited by Pirouz Nemati, a former government assisted refugee youth, and was included as part of the curriculum.

School factors:

Typically, newcomer youth's first contact with mainstream Canadian society is in the public school setting. Many of the challenges identified by the youth participants focused on their experiences within the first few days at school. The unfamiliarity with the education system made their experiences at school distressing. In Canada the school year goes from September to June which contrasted with experiences in their home countries where in some cases school runs from January to November. Youth participants pointed to the large size of the schools as being overwhelming and the structure overall as puzzling. Moving from classroom to classroom was confusing for the majority of youth participants, who often were used to staying in the same room during the school day in their home countries. Another challenge identified was the use of schedules and agendas given to them which were not explained in detail. In addition, lockers, found in most high schools in Canada had never been used before by most youth participants. Youth shared personal stories about going for days without being able to open their lockers. One of the participants shared that he left the lock open because he was afraid of not being able to get his backpack, when he returned at the end of the day, all of his belongings were missing.

Another challenge expressed with the Canadian high school system was the lack of explanation of school course scheduling, either alternating days or the semester system. The lack of clarity led many youth to attend the wrong class on the wrong day and as a consequence they were mocked by their classmates. The homeroom period was highlighted by youth participants as the most confusing, since it lasts for a shorter period than a regular class and unlike a regular class only announcements are made. The majority of participants pointed to the lunch hour as the most frightening time of the day because of the size of the cafeterias and the perceived unfriendliness of other students. One of the participants described how she started taking food for lunch in the cafeteria without knowing that she had to pay for it. The washroom facilities were also identified as being unknown to some of the participants who were hesitant to use the bathroom for fear of ridicule by classmates. Although it could be conceived as small points, knowledge –orientation on the basic functions of school might have made a significant impact in the lives of refugee youth.

In terms of specific classes, English as a Second Language (ESL), cooking and Physical Education (P.E.) classes were subjects where youth encountered the most challenges. Older students were sometimes placed in ESL classes with much younger participants, which made it difficult for them to socialize with people their own age. Their ESL level, also affected their placement in other subjects such as mathematics. In one case, a grade 11 student who always excelled in math back home was

placed in essential mathematics grade 9 where he felt undervalued and disengaged. Physical Education classes are often considered as more accessible for newcomer youth to engage in; however, respondents expressed the necessity to learn the basic rules of some of the sports practiced in P.E. class. For example, one of the participants was made fun of when her class began to play badminton because the sport was foreign to her. Another recurring comment among youth respondents on P.E. classes was that students were expected to sit on the floor which for some youth who attended the focus group was inappropriate behavior.

Additionally, health campaigns in schools were particularly frightening for those youth who had just entered the school system. In a couple of examples, youth respondents described their first week at school during a health campaign where they received shots without understanding what was occurring. The lack of communication between students and the school staff created even more barriers in their integration process. The feeling of isolation was one of the most discussed challenges youth faced in the schools, followed by racism and bullying. For example, a participant shared that he got into a fight after he was pushed into a locker by a group of youth who made fun of him in the school hallway every day. At his school no one else spoke his language and he was unable to explain to the principal what had happened. In these cases powerlessness and frustration are added to dealing with traumas of war and displacement. In order to orient newcomer youth schools typically use the buddy system. Schools usually find students who speak the same language as the newly arrived youth who are entering the school; although sometimes useful, a few of the focus group participants expressed that their mentors also were newcomers who did not offer any support, had very limited knowledge of the school and language and/or were from the opposite sex which in many cases made the youth feel uncomfortable and therefore inaccessible.

Additional factors:

Other barriers in their migration process centered in culture, transportation and weather; youth participants in particular identified the Canadian currency as being difficult to use. For many of the youth shopping for food and clothing was a challenging experience, the products were unfamiliar, English limited and the currency unknown. As well, cultural sensitivity was a barrier constantly addressed in the school and the community settings. Some refugee youth are used to certain norms that are often not followed in Canada; for example public displays of affection and men and women walking on the streets together were shocking actions to some of the participants. Many of the youth asserted that they expected Canada to be a homogenized culture; instead they arrived into cities with people from diverse backgrounds from which they knew little about and where people generally had limited information about their culture. Although many youth addressed the lack of understanding other students and teachers had about their experiences and cultural backgrounds, it was specifically the focus group of Karen participants who emphasized their frustration when teachers and other classmates assumed they were Chinese.

In terms of transportation, challenges about what type of money to use when buying a bus ticket, pulling the cord, opening the door, bus stops and getting off the bus was completely foreign to them. Anecdotes around getting lost in the city were common, not only because of unfamiliarity with maps and locations but also because the transportation system was unknown to them. How crosswalks and traffic lights work were also identified by the youth as elements that made their first weeks in Canada more challenging. In addition, the weather in Canada was surprising to many. Changes of seasons were particularly difficult to deal with, considering many did not have appropriate winter

clothing because they arrived in the summer. Nevertheless, youth who mentioned barriers outside of the school setting tended to speak about them lightly in comparison to experiences at school. The youth participant's anecdotes in school often concluded with getting teased, bullied or mocked as a result of not knowing certain pieces of information that they now consider basic.

Youth messages and advice:

Based on their experience and knowledge, participants were encouraged to share messages of advice to youth staying in refugee camps. The general point was that immigrating to a new place is always hard; cultural differences and lack of language skills will make their new lives in Canada difficult and only with time they will get better. However they had some points of advice which they felt would ease the level of frustration during the first weeks. Not surprising, the majority of messages focused on how to overcome challenges faced in school. Overall, learning English (or French in Quebec) was the main recommendation for other newcomer youth; recommendations such as study hard, be patient and do not be afraid to practice speaking English were among the most repeated. Youth suggested that newcomers should ask counselors and people they meet when they arrive as much as possible about which schools have more support for immigrants, which classes to take and why, information about exams, rules, semester or alternate day systems. However, the majority of the participants acknowledged that youth should prepare themselves both physically and mentally for the first few days at school because at first they will be lonely, sad and without friends. Participants also wanted youth to know that fighting will go on their record, teachers cannot hit them and that they should know their rights so they can claim them. One of the most striking messages that participants wanted to share with youth in refugee camps was that there is no war in Canada. Although many said that there is peace and tranquility in their new lives in Canada, they wanted the youth to know that it is not a perfect country.

Planning for their future was essential to many of the youth; their advice was that newcomers should always plan to go into post secondary education so that they and their families can have better lives in the future. Canada is a big country and youth coming into the country should know that every province (state) is different and that reading books about the culture, weather and law could make their experiences less frustrating. Since there are people from different countries, the youth recommended that as they start befriending people at school they ask about their cultures and practices so they can respect each other. Participants also wanted newcomer youth to know that winters are very cold in Canada and summers are hot; therefore, they should bring appropriate clothing before they come. Finally, the message that many youth felt the most valuable was that newcomers should make Canada their new home and respect the culture and law; however, they should not change who they are or forget where they came from in order to fit in. A participant wrote, "Don't give up because you are an immigrant and never wish to be like somebody else because you are special". The main messages-points shared by youth for their peers were later incorporated into a bookmark, a copy of which can be found in the appendices.

Pre-departure Orientation Pilot Context:

In January 2011, with support from the International Organization of Migration (IOM) and the United Nations High Commissioner for Refugees (UNHCR) the pre-departure orientation curriculum was piloted at a refugee camp in Damak (Nepal). Twenty-one youth, between the ages of 14-18 years old, awaiting resettlement along with their families to Canada, attended the three-day orientation pilot, delivered by a small Canadian delegation representing Immigrant Services Society of BC (ISSofBC) and Vancouver Foundation. This was the first time that refugee youth had been given the opportunity to participate in their own specifically designed pre-departure orientation. Currently youth can participate in the Cultural Orientation Abroad (COA) program with their parents. For a breakdown by gender of the youth who participated in the orientation please refer to *Appendix C*. The 3 day orientation pilot was delivered in English although an IOM Nepali interpreter/facilitator was present at all times during the orientation. In short, based on daily and final evaluations, the orientation pilot was considered a success. Youth participants were able to familiarize themselves with many aspects of Canadian society while preparing for the numerous settings they will be placed into once they immigrate to Canada.

Nepal Pilot Highlights:

As noted the orientation pilot took place in Damak, Nepal. We were able to utilize an IOM training centre classroom. Within the IOM training centre are several classrooms, a covered eating area and “western” style washrooms. Day one consisted on assessing the youth’s knowledge, information and misconceptions they had about Canada; as well as building the relationships between each other and the facilitators. At the beginning the youth were reserved and soft spoken whenever they were asked to speak to the group. Many of them were unaware of the purpose of the orientation and did not fully understand what they were there to do. As a result, many of the youth arrived with official paperwork thinking they had to sit for an interview with Canadian officials. Once the facilitator explained the purpose of the information to the youth and to some parents, as well as the agenda for the day, the youth started to open up. An important learning from the beginning was the need to explain to the youth how to use a ‘western’ toilet as all were unfamiliar with it. Two volunteer youth (one female and one male) were taken into the washroom facilities and given instructions on how to properly use the toilets, these youth were then asked to show the remaining youth participants how to use the toilets. As a way of ensuring that the youth had many ways of providing feedback and asking questions, the youth were provided with sheets of paper and an envelope placed in the room so that they could use this medium to express their concerns anonymously. One of the guiding activities during day one of the orientation was the establishment of group guidelines, used to ensure that participants are respecting each other and that people feel comfortable in the room. An important insight from day one is to simplify the activities/instructions in order to familiarize the youth with the facilitation method of instruction.

During the second day, the youth explored the challenges they would face upon arrival, the impact that resettlement would have on their families and the adjustment phases they would encounter once they settled in Canada. Themes around transportation and currency were discussed through dynamic activities that allowed the youth to actively experience situations they might encounter. Initially information around the Canadian health care system was intended to be brief and addressed on Day 1, however, the youth's curiosity, questions and inquiries about the topic led the facilitators to revisit the theme and allocate more time to the subject. Another significant change in the agenda, which occurred in Day 2, led the group to have more in depth discussions about arranged marriages and the caste system and whether it existed in Canada. Interactive activities such as getting youth to write a perceived challenge once in Canada on an inflated ballon was both educational and entertaining. The debriefing session on this activity centred primarily on whether people in Canada would like them or not. The challenge here lies in that the facilitators wanted the youth to be prepared to face bullying and discrimination while maintaining a balanced and realistic perspective of the resettlement process. Overall the youth took a lot more ownership in day 2 of the space by voicing their needs, interacting with each other and with the facilitators.

Day three of the orientation focused mainly in discussing the school setting and the challenges they could encounter upon entering high school in Canada. By the end of the orientation, the youth were outspoken, loud and unafraid of asking questions. The notable change in their participation level was remarkable and can be attributed in part to the best practices used by the facilitators in conducting the pilot. The environment created during the three days allowed the youth to feel empowered about their learning process. Although a bulk of the day was spent in discussing and practicing situations they might encounter in school, the most challenging activity to facilitate was the racism and discrimination session. Photos of diverse people e.g. race, colour and gender were taped to the wall of the orientation room so that youth could see the tremendous diversity of Canadian society. The participants were then asked to place a green dot on the photos of people they would like to be friends with, and a red dot on the people they would prefer not to befriend. Not surprisingly, given the obvious preference for lighter skin colour in Nepali society, the youth preferred to befriend Caucasian people. The darkest skinned person in the pictures received a significant number of red dots, which provided an opportunity for an in-depth conversation about their assumptions, stereotypes and misconceptions about certain races. The most effective method used to spark the youth into thinking about racism and discrimination was to ask them how they thought light skin Canadians might perceive them. In the end, through some of the self reflections in the evaluations, it was evident that the youth were actively thinking where their ideas about black people came from and whether their pre-conceptions were accurate.

A final evaluation session as well as a mini contest where youth got to answer questions about what they learned during the orientation was the closing activities of the pilot. During the closing ceremony the youth received their completion certificates, as well as a card to contact ISSofBC upon their arrival to Canada in order to assess the effectiveness of the orientation. The youth who

complete a follow-up questionnaire-feedback survey were informed that ISSofBC would provide them with a \$20 honorarium for their participation.

Possible Best Practices?

The success of the orientation lies not only in the delivery of the curriculum but can also be measured on the comfort level of the youth. In order to ensure approachability, the facilitators decided to have lunch with the youth (rather than leaving the training centre to eat elsewhere) and interact with the participants during breaks and after the sessions. Genuine friendliness and openness to talk to the youth was essential in creating a less formal setting in which the participants were able to express themselves more easily. After Day 2 and 3 the facilitators visited two of the refugee camps where youth participants lived with their parents. The opportunity to visit where the youth lived and to meet their families reinforced a strong bond, mutual respect and trust to have more dynamic and interactive discussions. Although a curriculum and a schedule were created for the orientation, it is the youth who through questions and participation dictate the agenda and the length of time spent in certain activities. It was important to empower the youth to make suggestions about what topics they would like to spend more time talking about and to remind them that the facilitators are learning from the youth as well.

The most engaging activities during the orientation were those that were practical and dynamic such as the lock activity, in which the youth practiced how to open a lock in preparation for their first few days of high school. Evaluating the orientation provided great insight in order to update the curriculum to truly reflect topics the youth were interested on discussing, as well as adapting some activities in order to make them more dynamic and appropriate for the group of youth present. Throughout each of the days, the youth were encouraged to write anonymous feedback and ideas for the suggestion box, which was checked periodically during the day by the facilitators in order to assess the direction of the orientation. As a result of youth's feedback, the updated curriculum (as found in the appendices) includes more interactive activities to explain or practice identified topics such as transportation, currency and others.

Providing nutritional snacks (e.g. fruit) and lunch were essential in the success of the pilot. Snacks and lunch on each day ensured that the youth could fully participate and retain the information provided.

Summary of Youth Feedback:

The final evaluative session of the orientation consisted of a mapping activity that asked the youth to tell us what they learned during the three-day orientation and what they would have liked to know more about. The level of retention of information during the orientation was evident by reading the evaluations where youth gave an extensive breakdown of all the topics they learned such as transportation, schools, currency, marriage, and religion. Overall the aforementioned themes were repeated as elements which the youth learned about during the three-day orientation. Among the questions the youth participants had at the end of the pilot included more discussions on job search strategies and how to navigate the health care system in Canada. One of the most frequent concerns youth had was the “marriage” discussion we had including same sex marriage. Below are some direct quotes taken from the mapping evaluations:

“We can easy enjoy there because we know many thing and idea about Canada.”

“I am thinking that how I am lucky to get cultural orientation by Canadian people.”

“I am very happy to do this orientation because we know many things about the Canada and Canadians people, their religions, castes and other.”

“I was recognizing that how lucky I was that I get a chance to get knowledge about Canada and how to behave people of Canada and all.”

“I think I cannot forget this three day and knowledge that I get in these days.”

“My one bad thinking also delete from my brain today that I was thinking black people were different from white people.”

Besides the comments provided above through the mapping evaluation exercise youth participants provided general feedback on what they learnt and enjoyed from the pilot. These include the following samples...

“You have to give chance to every one youth in the camp.”

“I want to know what differences does Bhutanese refugee and other refugees get in Canada?”

“I want to know clearly about Canada through email address when I reach Canada. I will ask some more thing to you. Hope I meet you all in Canada.”

“I want to know the student of Canada has their own computer and the teacher are kind or now.”

Recommendations:

From the pilot, the facilitators compiled the following recommendations for future consideration.

- Youth specific pre departure curriculum and orientation to Canada should be implemented worldwide to better prepare newcomer youth for their unique resettlement process. While the current Cultural Orientation Abroad (COA) program/ curriculum is thorough and delivered by dedicated professionals within sometime very challenging environments, the

content is not as relevant for youth between the ages of 13-18 years old. Providing youth with a better understanding of the challenges and opportunities they will face once in Canada is a smart investment that will go a long way to not only better preparing and helping themselves but also their families.

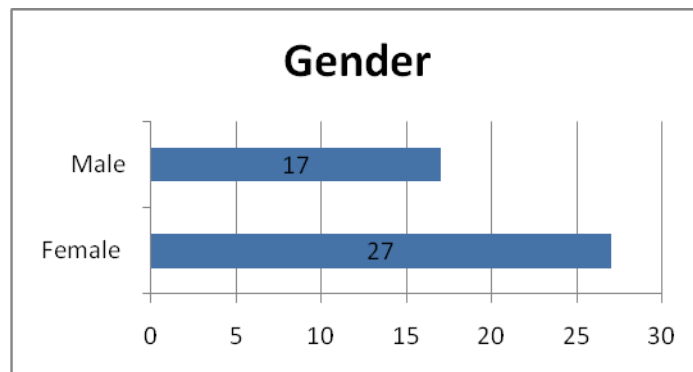
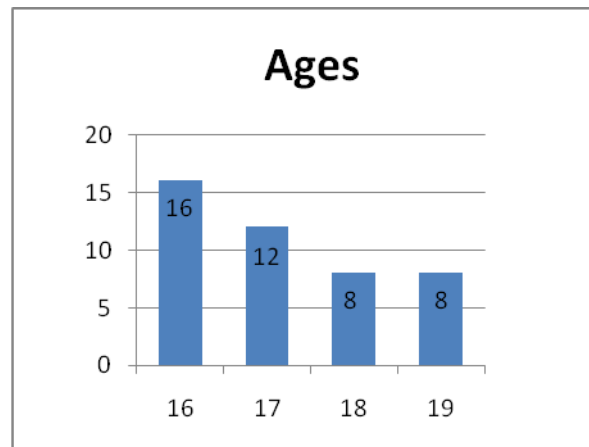
- Newcomers to Canada would greatly benefit from a better alignment between pre-departure orientation delivered overseas and settlement orientation delivered in Canada e.g. COA and RAP orientation. By using similar tools e.g. photos, videos, activities and key messages including specific parts of the pre departure orientation curriculum would ensure that information received abroad was reinforced once newcomers arrive in Canada. We could learn from the experiences of Australia in this regard.
- The retention of information among youth participants was significant during the pilot. Although ISSofBC is in the process of reconnecting with the youth participants now in Canada to ascertain the overall impact of the pilot on their early settlement experiences, the delivery of youth specific pre departure orientation program may provide an opportunity to better support the family in general considering youth retain information better plus they will likely end up being cultural brokers and interpreters for their parents.
- The facilitators who deliver the orientation should have both extensive facilitation experience and previous experience working with refugee youth. Having a facilitator who has gone through the resettlement journey is an additional asset that brings invaluable insight to the orientation sessions. Understanding the cultural context of the youth attending the orientation will guide the facilitators to adapt the activities as appropriate.
- The orientation pilot would have benefited by lengthening the 3 days to include a half day session along gender lines so that youth could discuss specific concerns/needs that they feel uncomfortable discussing with youth from the opposite sex.

Summary and conclusion:

ISSofBC set out to consult refugee youth in the design and delivery of a specific pre departure orientation program for youth between the ages of 13-18. The overarching goal was to explore ways that we could better support newcomer youth once they arrive in Canada. While we run specific programs for newcomer youth there exists specific gaps in current service delivery systems eg no youth specific orientation for example within the Resettlement Assistance Program for government assisted refugees. While we cannot conclude definitively on all the benefits of providing pre departure orientations to newcomer youth to Canada, the pilot highlighted many success indicators. The youth participants felt strongly that the pilot was extremely useful and helpful. Their knowledge and self confidence increased on what they could expect once in Canada. The majority of comments about the orientation expressed the desire to have a longer orientation, longer than three days. It is too early to ascertain the full impact of the pilot on the initial settlement experiences of the youth participants. At the time of writing this report the youth participants have just begun to resettle with

their families to various communities across Canada. However, the pilot does raise several policy and program questions that should be considered as we work towards better settlement outcomes for newcomer youth in Canada. From our experiences a pre-departure orientation specifically designed and delivered to youth is the most effective way of ensuring that newcomer youth have better knowledge of what their lives in Canada will look like while at the same time better prepare them to address the traumatic experiences that refugee youth shared with us during the consultation phase.

Appendix A – Focus Groups Participants’ demographics



Country of birth or ethnic group	Countries of transition	Length of time in Canada	Geographical location
Rwanda (x1), Guatemala (x1), Afghanistan (x1), Iraq (x7), Karen (x14), Ethiopia (x2), Colombia (x1), Nigeria (x1), Sudan (x2), Uyghur (x2), Democratic Republic of Congo (x5), Iran (x2), Sierra Leone (x1), Ghana (x1), Togo (x2).	Syria, Pakistan, China, Turkey, Guinea, Sudan, Bene, Thailand, Iran, Uganda, Ghana.	0-11 months (x9) 1 year (x10) 2 years (x14) 3 years (x 11)	Surrey (x23) Burnaby (x9) Langley (x2) Port Moody (x2) Vancouver (x6) New West (x2)

Appendix B – Focus Groups Activities:

Check-in: Ask the youth to introduce themselves (name, how long they have been in Canada for, country of origin or ethnic group and which high school they attend or which city they now live in).

Activity 1:

- From the check in draw out themes such as school, transportation, community etc.
- Place a sign of each of these themes in different parts in the room. Ask the youth to take a couple of sticky notes and think back to before they came to Canada. Go over each of the signs and ask them to write down all of the things they knew BEFORE coming to Canada of each of the themes.

Activity 2:

- Divide the youth into two groups.
- Ask the youth to draw out the outline of a person and as a group on the inside to write all of the things that were challenging for them when they first came which affected their adaptation and integration process. Remind them that they will be presenting their drawing back to the group.
- While they are preparing to present their drawing back to the group ask each of the youth to circle one of the things that frustrated them the MOST. They can only choose one.
- Ask both groups to present back to the rest of the group. Discuss.

Activity 3:

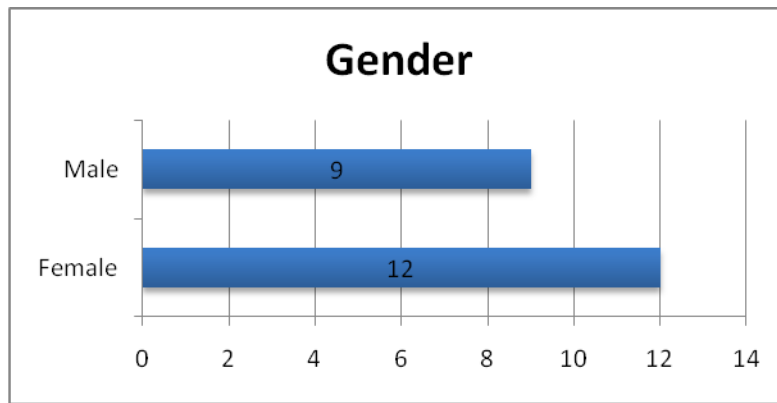
- Ask the youth to take one of the bright/lined colour stickies and write the following.
- If you could talk to a youth who is getting ready to immigrate to Canada what is the one general thing you would tell them? Something that doesn't apply only to Vancouver or BC.
- Once the youth have glued them at the front of the room read them out to the rest of the group.

Activity 4:

Hand out the photocopy of the Survival tips card. Explain that this is rough draft of a card which will be given to the youth before they come to Canada.

1. Is it a good idea?
2. Would it have been helpful for you?
3. Is there a statement you don't agree with or don't think is useful?
4. Should we replace or add any of the statements in the card for the one they just came up with?
5. Closing round

Appendix C – Pilot Orientation Participants' demographics



Appendix D: Orientation's Curriculum

Training and Facilitator Tips:

- It is recommended that around 16-20 youth take the training. If the trainings are larger the activities will be more challenging to carry out and youth will have less of an opportunity to ask questions and share their knowledge.
- Be prepared to answer questions and explain what the orientation is about to parents. There might be misunderstandings about the nature of the orientation and might think it is related to the re-settlement process.
- Similarly, youth invited to participate in the orientation might not know what they will be doing for the next three days and could be feeling nervous or anxious about participating.
- Before starting remind participants where the toilets are and if necessary explain how to access them. In some countries the sewage system is different from western toilets and therefore the youth might not be familiar with how to access them.
- If using an interpreter, ensure that the translator has facilitation skills and is familiar with the content of the training. Co-facilitating with the translator could offer some invaluable insights that might not get addressed if the translation is occurring word by word.
- A positive bonding experience between the facilitator and the youth is essential in ensuring the youth feel comfortable enough to ask questions they might otherwise hesitate to ask. Part of making the facilitator feel approachable is to recognize the power that the trainer has when entering the room. Question your privilege and be mindful of where you come from, your race, skin colour, religion and accessibility to basic necessities.
- Be genuine with participants and curious about the youth's interests and background. During lunch and breaks try to establish relationships with the youth by having conversations with them.
- If possible, make sure that there is food available for the youth to eat at lunch time and during the training. Simple snacks such as apples might keep the youth's energy level up.

- Breaks were purposely not included in this orientation but should be added by facilitators as needed. Feel the pulse of the group and decide when a pause would be beneficial to the group. For energy purposes, it is recommended that there is at least two breaks per session, one in the morning and one in the afternoon.

Canadian Pre-Departure Orientation for Youth Introduction

Objectives:

The youth will:

- Be introduced to the facilitators, receive an overview of the orientation and learn about how the curriculum was created;
- Practice each other's names, interests and expectations of the orientation program;
- Build group dynamics, confidence and create ground rules;
- Learn about different aspects of Canadian society;
- Have fun and feel less anxious about immigrating to Canada.

Materials:

- Flip Chart Paper, Pens and Masking Tape
- Ink, Felt and Marker Pens, Crayons, Cue cards
- Nametags, Regular and Dot Stickers, Glue, World and Canada Maps.
- Pictures of cities, homes, people, seasons, currency, map of the world, flags
- Already prepared cue-cards with names of provinces, cities, capital cities, languages, map of Canada and city maps (Montreal, Ottawa, Vancouver and Toronto)
- Packs of post-its notes
- Previously prepared cue cards for the last activity of the day.

Trainer Preparation:

- The first day of orientation is very important for creating a welcoming and inclusive environment. The creation of ground rules are essential in ensuring the orientation is delivered in a respectful manner. The first day will give facilitators insight into how much the youth know about Canada, their language abilities and their expectations. It is important that the youth know that you are not an expert but that together you will talk about different aspects of Canadian society that were identified as important by other refugee youth who immigrated to Canada

Agenda

Day 1

Making Nametags

(10 min) Creating Nametags

Post-it activity

(10 min) Using anonymous post it notes to ensure participation and feedback

Introductions

(10 min) Welcome and Introduce facilitator(s)

(20 min) Participant introductions

(15 min) Name Game

Introduction to Orientation Package

(15 min) Informal Introduction to pre-departure orientation research project

Group Guidelines

(20 min) Forming Group Guidelines (ground rules)

(30 min) Brainstorming Expectations

LUNCH (30 min)

Mapping

(40 min) Mapping their knowledge

(15 min) Animal families

Overview of Canada

(35 min) Introduction to Canada/testing out their knowledge

(45 min) Finding Canadian provinces and cities

Completion
(15 min)

Evaluations

Making Nametags

Time: (10 min) Creating Nametags

Objective: To encourage participants to relax and talk with one another in a welcoming, fun and friendly environment.

Material: Nametags, markers, stickers, glitter, glue, feathers, color paper

Instructions:

1. Create a space in the centre of the room with a variety of art supplies to make creative nametags.
2. Introduce yourself, remember to smile and ask participants to make a nametag for themselves. *Remember to extend a warm welcome to the group, they may be nervous and unsure about what to expect and what they will be doing.*
3. Encourage each participant to create their own name tag which best represents them

Post-its

Time: (10 min) Post-it activity

Objective: To ensure various forms of communication are available to youth participants, particularly those whomay be shy and/or nervous and unwilling to speak in front of the group

Material: Post it papers or loose small papers, envelope or box and pens

Instructions:

1. Show the youth the location of the information and feedback box.
2. Explain to them that the information they write in the box is anonymous. The can write at any time throughout the day. Facilitators will be checking them periodically to ensure that all questions are answered and all feedback addressed.

3. Tell them that throughout the 3 days you expect them to write feedback for the facilitators about activities they liked or disliked.
4. Ask them to write questions they have of the information they got during the day or ask them to write down topics they want to know more about.

Introductions

Time: (10 min) Welcome and Introduction of Facilitators

Objective: To introduce the facilitator(s).

Materials: None

Instructions:

1. Facilitators talk about themselves, their life experiences as they relate to the youth they are about to give the orientation to. Have they been refugees themselves? Have they ever immigrated to another country? Where are they from? Clarify that they are not experts about Canada but that they are here to deliver information identified as important by other youth their age who previously immigrated to Canada.

Time: (20min) Participant Introductions

Objective: To introduce the participants to one another, share who they are, how they are doing and the reason they think they are here.

Materials: None

Instructions:

1. It is important to encourage the participants to say what they need to say, and for everyone else to be respectful, listen carefully and don't interrupt.
2. Ask participants to answer the following questions when they introduce themselves:

- What is your name? Does your name have any significance?
- Tell us 3 things about yourself. (Hobbies, interest, languages spoken, number of family members, etc.)
- What do they think the orientation will be about?
- Do they know which province they will be immigrating to?

Time: (15min) Name Game

Objective: To create a fun and relaxed environment for facilitators to get to know participants

Materials: None

Instructions:

1. Ask participants to stand in a circle and tell them you are going to play a name game.
2. Their task is to remember everyone's name in the group.
3. Tell them that you are going to introduce yourself "My name is Tek", and then the person on your left is going to introduce him or herself and their friends on their right "**My name is Nathalie, and this is my friend Tek.** The person on Nathalie's right will then introduce themselves and their friends "My name is Jane, and these are my friends Nathalie and Tek" and so on...
4. Remind participants that if they can't remember someone's name, all they have to do is ask the person or read their nametag. Remember the game is just for fun!!

Informal Intro to Pre-Departure orientation project

Time: (15min) Pre-departure Orientation Project

Objective: It is important to explain the context and reason for the orientation, as well as outlining the topics that will be covered.

Materials: None

Instructions:

- On June and July of 2010, 44 refugee youth from different countries attended focus groups to identify the challenges and barriers they faced when they first arrived in Canada.
- The information collected was used to create a curriculum for youth living in refugee camps in Nepal and adapted after the pilot was delivered on February 2011.

- The goal of the orientation is to provide basic information for the participants so that they are familiar with certain things before they immigrate to Canada.
- The orientation will take place over 3 days covering topics about geography, weather, currency, culture and school in Canada.
- It is important for the youth to know that the orientation is not linked to their official paperwork nor will it affect their status. The youth might have pre-conceived ideas of why they were called and might even be afraid or cautious to participate.
- Explain that the orientation is for them and their families to find out more about Canada and therefore ease their culture shock, adjustment and settlement process.
- Finally, talk about the responsibility that comes with knowledge and how what they learn in the orientation should be shared with their families, friends and neighbours.

Time: (20 min) Forming Group Agreements

Objective: Brainstorming group agreements or ground rules

Materials: Flip-chart paper, sticky notes and pens

- Instructions:**
1. It is important for participants to brainstorm and develop their own set of group agreements. Ask participants to think about what makes them feel comfortable (and respected?) when they are at school, with their families or friends. Write all the guidelines the youth share on the flipchart.
 2. If they are unable to share guidelines provide examples such as: listening to each other, raising their hand before they speak, not interrupting, have fun, respect each other, etc.
 3. Another option could be to get each participant to write more needs down on a sticky note. This is added to the main agreements by the facilitator.
 4. Participants sign the agreement on the flipchart to show they are committed to following them.
 5. **The facilitator needs to emphasize that there are never silly or dumb questions.** The idea is for everybody to feel respected in the group. Even though they will only be meeting for three days it is important to have guidelines so that participants feel safe and comfortable.
 6. Post the guidelines in a visible location so that they may be referred to throughout the training.

Time: (30 min) Brainstorming Expectations

Objective: A group discussion on the rules of brainstorming

Materials: Flip-chart paper and pens

Instructions: Breakdown the term “brainstorming”. Explain that the “brain” part refers to the ideas, thoughts and knowledge we have about a topic and “storming” refers to a set of thoughts/ideas compiled from a group.

We brainstorm because if we share all of the information that we know, then, the whole group will know more about a topic.

In a group round, ask the youth to share with the group what they want to get out of the three day orientation. Address expectations and let the group know if there is something they want to know more about that will not be addressed during the orientation.

Facilitator Tips:

- All ideas/thoughts are written down
- There are no stupid ideas
- There are no right or wrong answers
- There are to be no put downs

(30 min) LUNCH

Mapping Their Knowledge

Time: (40 min) Group maps

Objective: This activity gets participants to work and share things that they know about Canada in small groups. The youth can learn from one another and the facilitators can assess their level of knowledge about Canada while addressing any misconceptions.

Materials: Flip chart paper and tape

Instructions:

1. Divide youth into two or three groups.
2. Give each group four sheets of flip chart paper taped together to make a large person-sized sheet and markers.

3. Ask for a volunteer from each group. This person will have to lay on top of the paper while their group mates draw an outline of him/her.
4. Ask the youth to write inside the outline of the person everything they know about Canada (schools, culture, languages etc).
5. Then ask the youth to write outside of the outline the kinds of things they would like to know more about. They can repeat things they know about but feel they need more information on. Ask them to be as specific as possible.
6. After, ask the youth to present to the larger group as the facilitator takes notes.
7. Have discussions about misconceptions and try to incorporate the information the youth wanted to know into the following two days.

Time: (15 min) Animal Families

Objective: To have fun, take a break and get youth energized

Materials: Pieces of cloth for blind folding purposes.

- Instructions:**
1. Ask participants “What is your favourite animal and what type of sound do they make?” Agree on 2 – 3 animals and a unanimous sound they make.
 2. Ask participants to close their eyes and tell them that you are going to go around the circle and whisper in their ear the name of an animal that they will be assigned to.
 3. Alternate the choice of animals e.g., cow, duck, sheep, cow, duck, and sheep.
 4. When everyone has been whispered an animal, tell participants that the objective of the game is to find their animal family with their eyes blindfolded or shut if no blindfolding material is available. When you say go, they will begin moving throughout the room making the sound of their animal while listening for their fellow animals.
 5. The facilitators keeps their eyes open and makes sure that all participants are clustered in their families. When the game is over the facilitators tell participants to open their eyes.
 6. Before you start, ask if there are any questions.
 7. After the youth have found their groups, ask them to sit with their ‘new families’ briefly ask the group how it felt when they found their families and relate it to belonging and inclusion both in the group and once they go to Canada.

Canada Presentation

Time: (35min) Presentation About Canada

Objective: To introduce participants to brief information about Canada.

Materials: Pictures of cities, homes, people, seasons, currency, map of the world, map of Canada,

flags.

Instructions:

Deliver a concise presentation about Canada (see below). Tell participants that the information given will be needed for an activity later on in the orientation.

Before giving the information, ask questions, some youth might be very familiar with the basic information about Canada. Rather than telling them the capital city of Canada is Ottawa, ask them if they know the capital city of Canada.

Canada is the second largest country in the world.

Capital city (Ottawa),

Flag (show picture)

Provinces (10-New Brunswick, Nova Scotia, Prince Edward Island, Quebec, Ontario, Manitoba, Alberta, Saskatchewan, British Columbia) and territories (3-Yukon, Northwest Territories and Nunavut). ~ Show where in the map they are located.

Official languages (English and French).

Currency (Canadian dollar).

Canada has four seasons: Fall, winter, spring and summer (clothing).

There are many resources offered to people who live in Canada (i.e. job centres, youth programs, community centres etc).

Canada is a multicultural country with people from all over the world who speak many different languages.

Health care is free.

Popular winter sports like snow boarding, skiing and hockey.

Technology is important; computers and email are used all the time at school.

Libraries, once they get a library card, these are places where they can borrow books, access computers and internet for free.

All religions are respected in Canada; there are mosques, temples, churches etc.

Talk about arranged marriages in Canada; they exist but they are not the law.

Finding Canadian Provinces and Cities

Time: (45min) Using Maps and Getting to Know Canada.

Objective: Participants will familiarize themselves with the geography of Canada, using city maps, weather and language

Preparation: Prepare 4 or 5 packages with different questions about Canada. Each group will receive one package to work with. An example is given below; use the information delivered during the presentation about Canada to make up the remaining packages. If possible, and in cases where the youth know which city they will be going to in Canada, try to use relevant questions to that city.

The example below can be changed with information the facilitator deems pertinent for

the youth.

Sample Package 1

Big sticky dots

Materials: *Small sticky dots*

Cue card number one - On the big Canada map, place a big red dot in the following locations

- Ottawa
- Vancouver
- Halifax

2 Street maps for example Vancouver and Toronto (you can print them from

Instructions: Google maps).

Cue card number two - Place a small red dot in the following locations:

- Intersection of Drake St and Seymour St.
- David Lam park
- Vancouver Public Library
- Stadium Skytrain station

Canada Quiz ** Attachment #1

1. Divide the youth into groups of 3 or 4 and provide each group with a package.
2. Clarify that all of the information they learned during the day will be needed during this activity.
3. Give an overview of how to read a map if they are unfamiliar: use a city map as an example to explain that parks are shaded green, intersections are corners where streets/avenues meet, libraries have a book picture on top and that metro/skytrain/subway stations have a transportation picture on it.
4. Explain to the youth that they have received a package with instructions, a quiz and a series of names of places they need to locate in the maps, dots to mark the locations they find and street maps.
5. Ensure that all members of the group are contributing to the completion of the activity.
6. When all tasks are complete review the answers to ensure they are accurate.
7. Debrief with the youth what was challenging about the activity and how they think these skills will be useful to them when they go to Canada.
8. Ask youth to think about questions or areas of concern for the next day session.

Completion

Last Items: (15 min) Evaluation Form ** See attachment # 2.

- Before participants leave, ask them to complete and hand in the evaluation form for day 1 of the orientation.
- The evaluation will include questions around further information they would like to discuss for tomorrow as well as feedback about the day.
- Remind the youth that they can also place notes in the suggestions box before, during or after each day of orientation.

Pre-Departure Orientation

Day 2

Objectives:

The youth will:

- Share further concerns or questions they have about immigrating to Canada;
- Review and process the information they learned the day before and be comfortable asking further questions.;
- Build confidence and knowledge so that their immigration process is easier;
- Explore culture shock and the possible impact on their family;
- Learn about First Nations and Indigenous people in Canada;
- Learn about multiculturalism in Canadian society;
- Have fun and feel less anxious about immigrating to Canada.

Materials:

- Flip Chart Paper, Pens and Masking Tape
- Ink, Felt and Marker Pens and Crayons
- Pictures of public transportation and tickets/passes from some of the largest Canadian cities.
- Nametags, Stickers and Glue
- Balloons and Markers
- Hand-out on culture shock taken from ISSofBC's MY Circle Youth Program Resource Booklet (2010)
- Many coins of different denominations, small sack for coins and pictures of bills
- Handouts of the Canadian youth slang sheet
- A World and Canada Map

Trainer Preparation:

- The second day of orientation will be used to introduce the culture shock process, the impact of migration on their families, as well as practical concerns such as using Canadian money and understanding slang.
- It is important to set time aside in the morning for any new concerns about their immigration process immigrating to Canada.. It is also important to address comments from the previous day evaluation process. Remind participants that their feedback on the orientation is very important as it will be used to adjust the curriculum for future groups.

Agenda

Day 2

Game (10 min)	Human Machine ³
Check-in (20 min)	Ask youth to remember the topics of yesterday's session. Check-in about Day 2
Q & A (20 min)	Provide a space to answer questions posted on the sticky notes and any other questions they might have from the previous day .
Transportation (20 min)	Presentation and role play
Currency and Slang (20 min) (10 min)	Canadian currency game Slang
LUNCH (30 min)	
Challenges Activity (30 min)	Balloon game
Phases of adjustment	Activity to describe the phases they will experience upon arrival

³ H.Turnbull, C. Munoz & F.Lemon et al., ISSofBC MY Circle Resource Booklet 2007.

(20 min)

Family impact

Family impact discussion

(40 min)

Group Knot

(15 min)

Group knot or Go-go stop or Do you like your neighbour

Completion

(15 min)

Thank you and evaluations

**Remember to include breaks in your planning.

DAY 2

Time: (10 min) **Game: Human Machine**

Objective: This is a group building game with high energy that illustrates group cooperation and that “the whole is greater than the sum of its parts”.

Materials: None

Instructions:

1. Facilitators need to be high energy and take a risk for this game. Don't be afraid to be silly! Be ready to be the first person!
2. Participants stand in a circle.
3. Explain that this is a drama game of group cooperation where you will make a giant “human machine” with your bodies. The machine will have many moving parts that all make sounds. Each person represents one movement of the machine (for ex. Moving their arms up and down like a piston, or swinging their torso back and forth like a pendulum), and makes cool sounds like, “Whoosh”, or “beepbeep”. As each person joins, one at a time, the machine grows. Each person must place themselves in a way that overlaps with another person's movement and keeps the same rhythm.
4. Encourage participants to be creative, and not be afraid to be silly. Tell them to think of how the machine can include different levels (ie. some people sitting or laying down, and others standing or on chairs).
5. Demonstrate by going in the middle of the circle and starting your movement and noise. Invite participants to join in one by one, as they see a spot to fit in.
6. When everyone has joined and the rhythm is steady, start speeding up your part, and tell the participants to speed up too. Keep going until it is crazy! Then start slowing down, until it is really slow. Then bring the machine to a stop and thank participants.

Check-in

Time: (20 min) **Check-in and recap**

Objective: To see how participants are feeling today and to refresh information learned during day one of the orientation.

Material: None

Instructions:

1. Ask participants what the sessions were about the day before? You may need to recap or refresh their memories.
2. Go around the circle and ask participants to identify how they are feeling based on a

colour and also to include any questions, concerns or thoughts they have about day 1.

Q & A

Time: (20min) Questions and answers

Objective: To answer any questions that might have arisen from Day one's session.

Material: None

Instructions:

1. Answer questions youth might have written in the sticky notes or evaluation forms.
2. Go in a round asking each participant if they have a specific questions they want to share with the group and encourage them to write down their questions throughout the day if they are too shy to speak.

Transportation

Time: (20min) Brainstorming Transportation

Objective: To familiarize youth with some of the most common transportation systems found in Canada.

Material: Pictures of public transportation and tickets/passes from some of the largest Canadian cities

Instructions:

1. Ask the youth what they know about transportation in Canada. You may record the questions on a flipchart.
2. Explain that there are different methods of transportation in all the main cities but that an overview might familiarize them with the basics of most Canadian transit systems
3. Explain that large cities use subways, skytrains or metros in Canada but also make sure to explain that smaller cities have more limited forms of transportation.
4. Show pictures of public transit tickets and how to purchase them (generally only with coins and they do not give change).
5. Explain to the youth that there are bus stops (pictures), and that buses only stop in designated places so waving at them does not work.
6. Front chairs are courtesy chairs (pictures)
7. Pulling the cord or ringing the bell to request a stop (pictures)
8. Pushing the door to open the back door (pictures)
9. Remind youth that buses, tickets, student passes, etc., might be slightly different

from city to city.

Role Play: Ask for a couple of volunteers. Tell the youth that with the help of volunteers we will simulate a real bus experience in Canada. Assign the role of the driver to a co-facilitator and place a box at the 'entrance' of the 'bus'. Ask the youth to demonstrate how they would use the bus tickets, request a stop and open the doors to get off.

Canadian currency and slang

Time: (20 min) Explanation of coins/bills used in Canada

Objective: To familiarize youth with Canadian currency

Materials: Many coins of different denominations, small sack for coins and pictures of coins and bills.

Instructions:

1. Show pictures of Canadian coins and bills and explain the denominations
2. Explain what each coin is called: penny, nickel, dime, quarter, loonie (buck) and toonie.
 - Place coins from different denominations into a sack.
 - Tell participants they will be able to keep the coin they pick as a souvenir if they are able to name it correctly.
 - The facilitator will go around and one at a time ask a youth to take a coin from the sack and ask the youth for the name of the coin. If they are able to guess it right, they can keep the coin.
 -
 - Youth can only receive one coin.
 - The facilitator should ensure that all of the participants get a coin at the end of this session.
 - If a youth guesses incorrectly they will have the opportunity to guess again after the rest of the youth have had one turn.

Time: (10 min) Currency game

Objective: To have fun a reinforce the use of the dollar system.

Materials: none

Instructions:

1. Explain to youth that you will play a currency game where the facilitator will give them a value and they will have to demonstrate.
2. Each girl is the equivalent of \$1 and each boy the equivalent of \$0.50 cents.
3. The facilitator will yell out an amount and the youth will have to group themselves into this value.
4. For example: \$2.50 cents could be two girls and a boy; or five boys; or a girl and three boys etc.
5. The youth who fail to group themselves into the correct value will have to step out until there are three or four people left.

Time: (10 min) Slang

Objective: To review different words identified by refugee youth in focus groups that are commonly used by their peers but often not found in the dictionary.

Materials: *Sheet of list with slang Appendix #3*

Instructions:

1. Explain to the youth what is “slang”
2. At schools they will encounter words and phrases that are not in the dictionary we are reviewing some but it is best to ask people as you encounter them.
3. Ask participants if they have any questions.

LUNCH (30 min)

Time: (30 min) Balloon Game

Objective: To get youth thinking and sharing about the kinds of things they are nervous about when immigrating to Canada. The game will also serve as an opportunity to get youth thinking about the kinds of challenges they will face in Canada.

Materials: Balloons and Markers

Instructions:

- Have participants stand around in a circle
- Get participants to inflate one or two balloons and take a marker
- Ask participants “What is/are the areas they are most nervous about concerning their immigration to Canada?” and Why?
- As the issues are identified they are written on the balloons and tossed into the group
- The group then has to keep the balloons in the air
- As more and more balloons are added it becomes evident how difficult it will be to juggle all of the things going on in their new lives.
- Debrief with the group about their fears.
- Assure them that other people have also gone through the process and although it is difficult at times there are resources that will support them in their settlement process.

Phases of Adjustment

Time: (20 min) Phases of acculturation

Objective: To become more familiar with the acculturation process that immigrants and refugees face when they first come to Canada.

Material: Hand-out taken from ISSofBC’s MY Circle Resource Booklet (2010) Appendix #4

Instructions:

1. Introduce the process of adjustment graph (see handout above).
2. Explain the 1. honeymoon phase, 2. the culture shock and appearing to adjust phase, 3. the feeling loss and integration problems phase and lastly, 4. the integration and starting a new life phase.
3. Pay special attention to the feelings that could accompany each stage or phase.
4. Invite a discussion about how each individual’s experience could be different; people may not experience the phases of adjustment in the same way, but each

person's experience is valid. However, being aware of how the settlement process includes different feelings and ups and downs is helpful in being prepared

Family Impact

Time: (40 min) Family Impact Discussion

Objective: To spark discussion about the impact that immigration has on the family.

Material: None

Instructions:

1. Talk about the frustrations that both youth and parents face when they arrive in Canada
2. Discuss: Make sure you ask what the challenges might be for their parents as they immigrate.
3. Talk about role reversals; youth will likely act as interpreters for their families.
4. Youth usually end up accompanying parents to places such as banks, health clinics, and others, and orienting their parents to local community resources as well as answering questions about how Canadian society works. This is a lot of responsibility and can be overwhelming but it also gives them a lot of power they should not take advantage of.
5. Talk about how this will affect the youth but also what kind of effects this situation will have on their parents. There is the likelihood of intergenerational conflict that can arise from the pressure and frustration immigrants face.
6. Talk about the importance of having open communication with their parents and also of having empathy.
7. Talk about the kinds of challenges they think their parents/guardians will face when they go to Canada. How are they challenges different from those of youth?
8. What can youth do to help their parents transition more smoothly? Encourage youth to have conversations with their parents about how both sides are feeling and how they can better support each other.

Game

Time: (15 min) Group Knot

Objective: This game is an exercise in group cooperation and team work

Materials: None

Instructions:

1. Divide participants into groups of 7-10 people.
2. Ask them to form a circle with their shoulders touching
3. Tell participants to extend their hands at shoulder height and make sure that their hands overlap.
4. Ask them to grab two different hands in the circle. Make sure they are not the hands of the same person, and, if possible, not the hands of people immediately on either side of them.
5. Tell the groups they have now formed a group knot. The object is now to untangle themselves without dropping their hands. Ask if there are any questions.
6. If a group untangles themselves right away, ask them to try again.

Game

Time: (10min) Go-go-stop Game

Objective: To create a fun and relaxed environment

Materials: None

Instructions:

1. Ask participants to go to one end of the room.
2. Explain that you will be at the other end and while having your back to them you will yell go-go-go and stop.
3. When you yell stop you will turn around to look at the group and whoever is caught moving must go to the end of the room again.
4. Their goal is to advance to advance to the same point where the facilitator is at.
5. Once this happens this new person will be the one yelling go-go-stop and so on.

Break or Game Do You Like Your Neighbour?

Time: (10 min)

Objective: To relax and have fun

Materials: None

Instructions:

1. Ask participants to sit in a circle.
2. One person stands in the middle and one chair is removed.
3. The person in the centre points to someone and asks them, Joey “How do you like your neighbours Susan and Danny?” If the person replies, “I like them”, everyone in the group gets up and moves to another chair.
4. There will be one person left standing, who then takes their turn in the centre of the circle and asks someone, “How do you like your neighbours Rachel and Mary?” If the person replies, “I don’t like my neighbours”, the person in the middle asks him/her “Whose neighbours do you like?” The person calls out a name, for example “I like Mike’s neighbours” and the people sitting beside him/her have to change chairs with Rachel and Mary.
5. It is important that participants use one another’s names in order to learn them.

Completion

Time: (15 min) Thank you and evaluations

Objective: To evaluate the usefulness of the orientation

Materials: Evaluations.

Instructions: (15 min) Evaluation Form

- Ask the participants to complete and hand in the evaluation form

The evaluation should include any questions they would like to discuss on the last day as well as feedback on Day 2.

Pre-Departure Orientation

Day 3

Objectives:

The youth participants will:

- Share further concerns or questions they have about immigrating to Canada;
- Review and process the information they learned the day before and feel comfortable asking further questions.;
- Learn about Racism and Discrimination;
- Hear from refugee youth peers who have already settled in Canada;
- Learn about multiculturalism in Canada;
- Learn about the Canadian public education system;
- Have fun and feel less anxious about immigrating to Canada.

Materials:

- Flip Chart Paper, Pens and Masking Tape
- Ink, Felt and Marker Pens and Crayons
 - Nametags, Stickers and Glue
 - Multicultural pictures, cue cards and pens
 - Transitions DVD's, DVD player, youth survival tips bookmarks

Trainer Preparation:

- The third day will primarily focus on hearing directly from refugee youth peers already in Canada as well as on Canada's public education system.
- It is important that there is time set aside in the morning for any new concerns about their migration process to Canada. It is also important to address in Day two any comments from the previous day evaluations. Remind participants that their feedback on the orientation is very important as it will be used to adjust the curriculum for future groups.

Agenda

Day 3

Game

(10 min) Tap-Tap⁴

Check-in

Ask youth to remember the topics they learned during the previous day.

(20 min) Check-in about Day 3

Guess Who?

(40 min) Multicultural pictures activity and discussion about racism and discrimination pictures activity.

Video and bookmark

(15 min) Video message from peers already in Canada
(10min) Hand out the Survival Tips bookmarks and discuss with the youth
(30 min) Discussion on the topics raised by newcomer youth in the video

LUNCH (30 min)

Overview of Schools

(80 min) Presentation about schools and discussion about bullying and ways to get help at school.

(40 min) Familiarize with agendas, schedules and lockers

Break and Game

(20 min) Human rock paper scissors

Self mapping

(60 min) Reflection activity, final evaluation and certificate presentation

Game

⁴ H.Turnbull, C. Munoz & F.Lemon et al., ISSofBC MY Circle Resource Booklet 2007.

Time: (10 min) Tap-Tap

Objective: To get participants moving.

Material: None

Instructions:

1. Everyone kneels on the floor in a circle, hands on the floor, and places their right hand over the left hand of the person to the right (you'll end up with someone else's right hand between your hands).
2. The facilitator begins by slapping his right hand on the floor, setting off a wave of slaps, each hand slapping the floor in succession, keeping a steady rhythm as you go. As you can imagine, because your hands are overlapping other people's hands, there will be some visual/mental confusion.
3. If a hand messes up and misses a slap, it is removed from the circle. The game continues until only two hands remain.

Check-in

Time: (20 min) Check-in and recap

Objective: To see how participants are feeling today and to reflect on day one and two of the orientations.

Material: None

Instructions:

4. Ask participants what session was covered the day before? Provide a recap to refresh their memories about the topics covered during both days
5. Go around the circle and ask participants to identify how they are feeling based on a colour and also to include any questions, concerns or thoughts they have arising from any topic covered in day 1 or 2.

Guess Who?

Time: (40 min) Multiculturalism, Racism and Discrimination pictures activity

Objective: To explore how Canadians come in different colours, shapes and sizes; how they and their families might be perceived when they immigrate to Canada and to spark them to think about misconceptions they might have about certain races, genders etc.

Materials: Pictures of different people who live in Canada (e.g. diversity, size, ages, gender, etc.), red and green sticky dots.

Instructions:

- Put the pictures on the walls.
- Give the youth 5 red dots and 5 green dots
- Ask the youth to place a GREEN dot on the pictures of the people they would like to be friends with once they go to Canada.
- Ask the youth to place a RED dot on the pictures of the people they would not like to be friends with once they go to Canada.
- Debrief about what it means to be Canadian and about the many types, ethnicities and races of people who live in the country.
- Address major misconceptions and ask them why they picked the people they did. The goal is to get the youth to start thinking about all the negative misconceptions they have about certain races, as well as to begin to understand how other people may view them and their families once in Canada. For example, the way they eat, the language they speak, the clothes they wear, etc.
- It is important to address negative comments or stereotypes the youth might have about people of different skin colours.
- The idea is not to shut participants down but to question why they think some races are better than others.
- The facilitator needs to clarify to the youth that they will be going to school with other youth from different parts of the world with a diversity of cultures and skin colours.
- An excellent way to get the youth to think about how stereotypes is to ask them how people in Canada will see them. What people in Canada might think about refugees and whether or not they would make friends easily.
- It is important to get the point across that being hesitant about getting know youth from different countries based on their skin colour will make it difficult for them to find friends, practice English/French and learn about new cultures.

Time: (60 min) Video and Bookmarks

Objective: To expose participants to messages from their peers who have already immigrated

to Canada. To highlight some of the common challenges youth face and their successes, as well as to ensure that youth participants know they are not the only ones facing re-settlement challenges.

Materials:

DVD player, Transitions video and Youth Survival Tips bookmark

Instructions:

- After watching the Transitions videos debrief the messages offered by former government assisted refugees.
- Ask questions about what they thought about the video and what messages they liked or identified with, which messages were unexpected and which messages made them nervous.
- Make sure that the youth talk about the impact that immigration could have on their families.
- Based on the video ask youth about the challenges they think they will face once to go to Canada.
- Communication and understanding are very important with teachers, classmates, guardians and other support people around them. Others will not be able to help them if they do not communicate what they are feeling.
- Hand out the bookmark and discuss the survival tips
- Answer any further questions

LUNCH (30 min)

Guess Who?

Time: (80min) Presentation about the Canadian public school system

Objective: To introduce youth to some of the concepts found in Canadian high schools

Materials: Flip-chart paper and markers

Instructions: 7. What is a high school in Canada?

Points to highlight:

- What grade and ages.
- How big could the schools be
- Typically close to their homes but sometimes they might have to take buses
- Day 1 and day 2 or semester terms
- They will have to do an English/French and Math assessment test when they arrive in the school which will tell them which classes they have to take

- What is ESL? And what is Classe d'accueil? How does it work?
- Classroom and class format including common interaction behaviour between students and teachers
- Teachers stay in the same classroom and students move from classroom to classroom according to their schedule.
- The concept of student numbers
- Always ask questions about the classes you are taking and if they will be useful to graduate from high school and go to university or college.
- High School Lockers (pass around samples of high school locks, if possible)
- Agendas (Show samples of high school agendas, if possible)
- Counsellors their role and function; they are there to support youth academically but also to refer them to other resources if facing personal challenges.
- Lunch time and cafeterias; youth can bring lunch to eat in the cafeteria. Most people eat with cutlery (if possible, if delivering the curriculum in a place where eating the hands is common practice how to eat with forks, knives and spoons)
- Youth could also purchase food in the cafeterias but could be expensive if done everyday.
- There are many school clubs to which youth can sign up and meet new people. They could be social, art or sport clubs.

Time: (60 min) Familiarize with agendas, schedules and locks for High School lockers

Objective: Get youth to practice how to open locks for their lockers, look at agendas and review typical high school schedules.

Materials: Locks, agendas, examples of high school schedules and worksheets

Instructions:

1. Hand out schedules and explain how they can use them as tools at school. Go over a couple of pages with them.
2. Hand out schedules and explain where the student number, classes, teacher's name and classroom numbers are.
3. Hand out locks, talk about how they are used in high schools and demonstrate to youth how to open them and give time for the youth to practice opening them themselves while supporting them one-on-one if needed.

*Leave plenty of room to practice and to ask questions if necessary.

If there are not enough resources available for all of the youth:

1. Divide participants into the same 3 groups. Give them different stations one belonging to locks, another to agendas and another to schedules
2. Show each station how to their tools work and get them to do their exercises from worksheets already prepared
3. For example: The locks station will get all of the group members to practice a couple of times how to open a lock so that they become familiar with it.
4. In the agenda station get them to explore and find dates and other tools in the agenda
5. In the schedule station get them to talk about how long are the classes, how many they have per day and also what they could be about. i.e. find student number etc, teacher's name etc.

Game and Break

Time: (20 min) Break for 10 min and Animal families

Objective: To relax and have fun

Materials: None

Instructions:

1. Ask participants "What is your favourite animal and what type of sound do they make?" Agree on 2 – 3 animals and a unanimous sound they make.
2. Tell participants that you are going to go around the circle and whisper in their ear the name of an animal that they will be.
3. Alternate the choice of animals i.e., cow, duck, sheep, cow, duck, and sheep.
4. When everyone has been whispered an animal, tell participants that the objective of the game is to find their animal family with their eyes shut. When you say go, they will begin moving throughout the room making the sound of their animal while listening for their fellow animals.
5. The trainer keeps their eyes open and makes sure that all participants are clustered in their families. When the game is over the trainer tells participants to open their eyes.
6. Before you start, ask if there are any questions.

Time: (20 min) Final Evaluation

Objective: To assess how people feel about the entire orientation program.

Materials: Paper and small markers

- Instructions:**
1. Explain to participants that this is an individual activity
 2. Hand out a legal size sheet of paper
 3. Ask the youth to do a drawing that represents them, it could be a gingerbread person. Get them to draw something where they leave enough room inside and outside the drawing to write.
 4. On the inside of the drawing the participants will write everything they feel like they now know, are more familiar with and/or found useful; outside of the drawing the participants will list all of the things that they would like to have more information on and/or are still unclear about, as well as how the activities can improve for future orientations.
 5. Ask youth to circle inside all of the activities they found useful and outside all of the activities that need improvement.
 6. If time permits it, collect the maps and quickly address some of the gaps they express.

Finish the session by reminding them that going to Canada won't be an easy journey, there will be challenges and frustrations along the way but that many youth before them (including the ones shown in the video) are slowly adjusting and settling in their new homes in Canada.

Mapping Graduation

Time: (20 min) Certificates hand out

Objective: To give closure to the orientation, hand out certificates of completion and celebrate

Materials: Previously prepared certificates of completion, cake if possible and camera

Instructions: Thank participants for attending the orientation. Talk about some quick things the facilitator learned throughout the three days (information sharing goes both ways). If desired collect participant's email addresses and or give out your contact information for future questions. Take a class photo and celebrate.

Appendix E: Bookmark

Front



Back

Welcome to Canada - Survival Tips

- * It takes time to feel safe/comfortable in a new home—but you will!
- * Making friends takes time—be patient
- * Practice, keep trying, and it will get easier
- * Talk to family, friends, teachers & counsellors—they will listen
- * Be yourself—you are unique - be proud of who you are and where you came from
- * If you don't understand something—ask questions of those whom you trust.
- * You cannot change your entire way of living in one day or even one month. Be patient.
- * Learning the language is key to succeeding in Canada, so study a lot and don't give up.
- * Connect to community groups and organizations that might help you find friends and who will support you.



Helping Immigrants Build a Future in
Canada

Design by Dinorah Garcia