

MODULE 5

Healthy Living



New York State Office of Temporary and Disability Assistance
Bureau of Refugee and Immigrant Assistance
Andrew M. Cuomo, Governor
2012



MODULE 5 - ACTIVITY #38

BUILDING SELF ESTEEM

In this activity, MAC participants will have the opportunity to build their self-esteem so that they can feel confident in their jobs.



SUPPLIES AND HANDOUTS

Pop-poms, bells, or any item that can be used when cheering for MAC participants

Sample items that demonstrate the skills of the MAC Coach (see Activity Step #1)

Handouts:

PROUD

WORRIED

FRUSTRATED

DISAPPOINTED

FEEL BETTER!

SELF-ESTEEM

SELF-TALK

SELF-TALK WORDS (WITH BUBBLES)



VOCABULARY USED IN THIS ACTIVITY

brag

bully

confidence

confident

disappointed

feel better

frustrated

proud

self

self-esteem

self-worth

worried



BACKGROUND INFORMATION

Self-esteem is defined as:

- confidence and satisfaction with self
- self-respect
- positive self-worth
- positive self-concept.



Strong self-esteem is critical for developing a positive attitude, especially at work. A sense of self-worth is important for developing confidence, flexibility, and other coping skills that are often necessary when working with supervisors and co-workers.

Strong self-esteem is particularly important for MAC participants who may be confused and scared about their new lives in the United States. They may have demonstrated remarkable resiliency and fortitude, but that does not mean that they have strong self-esteem and confidence.

In fact, MAC participants are already vulnerable because they are transitioning from adolescence to adulthood and, like any young adult, may be in the process of trying to understand who they are and what they want to do with their lives.

A healthy self-esteem allows individuals to build strong relationships and manage a successful work life.

There are multiple factors that influence self-esteem. The factors can have a positive or negative impact, depending on the basic self-image of the individual and the power and influence of the source of self-esteem. It is ultimately up to the individual to strive to overcome the negative factors and concentrate on building a positive self-image. Then positive self-esteem can be developed and nurtured.

Successful employment itself can be a significant source of positive self-esteem, especially when the MAC participants experience the satisfaction of being selected from a group of candidates. If they have the opportunity to be a part of a team of employees, contribute to the success of an organization, and build their skills, the results can be a sense of self-worth and strong self-esteem.

Of course, the MAC participants may also experience moments when they doubt themselves and question their ability to succeed in a job. They may be the target of bullies and prejudice when they are at work. (See Module 5 – Activity #46 *Bullying* and Activity #47 *Hate Crime* for more information.)

MAC participants may also believe negative information they were told in their home countries about their culture, religion, political affiliation, or personal choices. They may have to reassess their beliefs to build their personal self-esteem.

MAC participants should begin by identifying their strengths and positive characteristics, including their ability to navigate a new country, participate in the MAC program, and take the necessary steps to pursue employment and an independent life.

The most important message of this activity is that the way that MAC participants feel about themselves should not be dependent on the views of others.

There are basic steps that can be taken immediately to bolster self-esteem. The MAC Coach should begin by discussing in a sensitive manner:

- hygiene and access to facilities for maintaining good hygiene
- access to clean clothes in current styles
- access to safe, clean living environments
- access to English language instruction
- pride in cultural traditions, even if they are unusual for the local area
- basic rights in the United States that may expand options and opportunities for MAC participants, such as equal opportunities for employment. (This topic is particularly sensitive for some participants who believe that there *should* be differences in opportunities based on gender, religion, or other factors. The MAC Coach should be familiar with the traditions of the cultures of the MAC participants, and raise the issue of basic rights without making specific recommendations.)



Most important, the MAC participants should be praised for their efforts throughout the entire MAC program.

This activity can be used in conjunction with:

Module 2 – Activity #5 *Understanding Independence*

Module 3 – Activity #22 *Building Self-Reliance*

Module 4 – Activity #32 *Building Friendships at Work*

Module 5 – Activity #48 *Managing Stress*.

ACTIVITY STEPS

1. Start the activity by announcing things that you, as the MAC Coach, do well, including activities that are personal or might be entertaining to the MAC participants. Brag a little and, if possible, demonstrate some of the skills. Some entertaining examples of things that you do well might be:

- playing air guitar
- eating a bowl of pudding in 5 seconds
- tap dancing
- cracking your knuckles.



More serious examples might be:

- driving safely
- reading *War and Peace*
- leading MAC program activities successfully.

Ask: What are some things that you do well?

Accept all responses, even if they are answers like *sleep*, *talk on the phone*, and *argue with my little sister*.

Some MAC participants may not be able to think of anything they do well. Encourage them to think about things that they managed to accomplish during the week, especially if they have never done them before. Examples might be:

- taking the bus to the MAC program
- participating in MAC activities
- opening a checking account
- buying a new pair of shoes
- babysitting for a sibling
- getting to the MAC program on time.

2. Show the handout PROUD.

Ask: Can you name something you did that made you proud?

This question may be especially difficult for some MAC participants because:

- the word *proud* will have to be defined
- it may not be appropriate in some cultures to demonstrate pride or to brag
- they may not be able to think of anything that gives them pride
- they are not proud of past behaviors and are in the MAC program to change.

Discuss each one of these reasons why the MAC participants may have difficulty taking pride in something they have done.

Point out that some skills are not always noticeable but should make them proud, such as:

- good listening
- being on time
- willingness to share
- getting along with everyone.



When MAC participants describe something that makes them proud, the Coach should ring a bell, shake pom-poms, encourage the group to clap, or do something dramatic that shows support and encouragement.

3. Tell a personal, serious story about a time when you did not feel confident. Explain the circumstances, and tell why you felt the way that you did. Examples:

- taking a major test
- getting ready for the first day on a new job
- wearing a new outfit.

Explain how you managed to reestablish your confidence.

Stress that you did not depend on others to determine how you felt. A friend, teacher, counselor, or other individual (or event) may have influenced your self-confidence, but you were the one who had to build your self-esteem and confidence.

Define self-esteem.

Show the handouts WORRIED, FRUSTRATED, DISAPPOINTED.

Ask each MAC participant to finish a sentence using one of the handouts.

I am worried when I _____.

I am frustrated when I _____.

I am disappointed when I _____.

Ask: How does it feel when you are not proud of your behavior or if you are worried, frustrated, or disappointed?

If they are not able to describe their feelings, ask what they do when they are feeling worried, frustrated, or disappointed.

Discuss each picture on the handout FEEL BETTER!



- clean clothes that fit
 - clean body and grooming habits
 - spend time with supportive, kind people, in safe, fun activities
 - limit time with people who make you feel bad (or concentrate on the positive things that you know about yourself)
 - look at diet and eating habits
 - find a way to exercise
 - ask others for help to learn a new skill
 -
 - take pride in home environment, no matter what the conditions are
 - take pride in your work and let your manager know what you have accomplished
4. Stress what can be done to build a stronger sense of self. Some of the answers may not be simple solutions. Discuss:
- community resources for tackling challenging problems such as alcohol or drug abuse, smoking, financial concerns
 - strategies for building positive relationships
 - stress-reducing strategies.
5. Discuss the handout SELF-ESTEEM. (Distribute only if the MAC participants will be able to read the handout.)

Explain that the answer is "C" to all of the questions.

The MAC participants should practice the correct responses and copy (in English or their first language) the correct response on the handout SELF-TALK.

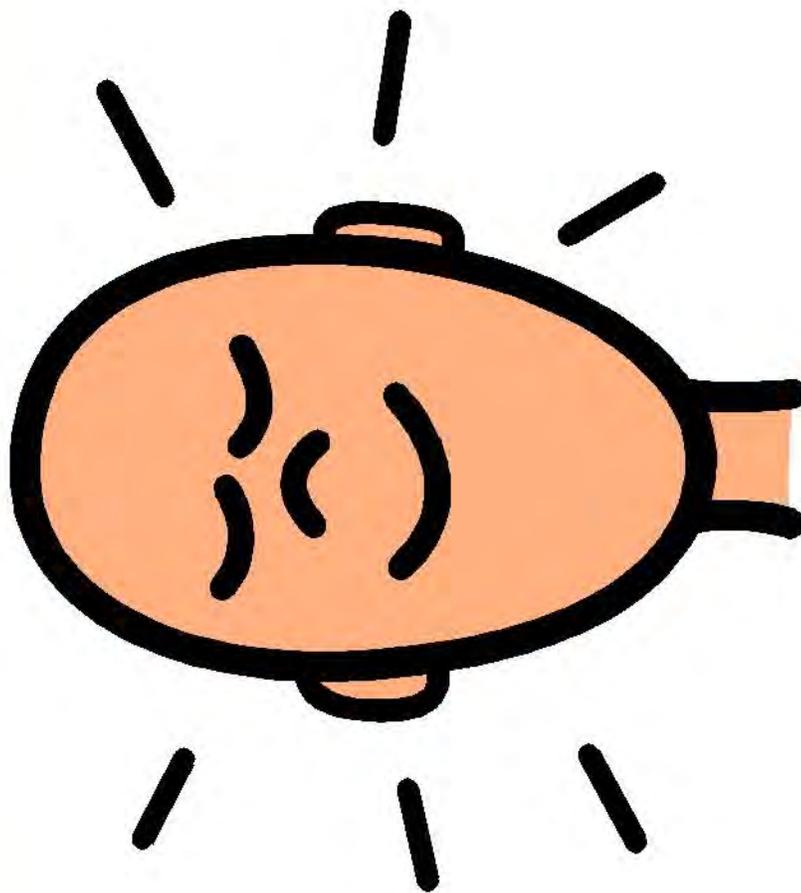


6. Practice self-talk using the SELF-TALK WORDS handout.

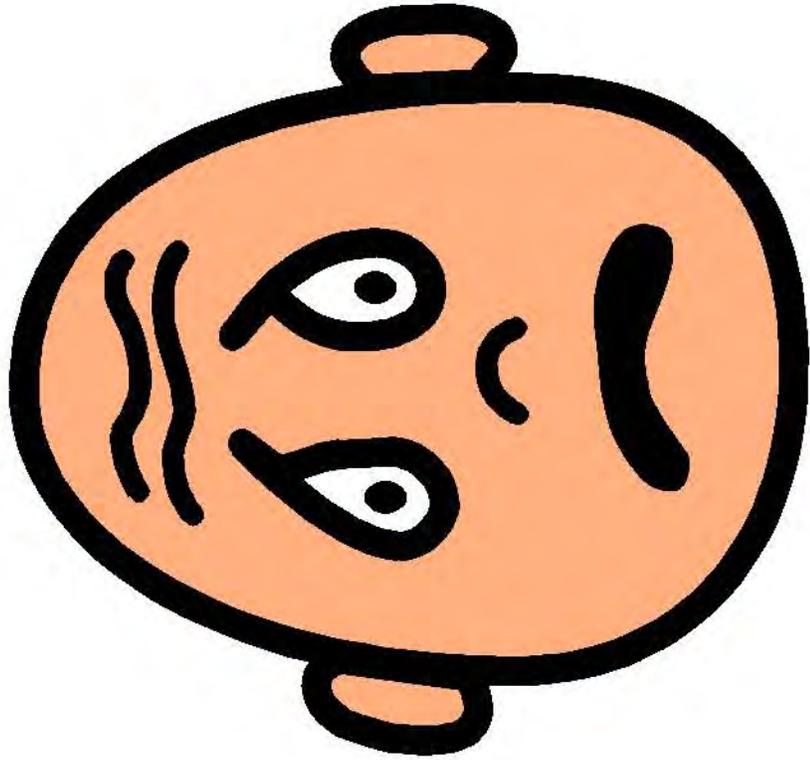
Keep practicing the phrases that will help build self-esteem.

If the group is comfortable and has had a chance to get to know each other, take a few minutes for them to praise each other. Shake pom-poms and ring bells.

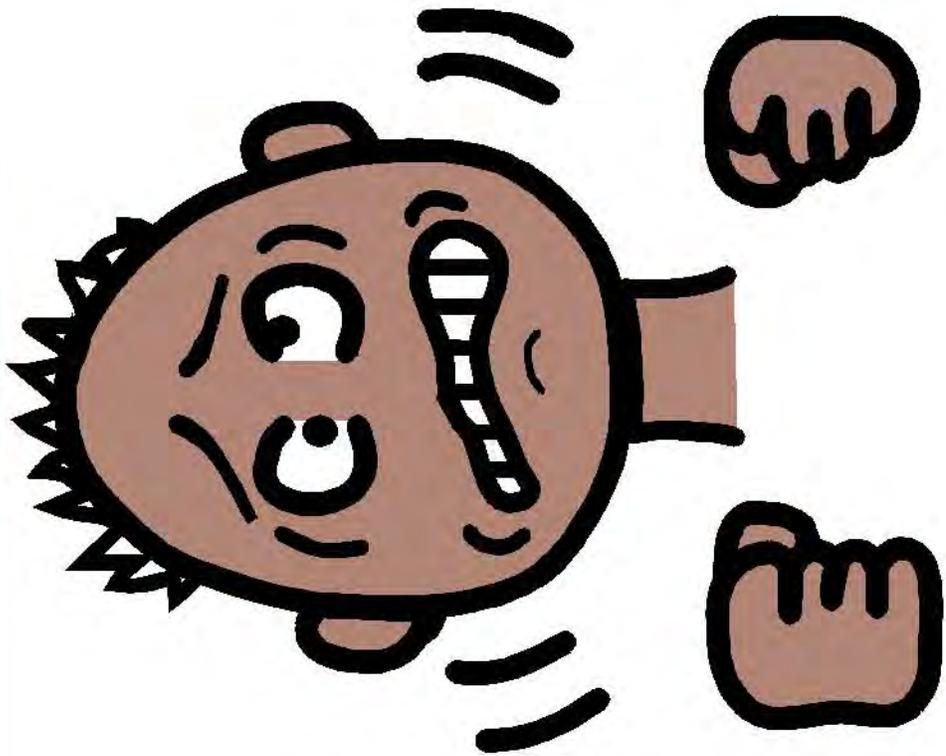
Proud



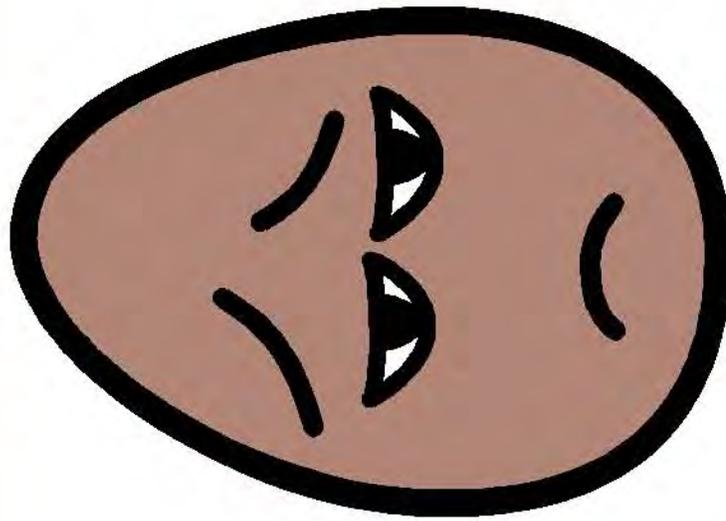
Worried



Frustrated



Disappointed



Feel Better!



Self-Esteem

Circle the answer that you think is the right thing to do.

- 1. When I am feeling frustrated, I will:**
 - (a) blame myself
 - (b) blame everyone else
 - (c) pick one small problem to solve
- 2. When someone else makes me frustrated, I will:**
 - (a) get mad at myself for being impatient
 - (b) let everyone else know that I'm frustrated with them
 - (c) concentrate on calming down, taking a break, then fixing the problem
- 3. When someone tries to make me feel bad about myself I will:**
 - (a) argue with them
 - (b) agree and feel worse
 - (c) plan to live my life to prove them wrong
- 4. When I am afraid to try something new I will:**
 - (a) put it off as long as possible
 - (b) pretend that it's not important
 - (c) figure out why I'm afraid and get help in overcoming the problem
- 5. When I feel like I have low self-worth, I will:**
 - (a) act like it doesn't bother me, but feel hurt inside
 - (b) agree and give up
 - (c) take steps to build my self-confidence

The answer is "c" for all of the questions.

Copy each of the "c" answers on the back of this sheet and use them as a guide when you are working on improving your self-esteem.

Self-Talk

When someone says something to you that is hurtful, what can you think that will protect your self-esteem?

1. *I know that is not true about me.*

2. _____

3. _____

4. _____

What positive words can you say to yourself every day?

1. *I am proud of myself for attending class.*

2. _____

3. _____

4. _____

What can you say to others to help them build their self-esteem?

1. _____

2. _____

3. _____

4. _____

**I Can
Do This!**

**I Did A
Great Job!**

**I Look
Great!**

**I Can Handle
This!**

**This Is
Possible!**



MODULE 5 - ACTIVITY #39

PERSONAL HYGIENE

In this activity, MAC participants will become familiar with how to develop habits of personal hygiene.



SUPPLIES AND HANDOUTS

Two or three samples of each the following products, for playing a game similar to *The Price is Right*. (A low-cost brand should be included, if possible.)

shampoo
hair products
body wash
deodorant
razors
nail clippers
nail polish
makeup
brush
hair dryer
soap
toothbrush, toothpaste, mouthwash

Optional: Free samples of beauty products, contributed by dentists, drug and grocery stores, and dollar stores (for distribution to MAC participants)

Handouts:

HEALTHY AND CLEAN!

HYGIENE CHECKLIST



VOCABULARY USED IN THIS ACTIVITY

body odor (BO)
body wash
brand name
brush
clean
deodorant
expensive
grooming
hair dryer
hair products
hygiene
makeup
mouthwash
nail clippers
nail polish
price
razors
shampoo
smell
soap
toothbrush and toothpaste



BACKGROUND INFORMATION

Some MAC participants will need information about hygiene more than others. But it is essential that the basics of hygiene be reviewed with all of the participants so that they can start to develop good habits of personal hygiene.



Some of the MAC participants may be unfamiliar with showers, bathtubs, and hair dryers, let alone the hundreds of personal products available at drug and grocery stores. They may not have access to a private bathroom in their homes, or hot water for showers and baths. They may have experienced primitive conditions in their home countries and need to learn American standards for personal cleanliness.

Cultural traditions may include the use of products (e.g., hair gels, kohl) that look and smell different, and therefore are not always accepted. They will need to discuss how to have personal hygiene while maintaining their cultural traditions.

The MAC participants may not comprehend that they will be judged on their hygiene, even if the judgments are inaccurate or unfair. They will discover that it is easier to make friends and connect with other people (including employers) if they establish standard hygiene practices as part of their daily routine.

If appropriate, the female MAC participants may need education on the use of women's hygiene products.

The MAC Coach should never identify specific MAC participants who have either good hygiene or poor hygiene. This topic can be extremely sensitive and should be presented as general information for everyone.

This module can be used in conjunction with Module 1 – Activity #6 *First Impression* and Module 5 - #38 *Building Self-Esteem*.

ACTIVITY STEPS

1. Line up two bottles of shampoo in front of the group. Describe the products, explaining what they are used for and why it is important to use shampoo.

Start a form of the TV show *The Price is Right* to provide information about the benefits of good hygiene.

Ask: Based on what I told you about these products, which one do you think is more expensive?

Explain that most shampoos are the same, with slight changes in ingredients. Discuss how bargain brands can work just as well as expensive brands.

Stress *why* shampoo is used, not how much it costs.

Ask: How much shampoo would you use? What kind of shampoo do you use?

Continue to ask the group about their preferences and recommendations.

Discuss how many choices there are for hygiene products.



2. Repeat *The Price is Right* pricing question for other products such as deodorant, razors, hair dryers, body wash, etc.

Explain how hygiene products can be purchased in bulk, in large bottles, or from dollar and discount stores.

Discuss the messages of advertisements that promote specific products.

3. If there are members of the group who could benefit from further information about the importance of cleanliness, continue discussing the social benefits of good hygiene.

Distribute the handout HEALTHY AND CLEAN! and discuss how the products are used for good hygiene.

4. *Ask:* What happens if the products are scented?

Discuss the importance of limiting perfumes and other products that can have a strong smell.

Stress that washing with soap and water is the most important good hygiene practice, and clothes should be clean.

5. If possible, distribute free samples to the MAC participants. Ask them to report back to the group about whether they liked the product. (This is especially necessary if some MAC participants need to be encouraged to use hygiene products.)
6. Meet with each MAC participant and assist them in completing the handout HYGIENE CHECKLIST. It may be necessary to discuss access to showers and hot water. If they are comfortable recording what they would like to work on, they can include specific hygiene strategies in their Action Plans.

Healthy and Clean!

Comb or Hairbrush

Toothbrush

Toothpaste

Mouthwash

Dental Floss

Shampoo

Conditioner

Hand Lotion

Deodorant

Makeup

Mirror



Nail Brush

Nail Clipper

Nail File

Shaving Cream

Soap

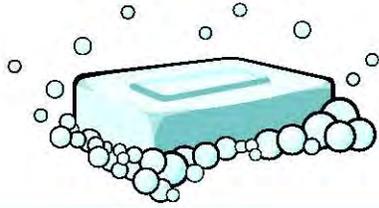
Clean Towel

Clean Washcloth

Body Wash



Hygiene Checklist



	ALWAYS	SOMETIMES	NEEDS ATTENTION
Bathe or shower daily?			
Use soap or body wash?			
Use a clean wash cloth and towel?			
Wash hair at least every other day?			
Wear deodorant?			
Brush teeth after meals?			
Keep hair trimmed or styled?			
Trim nails?			
Keep nails clean?			
Wear clean underwear?			
Wear clean clothes?			
Wear clean socks?			
Dress appropriately?			
Keep shoes clean?			





MODULE 5 - ACTIVITY #40

WORKPLACE ATTIRE

In this activity, MAC participants will become familiar with appropriate workplace attire.



SUPPLIES AND HANDOUTS

Optional: Examples of appropriate and inappropriate attire for the workplace

Handouts:

IS THIS APPROPRIATE FOR WORK?

EXCERPTS FROM DRESS CODES (reference for the MAC Coach)



VOCABULARY USED IN THIS ACTIVITY

appropriate
attire
casual
compliance
discount stores
distraction
dress code
expensive
handbook
high heels
image
inappropriate
jewelry
makeup
piercings
policy
safety
tattoos
thrift shops
workplace



BACKGROUND INFORMATION

There are a number of issues related to workplace attire that should be discussed with MAC participants as they plan to enter the workforce. (Note that “attire” in this activity also includes hair, nails, jewelry, makeup, shoes, stockings/socks, tattoos, and piercings.)

It may be a challenge for some of the MAC participants to adhere to dress codes, not just because of cultural traditions but because of their young age. Traditional workplace attire may seem uncomfortable and restrictive (and often unfashionable) to MAC participants, but the MAC Coach should stress the importance of complying with business policy and meshing with the culture of the organization.

The MAC Coach should be prepared to discuss:

- ❑ traditional dress requirements at work, including uniforms, formal or casual attire, and dress codes
- ❑ the difference between street wear and business attire
- ❑ managing dress related to cultural and religious tradition
- ❑ proper attire for unique workplace settings, such as:
 - retail stores requiring salespeople to wear the clothing that is for sale
 - manufacturing plants requiring safe clothing, such as work boots and no jewelry
 - businesses promoting “casual Fridays”
 - restaurants requiring clean aprons and clothing when working with food and customers
- ❑ business policies about tattoos, jewelry, piercings, exposed skin and underclothing
- ❑ dressing for an interview (see Module 2 – Activity #21 *The Job Interview*)
- ❑ appropriate shoes, length of skirts, fit of shirts and sweaters, jewelry, and makeup.



MAC participants can show their personal style with appropriate clothing, hair, makeup, and so forth, but they should keep in mind that employers will be concerned about:

- ❑ the image of the organization
- ❑ the safety of the employees
- ❑ employees that are a distraction.

The MAC Coach can use this activity in conjunction with Module 1 – Activity #6 *First Impressions*.

Encourage MAC participants to take note of workplace attire as they shop in stores, socialize in restaurants and other venues, and visit work settings.

The MAC Coach should be prepared to assist MAC participants in locating appropriate work attire in discount stores, thrift shops, and through charitable organizations that provide clothing.

Note that the handout EXCERPTS FROM DRESS CODES is general, in order to give MAC participants an idea of what might be required. They should know that business dress codes are usually specific about expectations.

If a dress code is based on business needs and is applied uniformly, it generally will not violate employee civil rights. MAC participants should be aware that they can consult with a Human Resources department or an attorney if they feel that their civil rights have been violated by enforcement of a dress code.

ACTIVITY STEPS

1. Show each of the pictures in the handout IS THIS APPROPRIATE FOR WORK?

Ask for each picture:

Do you think that this is appropriate for the workplace?

Discuss for **every item in the picture:**

- why the answer might be “yes” for some work settings, and “no” for others
- how to maintain cultural tradition while dressing appropriately
- how to cover up to be appropriate
- how to obtain free or inexpensive attire that is appropriate.

Be prepared for debate and discussion about some of the items shown in the pictures. For example:

- piercings that are a cultural tradition may not be regarded as appropriate at work
- hairstyles and makeup may be trendy, but not acceptable at some worksites

2. *Ask:* What if the company’s dress code does not allow items that you normally wear?

Share the contents of the handout EXCERPTS FROM DRESS CODES.

Discuss the importance of complying with organizational requirements and how to discuss concerns with a supervisor.

3. *Ask:* What will you personally need to do to ensure that you will be dressed appropriately at work?



Is This Appropriate for Work?



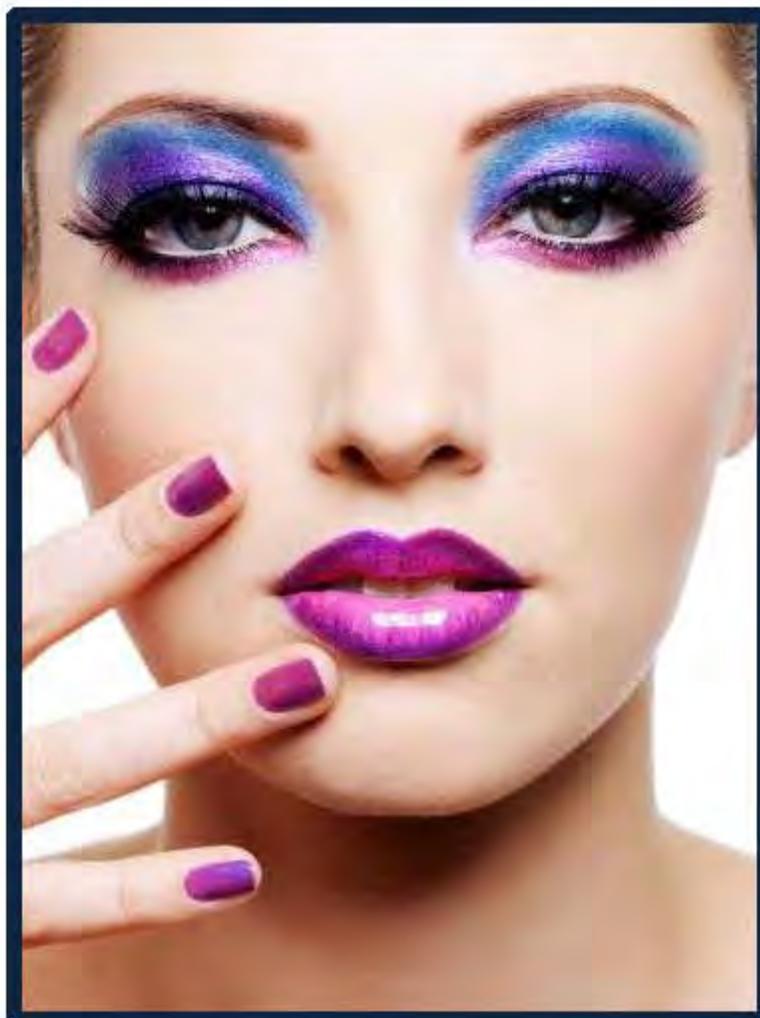




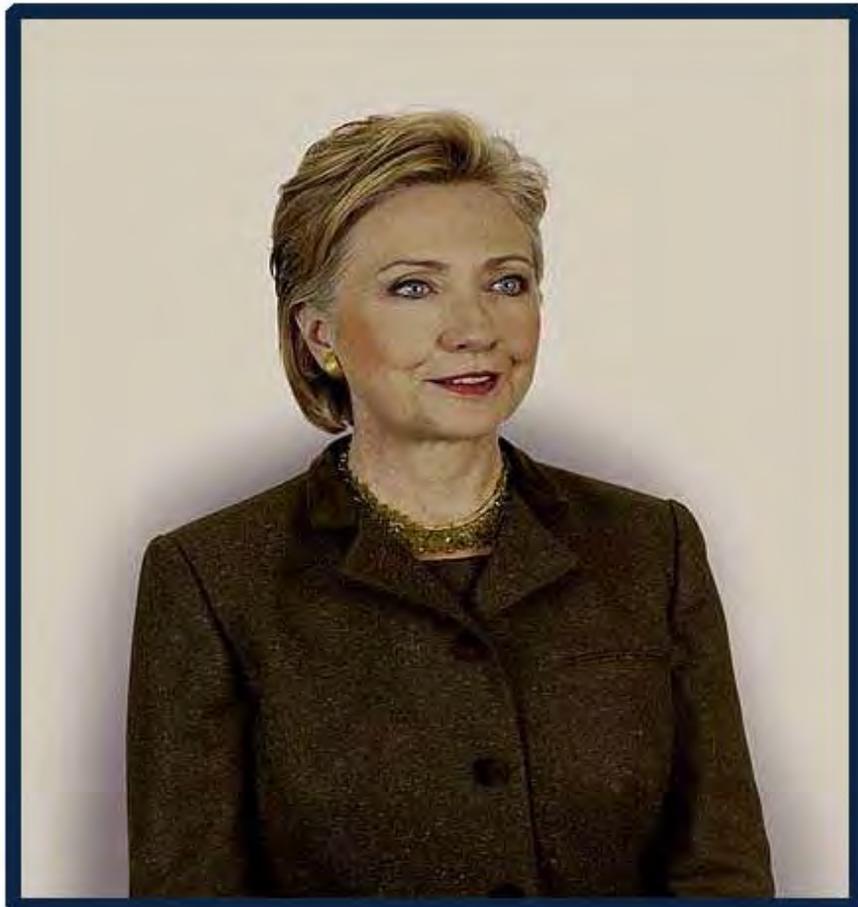












EXCERPTS FROM DRESS CODES

Unacceptable Attire

- Plain or pocket T-shirts
- Cutoffs
- T-shirts with logos
- Athletic wear
- Thongs of any kind
- Blue denim jeans
- Spandex or Lycra such as biker shorts
- Tennis shoes
- Tank tops, tube tops, halter tops with spaghetti straps
- Deck shoes
- Underwear as outerwear
- Beach wear
- Midriff length tops
- Provocative attire
- Off-the-shoulder tops
- Workout clothes or shoes
- Evening wear

Enforcement

Department managers and supervisors are responsible for monitoring and enforcing this policy. The policy will be administered according to the following action steps:

1. If questionable attire is worn in the office, the respective department supervisor/manager will hold a personal, private discussion with the employee to advise and counsel the employee regarding the inappropriateness of the attire.
2. If an obvious policy violation occurs, the department supervisor/manager will hold a private discussion with the employee and ask the employee to go home and change his/her attire immediately.
3. Repeated policy violations will result in disciplinary action, up to and including termination.

SAMPLE DRESS CODE POLICY

Clothing and professional appearances are important and help create the first impression to our customers and the community. Although first impressions may be wrong, they are likely to be lasting.

Extremes with respect to hairstyles and grooming may also project an unprofessional image.

Employees not required to wear uniforms are expected to be neatly dressed in appropriate attire for their position.

Staff members are expected to wear Company logo shirts and slacks or dress shirt, tie and slacks.

Managerial and clerical staff should dress appropriately to meet the public in a casual business environment. Jeans, shorts, halter tops, tank tops, T-shirts, flip-flops, tops that reveal the stomach area, low-cut blouses and other sports attire are not to be worn in the office.

Uniforms will be purchased by the Company to ensure uniformity, and the cost will be divided equally between the employee and Company.

Name badges will be provided and are to be worn at all times during normal working hours.

Employees may purchase up to five (5) full uniforms per calendar year, at a 50/50 cost sharing with the Company. Any cost for quantities exceeding five within one year will be the sole expense of the employee.

This dress code will remain in effect all during the year, unless relaxed by the General Manager, for seasonal reasons or specific functions.

The Company reserves the right to interpret and apply this dress code with respect to employee attire and professional appearance. Employees who do not follow this policy may be sent home to change or, if appropriate, other disciplinary action may be taken, up to and including termination of employment.



MODULE 5 - ACTIVITY #41

HEALTHY EATING

In this activity, MAC participants will become familiar with strategies to develop healthy eating habits.



SUPPLIES AND HANDOUTS

Typical food items used routinely in family cooking, such as:

- box of macaroni, noodles, or rice
- carton of milk
- taco shell, tortilla, or slice of bread
- box of cereal
- can or bag of beans
- empty yogurt carton
- bag or can of walnuts
- cup of coffee
- fresh fruits and vegetables
- samples of food used in meals of the MAC participants
- samples of poor nutrition snacks (chips, cookies, candy)
- samples of healthy snacks (yogurt, peanut butter and crackers, low-sugar fruit juice)

Optional: Sample food items shown on the handouts (tomatoes, carrots, corn, etc.)

Optional: In advance of this activity, ask MAC participants to bring in an example of what they think is a healthy food

Optional: newspaper advertisements for grocery store items

- | | |
|-------------------|---------------------------------------|
| HANDOUTS | POPCORN |
| VEGETABLES (GRID) | SUNDAE |
| FRUIT (GRID) | MCDONALD'S |
| DAIRY | TACO BELL |
| PROTEIN (GRID) | SALAD |
| GOOD FOR YOU | GROCERY LIST |
| GRAPES | |
| VEGETABLES | The handout STAY HEALTHY! is |
| APPLE JUICE | included in this activity and in |
| TURKEY | Activity #42 <i>Sleep!</i> and #43 |
| PEANUT BUTTER | <i>Exercise!</i> for MAC participants |
| MUFFIN | to log their daily health habits. |



VOCABULARY USED IN THIS ACTIVITY

The names of many different types of foods will come up in the discussion in this activity.

- apple juice
- bakery
- beauty products
- bread
- cards
- cheese
- dairy
- deli meats
- fish
- flowers
- food bank
- food pantry
- food stamps
- fresh produce
- frozen food
- fruit
- good for you
- grapes
- McDonald's
- meat
- muffin
- pasta
- peanut butter
- pet food
- pharmacy
- popcorn
- protein
- rice
- salad
- sundae
- Taco Bell
- turkey
- vegetables



BACKGROUND INFORMATION

[Note that the MAC Coach may want to invite a nutritionist to assist in this activity.]

For many MAC participants, the vast array and availability of food in the United States may be overwhelming at first. As they acclimate to their new country, they discover grocery stores, local markets, restaurants, fast-food establishments, meal delivery, food carts, and farmers' markets. Many of the foods are unfamiliar and very different from what they have been accustomed to eating. Some participants will be used to the cooking of their culture, while others may have experienced limited diets at refugee camps and other sites where food was at a premium.



For many MAC participants, the multiple choices in their new country are intriguing, especially when the foods are readily available. Inexpensive restaurants, fast-food establishments and food carts may be popular.

MAC participants may discover soda, candy, ice cream, and fattening snacks. They may experience special days when unhealthy foods such as birthday cakes, Thanksgiving pies, and barbeques on the 4th of July are part of the American tradition.

Most MAC participants may not realize that some of the foods that they are trying may not be nutritious. They are unaccustomed to analyzing food content or the impact of food on general health.

Meals in restaurants are often loaded with fats and salt. Frozen foods have sodium, fats, and chemicals for preservatives. But to MAC participants (and many Americans) those new foods are quick and easy and a satisfying taste experience.

This activity will raise awareness about:

- what is considered "good nutrition"
- the overall health benefits of eating healthy foods
- how nutrition affects energy and mental acuity
- how poor eating habits can have subtle effects such as causing someone to become tired, cranky, hyperactive, or sleepy
- how poor eating habits contribute to weight gain, diabetes, heart disease, and other illnesses

- how food stamps can be a valuable resource, but food stamp and food pantry items should be combined with fresh, healthy foods.
- how there are systems in place in the United States for monitoring food safety, but the consumer also has responsibility for safety when purchasing and cooking food
- how some urban areas have a “fresh food deficit,” requiring city residents to create community gardens and arrange for local farmers’ markets
- how MAC participants can take healthy foods to work.

The MAC Coach should emphasize the importance of MAC participants taking control of their own health. It is *not* necessary to provide the participants with details about the specific nutritional content of foods, the difference between saturated and polyunsaturated fats, etc. The focus should be on the identification and preparation of healthy foods.

If the MAC participants shop for their own food, the MAC Coach may want to discuss ways to shop efficiently while saving money.

This activity can be used in conjunction with Module 5 – Activity #42 *Sleep*, #43 *Exercise*, and #44 *Smoking*.

ACTIVITY STEPS

1. Display the food items listed in Supplies.

Try to include sample food items that would typically be eaten by the MAC participants.

Ask: What are these items?



- How are they eaten? (raw, cooked, out of the box, for breakfast, etc.)
- How often are they available to you?
- Which one is your favorite?

2. *Ask:* What have you discovered about food in the United States?

Discuss the variety of food, available from multiple venues.

Include discussion of food stamps, local food pantries, and other sources of free or discounted food.

If possible, identify sources of local fresh produce.

3. Display the following handouts and discuss whether they are examples of healthy foods.

Vegetables
Fruit
Dairy
Protein
Good for You
Grapes
Apple Juice
Turkey
Peanut Butter
Muffin
Popcorn
Sundae
McDonald's
Taco Bell
Salad



It is not necessary to review the nutritional content of every food, but discuss the importance of a diet that balances protein, grains, dairy, and fruits and vegetables.

Discuss how nutritional foods contribute to a healthy body and long-term health.

Explain that foods that are heavy in sugar and fat can contribute to irritability and lethargy. (Explain the difference between a plain potato and a potato chip!)

Ask: What does your family eat on a regular basis?

- How is it cooked?
- Do you think that you are eating healthy foods?
- Could you add anything to make your diet healthier?
- Could you cook traditional foods a different way to reduce fat and salt?

Ask: Did anyone bring a sample of a healthy food? Why do you think it is healthy?

Discuss that the food may be nutritional, but the way that it is cooked may add fats and salt.

4. Discuss how MAC participants can incorporate healthy foods into their daily diet.

Recognize the challenges of the expense and limited availability of healthy foods – and the ready access to foods that are not healthy (e.g., vending machines, fast-food restaurants, local convenience stores).

Discuss strategies for obtaining healthy foods. MAC participants can include these strategies in their Action Plans.

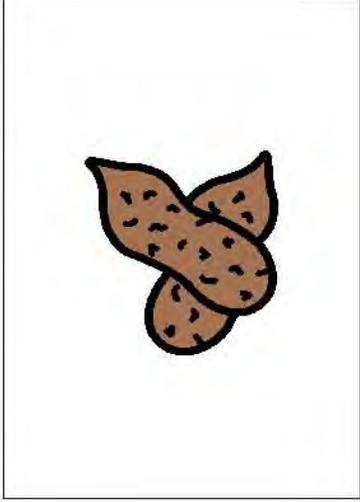
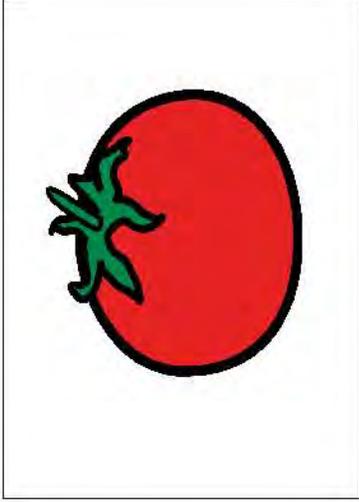
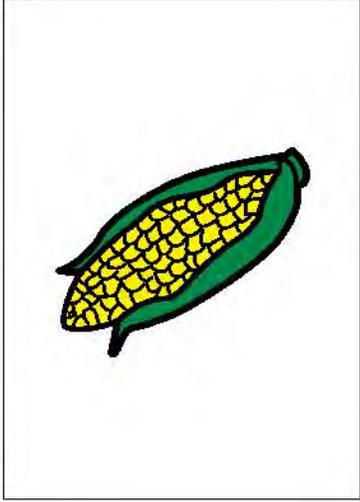
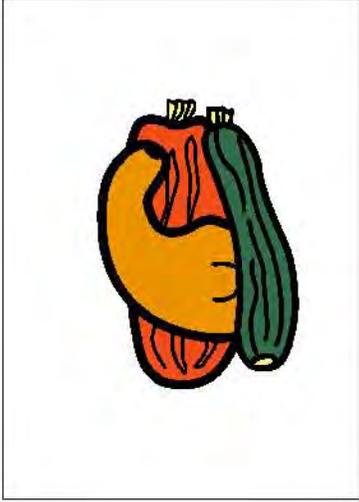
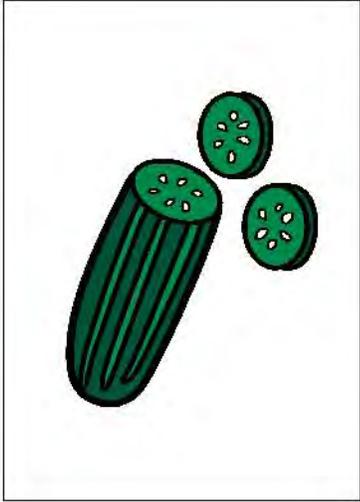
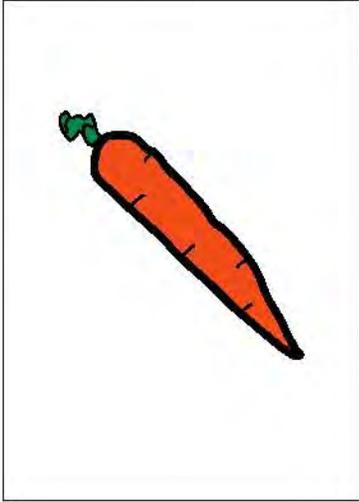
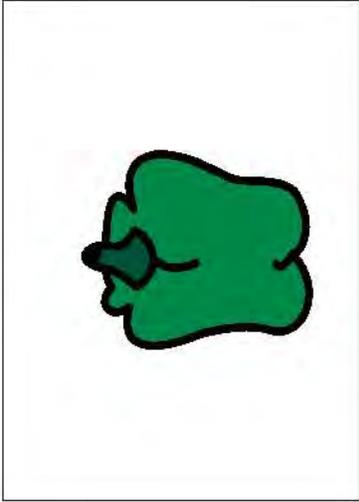
5. If MAC participants are responsible for shopping for their food, distribute newspaper advertisements and discuss:

cost comparison
coupons
bulk shopping

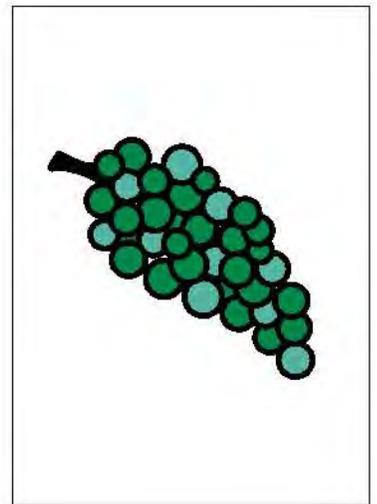
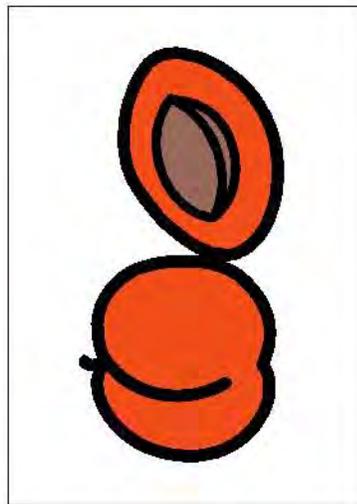
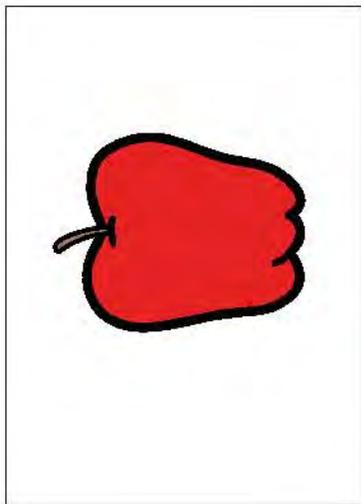
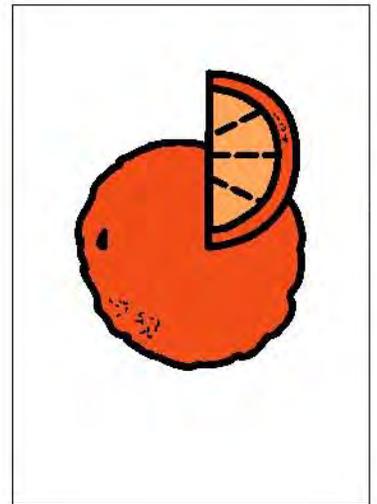
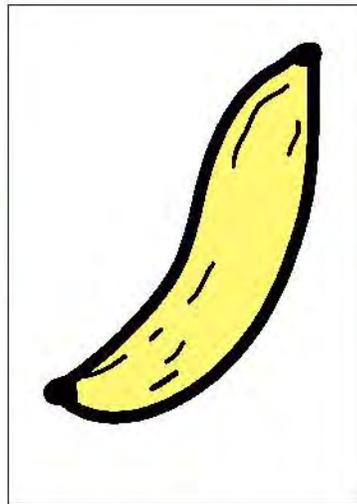
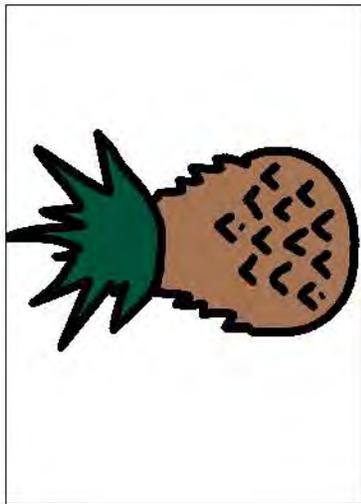
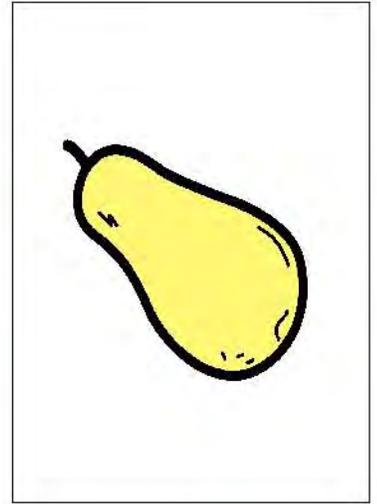
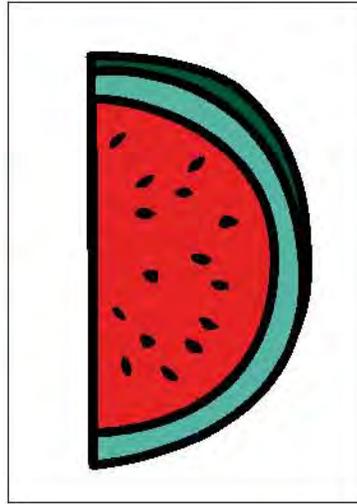
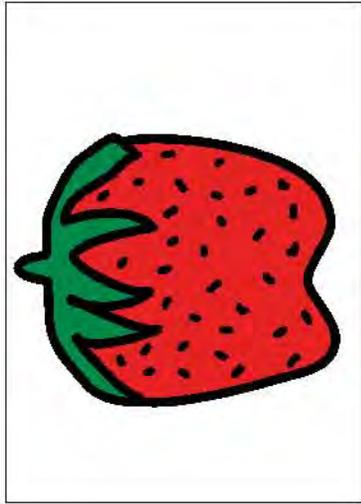
shopping when hungry
impulse buying
grocery lists

As a group, prepare grocery lists for upcoming meals, taking into consideration the preferences of the participants based on cultural tradition, new tastes, ease of preparation, and affordability. Use the handout GROCERY LIST as a guide.

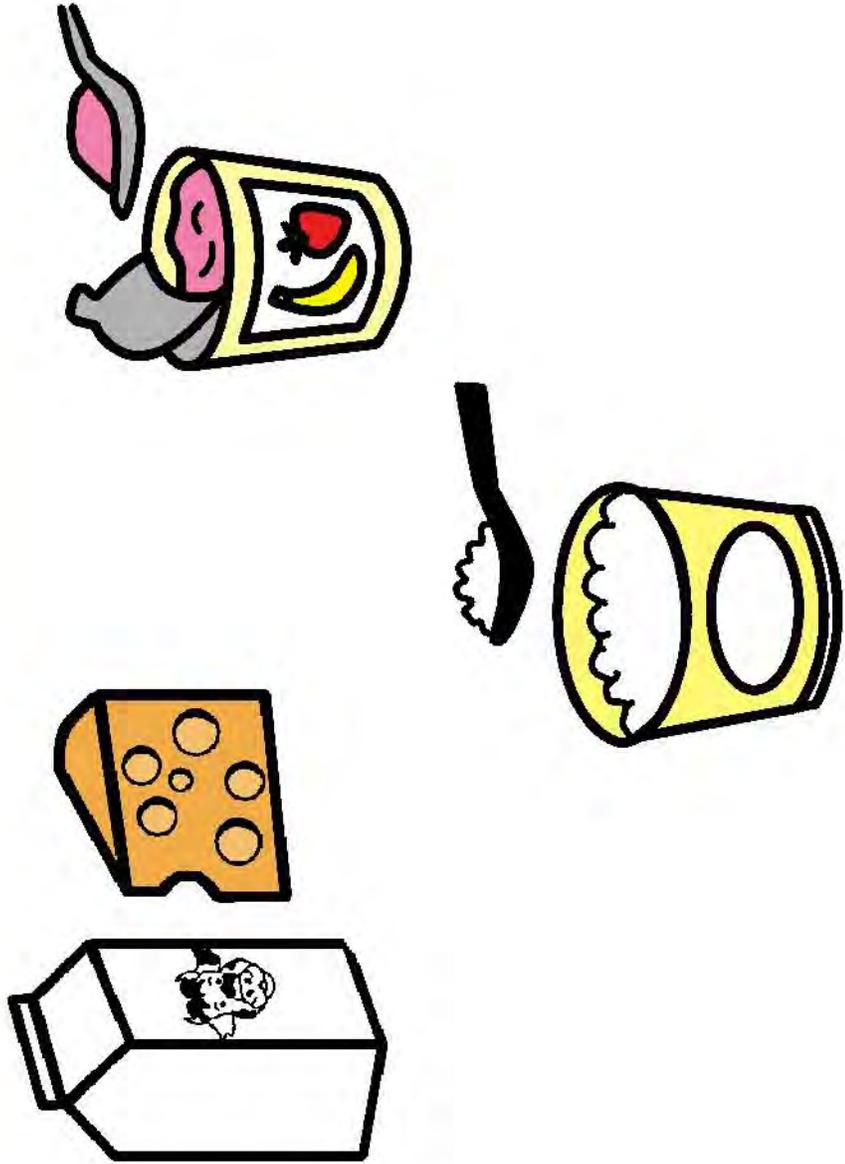
Vegetables



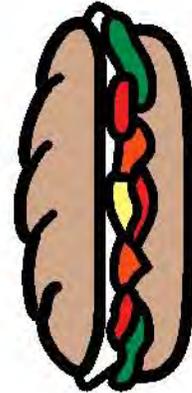
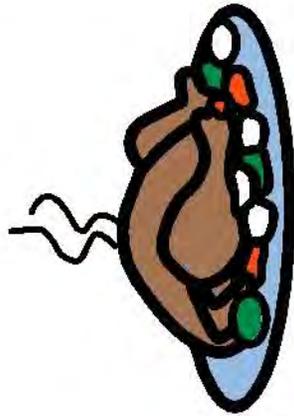
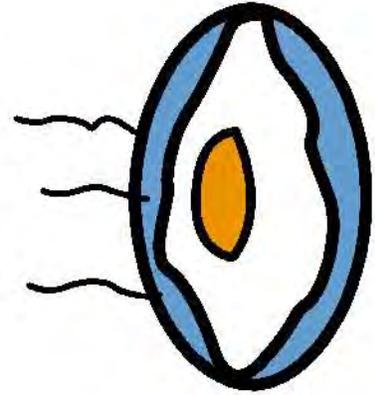
Fruit



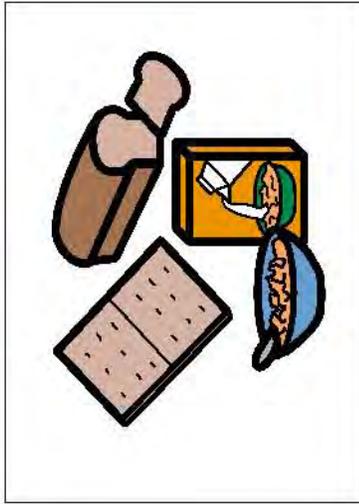
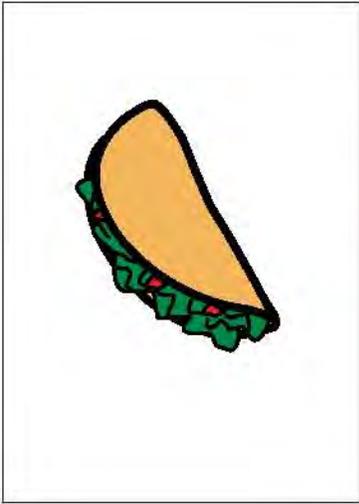
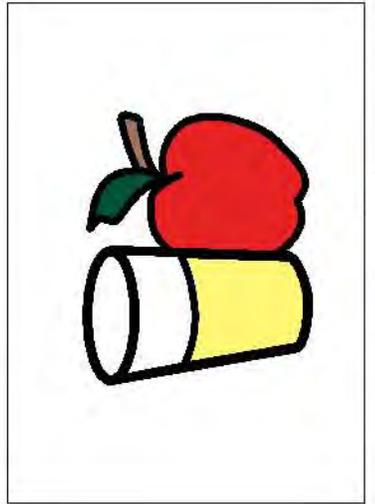
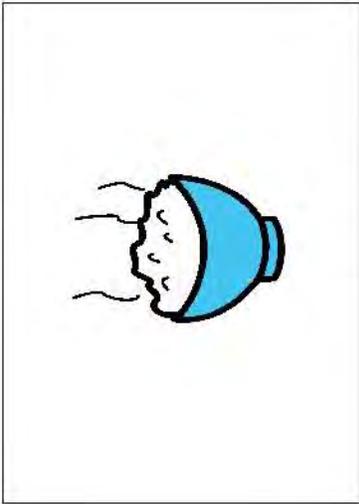
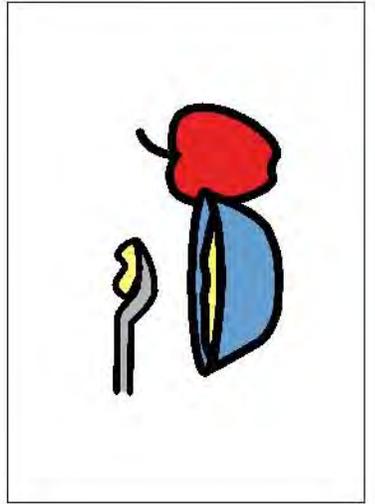
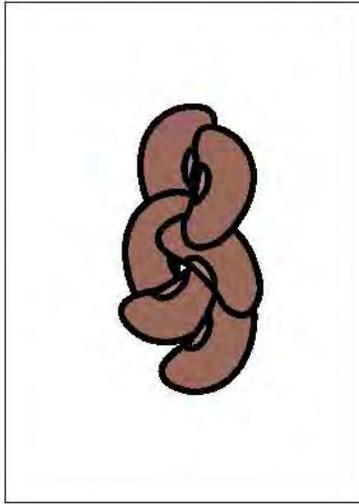
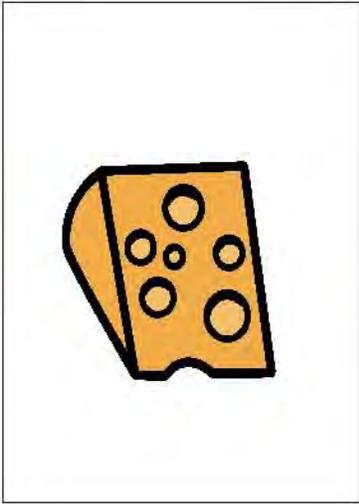
Dairy



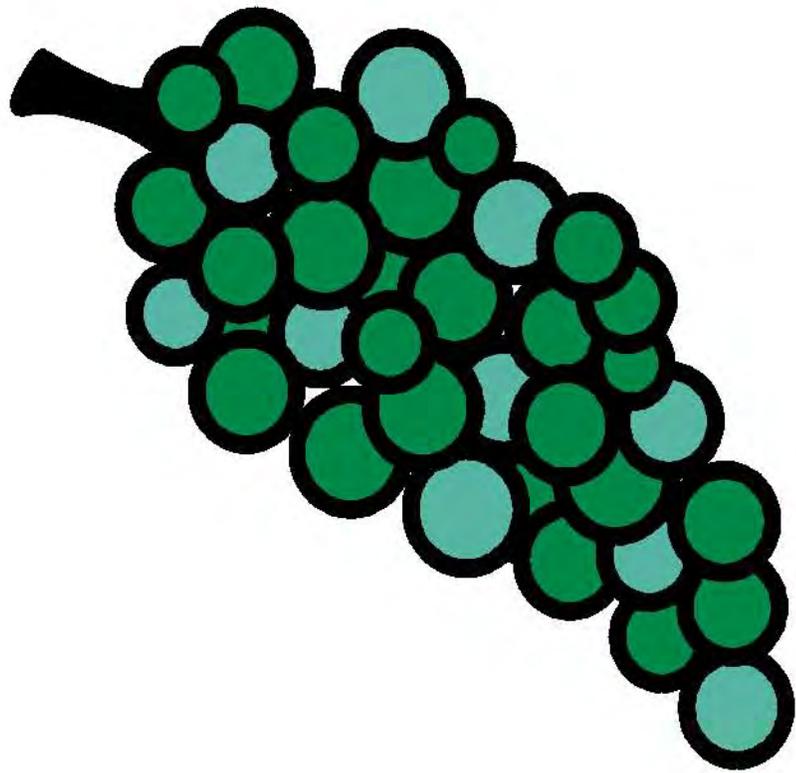
Protein



Good for You



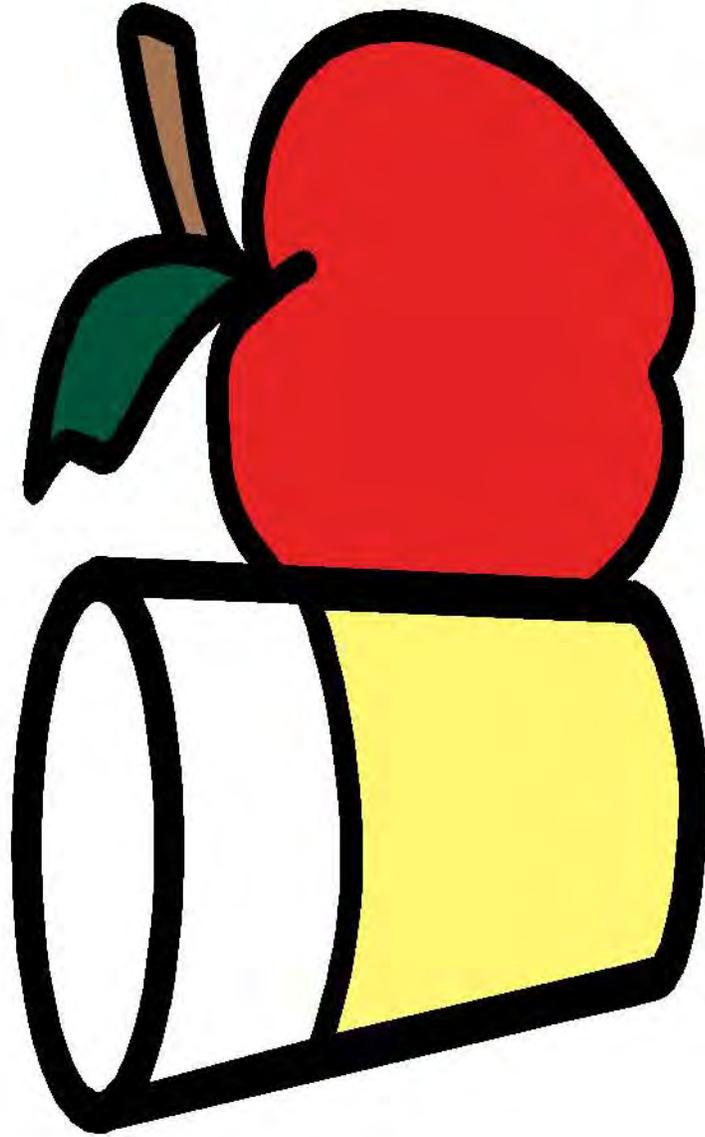
Grapes



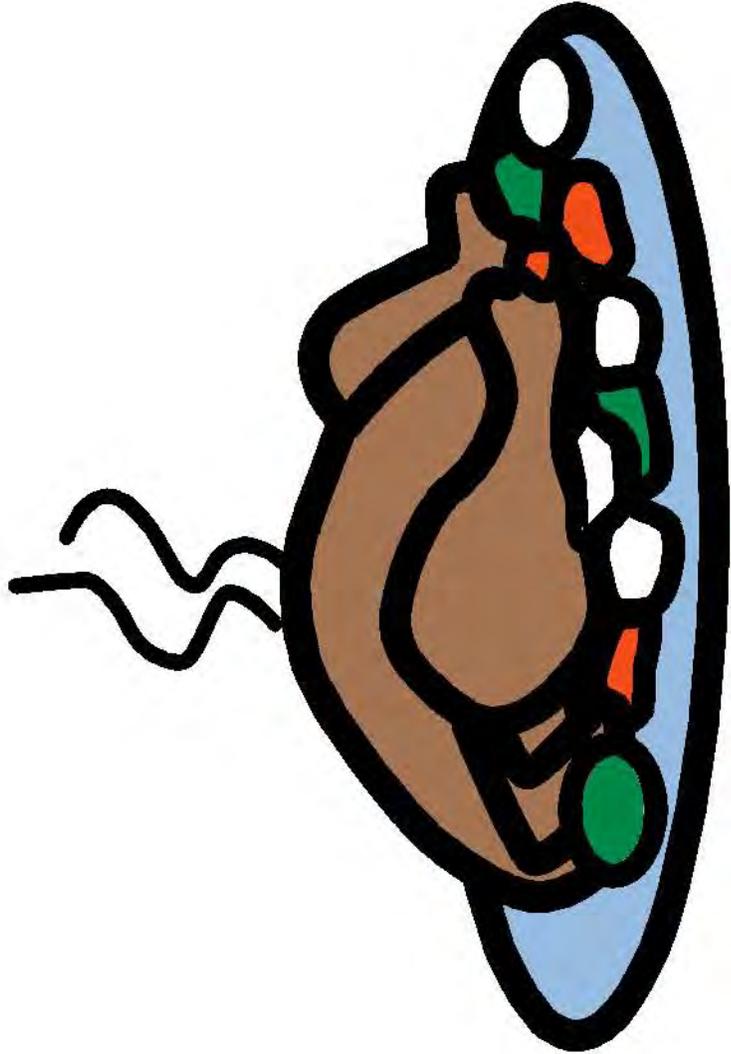
Vegetables



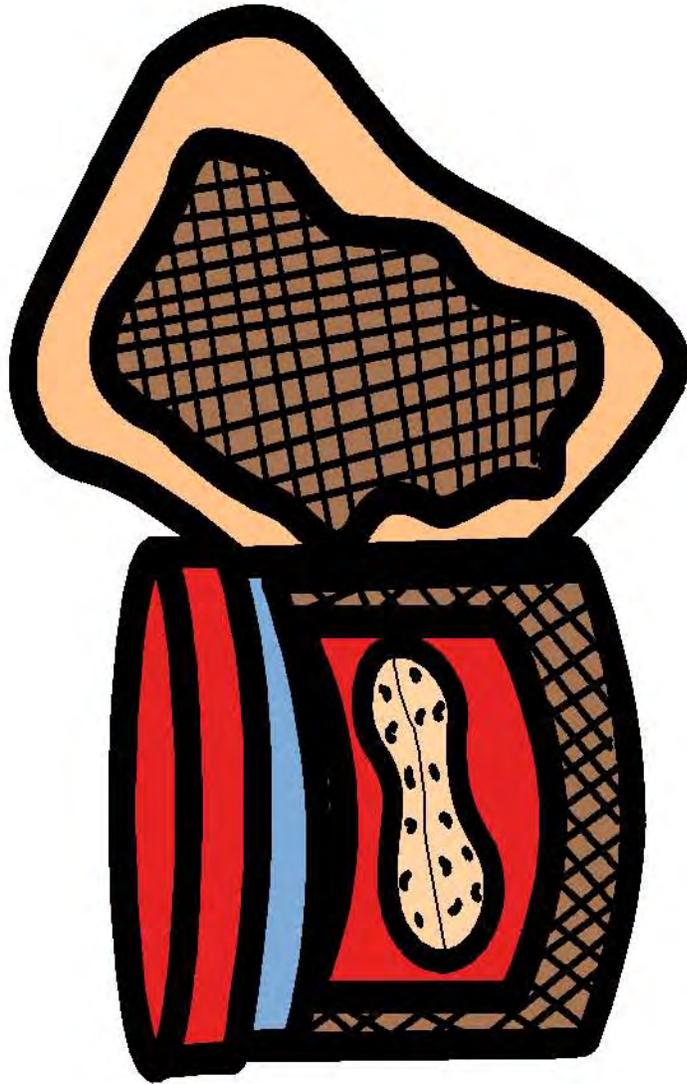
Apple Juice



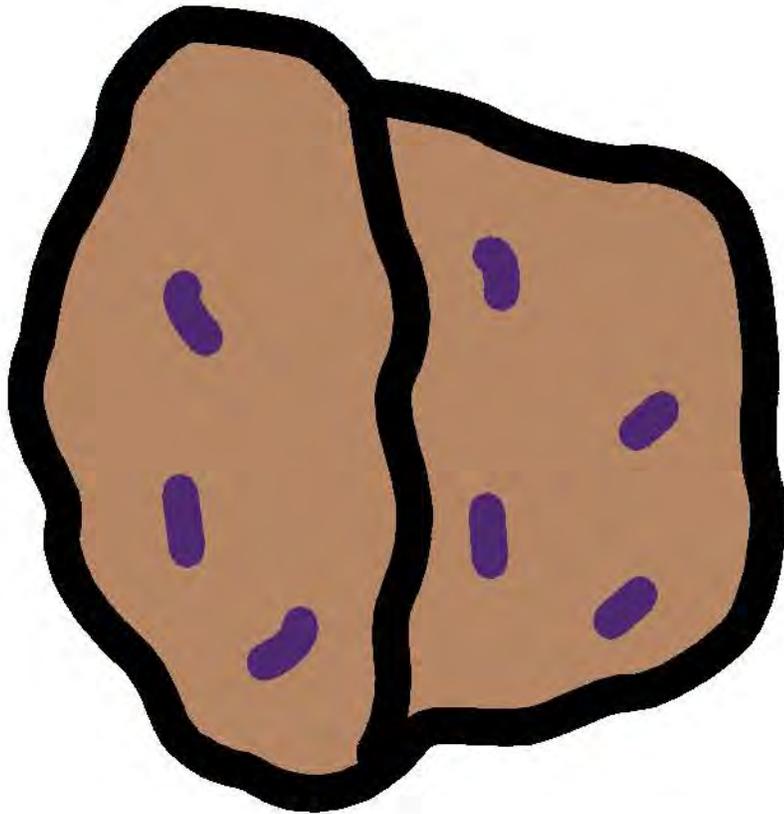
Turkey



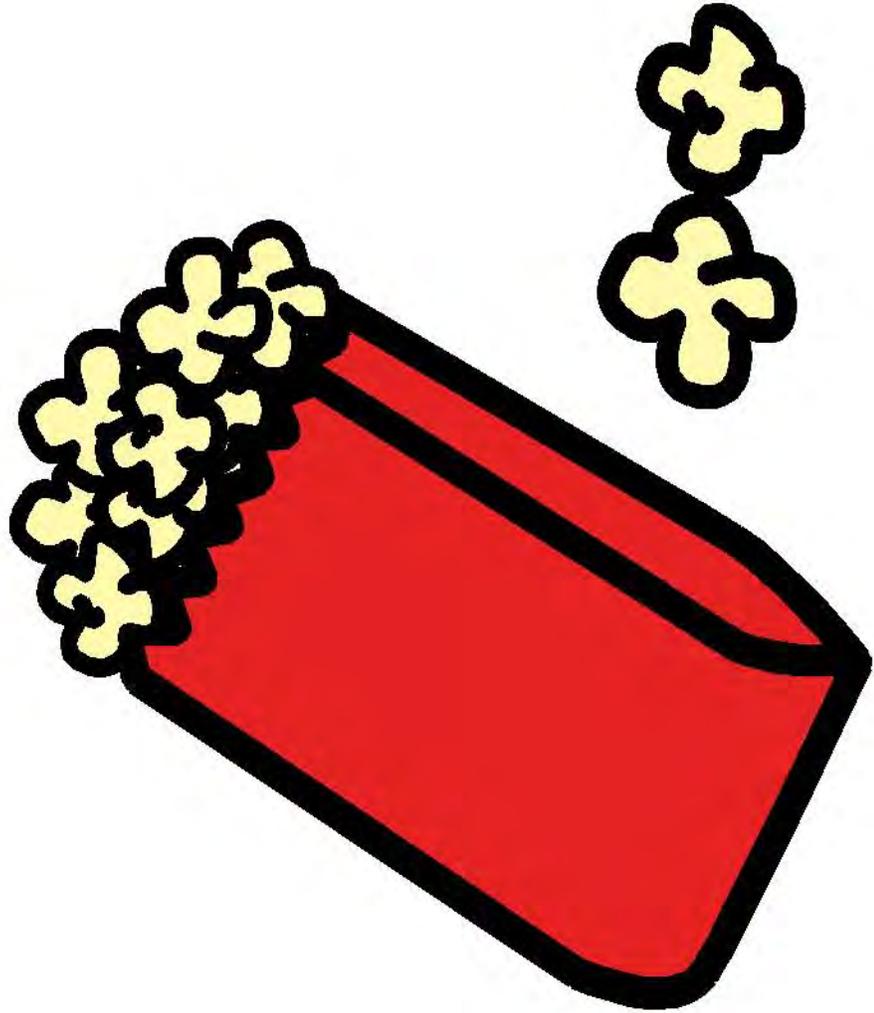
Peanut Butter



Muffin



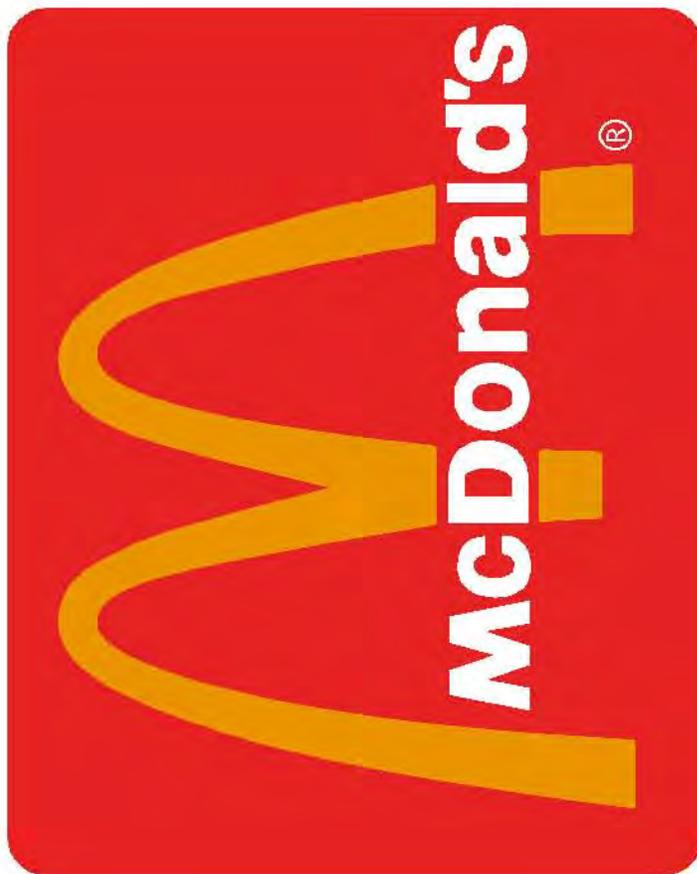
Popcorn



Sundae



McDonald's



Taco Bell



Salad



Grocery List



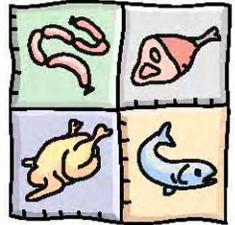
DAIRY

BREAD, PASTA, RICE



DRINKS

MEAT AND FISH



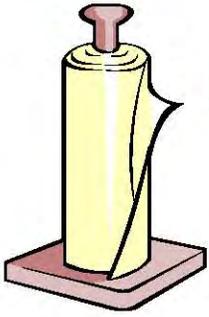
FROZEN

DELI MEATS AND CHEESE



FRESH PRODUCE





PAPER GOODS



FLOWERS AND CARDS



BAKERY

PET FOOD



PHARMACY

BEAUTY PRODUCTS





STAY HEALTHY!

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Exercise							
Diet							
Sleep							
Healthy Habits							



MODULE 5 - ACTIVITY #42

SLEEP!

In this activity, MAC participants will become aware of how sufficient sleep contributes to physical and psychological health.



SUPPLIES AND HANDOUTS

This activity will require 2 adults to role-play the activity.

Pillow

Blanket

Alarm Clock (or cell phone set to alarm)

Handouts:

BAD MOOD

STAY HEALTHY!



VOCABULARY USED IN THIS ACTIVITY

8-12 hours of sleep

alarm clock

bad mood

bed

blankets

caffeine

clock radio

environment

interruptions

medications

nightmares

pillow

room temperature

sleep

sleep patterns



BACKGROUND INFORMATION

Most adults need a 8 steady hours of sleep a night, and young people generally need 12 hours. A full night's sleep is not always possible, especially in families with young children, many family members living in limited space, or adults working different shifts.



In addition, young adults tend to stay up late at night and sleep late if they can. This schedule may have to change dramatically when regular work hours begin.

It is important to address the topic of sleep and identify strategies for getting a good night's sleep. MAC participants who are tired may be irritable, drowsy during the day, and liable to make mistakes.

There are a number of reasons why a MAC participant may not be getting at least 8 hours of sleep at night.

They may be experiencing nightmares brought on by adjustment to a new life or post-traumatic stress. They may be accustomed to sleeping lightly to remain alert. Some MAC participants may have grabbed sleep whenever possible in their home countries and have never established a sleeping routine. Or they may be uncomfortable in the bed that has been provided or purchased.

In the United States their sleep may be interrupted by other family members who share sleeping space, stay up late, or come in at a late hour. Some refugees have been accustomed to living in crowded conditions and are used to sleep deprivation. They may be adjusting to solitude and sleeping alone, living in a noisy community, or trying to get to sleep in a crowded house or apartment building.

For a refugee living in the city for the first time, the noises of sirens, shouting, and public transportation may be distracting or even frightening.

For a refugee living in the country for the first time, the quiet may be disarming.

New settings can interfere with sleep for anyone. For the MAC participants, not only are they adjusting to new settings, they may not be aware of the importance of getting rest.

Strategies for improving sleep for MAC participants include:

- resisting the temptation to stay up late to socialize or watch television
- eliminating caffeine at least 6 hours before going to bed, including soda
- identifying foods that may cause indigestion
- checking room temperature
- determining if outside noises are affecting sleep patterns
- identifying medications that may be affecting sleep patterns (and not relying on medications for sleep)
- analyzing sleeping situations such as location of beds, condition of the mattress, and other environmental conditions
- discussing with family members the importance of interrupted sleep.



This activity can be used in conjunction with Module 5 – Activity #41 *Healthy Eating*, #44 *Exercise!*, #45 *Drugs and Alcohol*.

ACTIVITY STEPS

1. Find a spot in the room that can be used as a “bed” and pretend to be asleep. Use the pillow and blanket, and place the alarm clock next to your bed.

The other adult should role-play attempting to wake you up because you have to get to work.

Resist waking up, even though you are told that your alarm clock rang and it’s your turn to use the shower.

Explain that you stayed up late to watch a movie and ordered pizza, so you had trouble getting to sleep.

Add other explanations (e.g., the street noises bothered you, other people came in late). Keep adding excuses that can explain why you are too tired to get up.

Role-play finally getting out of bed and worrying about being late for work, feeling tired and irritable, and other repercussions from not getting enough sleep.

2. *Ask the group:* How many of you could take a nap right now?

Discuss what can make someone tired during the day.

Discuss the importance of getting 8-12 hours of sleep to avoid irritability, drowsiness, and making mistakes.

3. *Ask:* Are you in a better mood when you’ve had enough rest?

Show the handout BAD MOOD.

Explain that some negative behaviors may be due to lack of sleep.

Discuss strategies for getting enough rest.

4. *Ask:* What do you think you will need to do to make sure you are well rested at a new job?

Discuss how MAC participants can prepare ahead of time for the demands of work. They will be tired for the first few weeks and may have to change their sleeping habits.

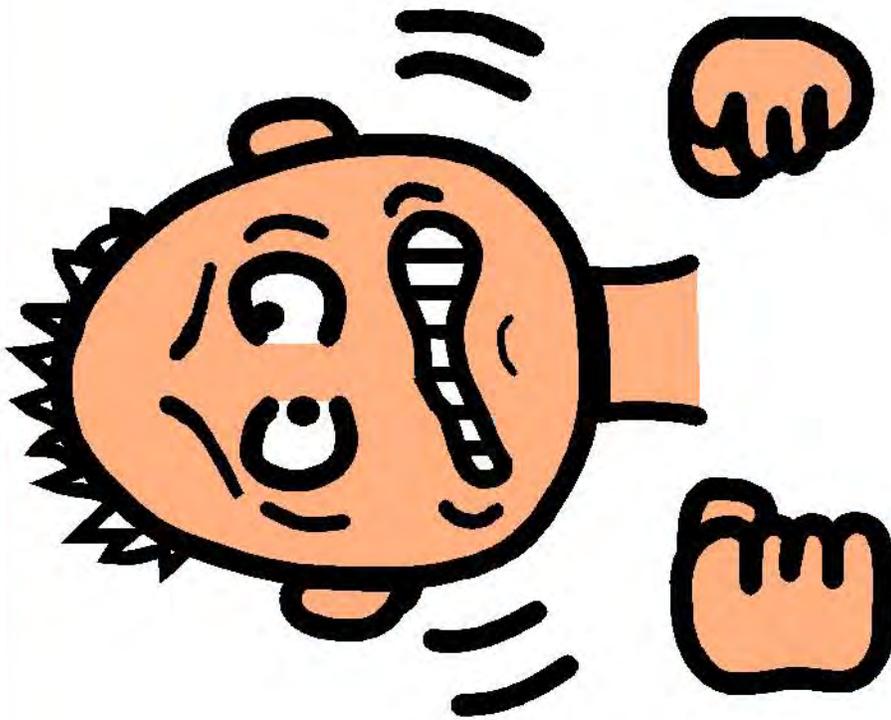
5. Ask each participant what they will be doing in the future to ensure a better night’s sleep. They can record it in their Action Plans.



6. The handout STAY HEALTHY can be used when discussing sleep, eating habits, and exercise. In the handout section on Healthy Habits, suggest that the MAC participants consider adding:

- no smoking
- no alcohol (or in moderation if that seems appropriate)
- medications taken on time
- good hygiene.

Bad Mood





STAY HEALTHY!

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Exercise							
Diet							
Sleep							
Healthy Habits							



MODULE 5 - ACTIVITY #43

EXERCISE!

In this activity, MAC participants will become aware of the benefits of exercise.



SUPPLIES AND HANDOUTS

Beach ball (or large lightweight ball)

Optional: Equipment and uniforms for different sports / fitness activities, including balls, shin guards, helmets, hockey stick and puck, bicycle, bowling ball, yoga mat, etc.

Handouts:

ARE YOU A COUCH POTATO?

EXERCISE! (14 pictures)

STAY HEALTHY



VOCABULARY USED IN THIS ACTIVITY

Names of different sports
Jargon from different sports

beach ball
benefits of exercise
couch potato
equipment
exercise
gear
passing
physical activity
reducing stress
rolling
stress
throwing
tossing



BACKGROUND INFORMATION

There is plenty of literature about the benefits of exercising, and the media covers this topic many different ways. For many MAC participants, setting aside time to exercise may be a new and confusing concept. They may be mystified by Americans who drive to a job that is within walking distance, run on a treadmill when the weather is beautiful, and join a class to dance.



But at the same time, MAC participants may become so enraptured with television, video games, supersized meals, and pizza delivery that they become “couch potatoes.” They may be mystified by the preoccupation with exercise, but in the meantime do not become engaged in physical activity.

This activity on exercise has two purposes:

- to inform young adult refugees about the many opportunities for exercising, including organized sports, health and fitness centers, recreational activities, and daily fitness exercise routines
- to encourage MAC participants to build exercise into their daily lives to benefit physically, mentally, and socially.

Some of the MAC participants may have experienced physical education classes if they attended school in the United States. They may have enrolled in local health and fitness centers, or joined friends or family members in becoming involved in a sport. Or they may have been involved in a sport in their home country, even if it meant playing soccer at a refugee camp. Those participants should be encouraged to share what they know and describe the benefits of exercise.

Inviting a guest speaker is the most effective way to inform MAC participants about sports and encourage them to pursue exercising. Speakers can dress in a team uniform, demonstrate use of equipment, and talk about the benefits of participating in their sport.

In addition, there are a number of activities the MAC Coach can organize to expose participants to exercise options, such as:

- arrange for a visit to a health and fitness club
- take the group to stand at the finish line of a local race
- attend a sporting event at a local school or in a big arena

- follow a specific team (including a team of local employees) and attend a game
- visit a skating rink, beach, skateboard park, or outdoor track
- watch fitness shows on television and follow the instructions
- ask MAC participants to demonstrate exercises or sports
- demonstrate exercises or sports
- ask the MAC participants to meet at a gymnasium or field to learn about a new sport.



As the participants become aware of the variety of ways to exercise, they may express hesitation. The MAC Coach should be prepared to discuss how to:

- handle concerns about dressing for sports, particularly for women who are unaccustomed to wearing athletic clothing
- handle family resistance to joining fitness clubs, participating in coed sports, and joining in activities that may be in conflict with cultural traditions
- find the time and money for athletic programs and fitness clubs
- obtain appropriate equipment, including athletic shoes and gear
- join a sport as a beginner or as an experienced player
- get involved in employee-based teams, such as a bowling or baseball team
- exercise with a physical disability.

The MAC Coach may need to spend time on the language of specific sports since they all have their own terminology and jargon. What does it mean to *shoot hoop* or *run a 5K*? What is the difference between *softball* and *baseball*?

With MAC participants, it is important to focus on the personal benefits of physical fitness. If the participants join a team, build skills in a particular sport, or visit a fitness center regularly, they can develop new, positive relationships. They can reduce their stress and anxiety, and develop confidence.

They should be aware of the health benefits such as:

- heart health
- blood pressure control
- weight control
- energy boost
- better sleeping
- endurance boost
- muscle and bone strength
- jump-start the immune system
- outlet for stress.



But young adults will not be as concerned about strengthening their bones and controlling their blood pressure. They will be wondering about how to participate in physical activities if they don't have the skills, what to wear that is appropriate, and how they can meet people when exercising.

Although the MAC Coach should definitely point out the long-term health benefits of building exercise into daily life, discussion should center around the psychological, emotional, and social benefits. Special emphasis should be placed on the concepts that participation in exercise can contribute to building friendships and reducing anxiety.

The MAC Coach should be aware of local fitness centers, YMCA/YWCA and other facilities, sports teams in the area, and other opportunities for the MAC participants to become involved in physical activities.

The handout STAY HEALTHY can be used when discussing sleep, eating habits, and exercise. In the section on the handout Healthy Habits, suggest that the MAC participants consider adding:

- no smoking
- no alcohol (or in moderation if that seems appropriate)
- medications taken on time
- good hygiene.

This activity can be used in conjunction with:

Module 5 – Activity #41 *Healthy Eating*

Module 5 – Activity #42 *Sleep!*

Module 5 – Activity #48 *Managing Stress*

In addition, discussions about exercise can be connected to activities related to building a self-reliant, independent life with positive friendships, such as:

Module 1 – Activity #5 *Understanding Independence*

Module 3 – Activity #22 *Building Self-Reliance*

Module 4 – Activity #32 *Friendships at Work.*

ACTIVITY STEPS

1. Ask: What kind of exercise did you get this week?

Explain what is meant by exercise.

Discuss the responses, pointing out that walking to the MAC program counts as exercise.

Ask: How does it feel to exercise?

Point out the benefits of physical activity, with recognition that it takes motivation and perseverance to exercise routinely.

Describe the health benefits, but focus on how exercise can be an opportunity to make new friends.



2. Ask the MAC participants to create a wide circle. Explain that they are going to be getting some exercise but it will be easy and fun.

As you are commenting about the benefits of exercise, pass a beach ball around the circle.

Point out that exercise is not only an important aspect of physical health, it can be a stress-reliever and fun.

Explain that participation in sports is an excellent way to build new friendships and to fit in to a new community.

Reassure the participants that it is not necessary to excel at fitness activities, just conduct them safely and enjoyably.

3. After the ball has gone around the circle once, send it around again, this time asking the group to pick up the pace.

4. The next time, ask each person to say their name when they pass the ball. They should continue to increase the speed of passing the ball.



5. Each time the ball comes around to the beginning of the circle (or to the Coach), a new word should be shouted that everyone has to repeat. The word should be from the vocabulary list or something related to the MAC program.

6. Add different exercises, such as:

- holding the ball with both hands away from the chest, pulling it in, then passing it on
- tossing the ball around the circle
- moving it along with feet instead of hands
- using only one hand
- moving the circle as the ball is passed around

7. The pictures from the handout EXERCISE! can be used to describe different forms of exercise.

Ask: Would you like to try this activity?

How could you learn how to do it?

Where is it done?

What would you need?

Show different equipment and uniforms, if available.

8. Distribute the handout ARE YOU A COUCH POTATO? and discuss the different sports listed.

Explain how to get involved in local sports and fitness activities.

Be prepared to discuss possible barriers such as cost, access to fitness centers and sports activities, availability of equipment, etc.



Encourage MAC participants to begin with simple exercise such as walking, home-based exercises, dancing, etc. if costs or access to formal activities are a problem.

9. Discuss how MAC participants can fit exercise into their daily routine.

Encourage them to establish personal goals and add them to their Action Plan.

Are you a couch potato?



Do you land on the couch and stay there?

Are the TV Guide and remote your best friends?



- | | |
|----------------------------|--------------------|
| Jogging | Yard Work |
| Swimming | Tennis |
| Bicycling | Weight Lifting |
| Dancing | Yoga |
| Aerobics | Roller/Ice Skating |
| Skiing | Soccer |
| Water Skiing | Volleyball |
| Bowling | Football |
| Baseball/Softball | Basketball |
| Tai Chi | Walking |
| Physical therapy exercises | Stretching |

When would you fit it into your day?

What are your goals?





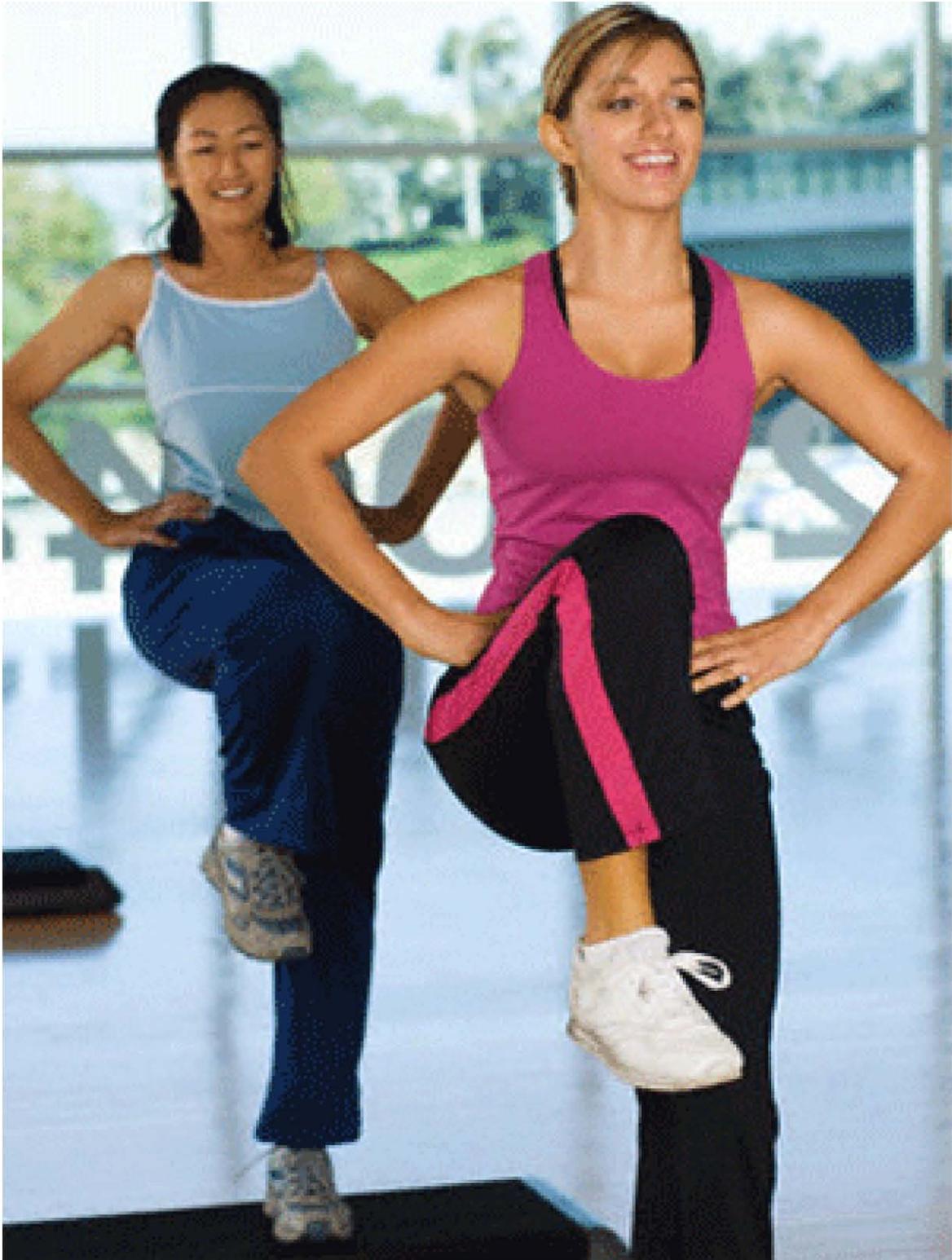






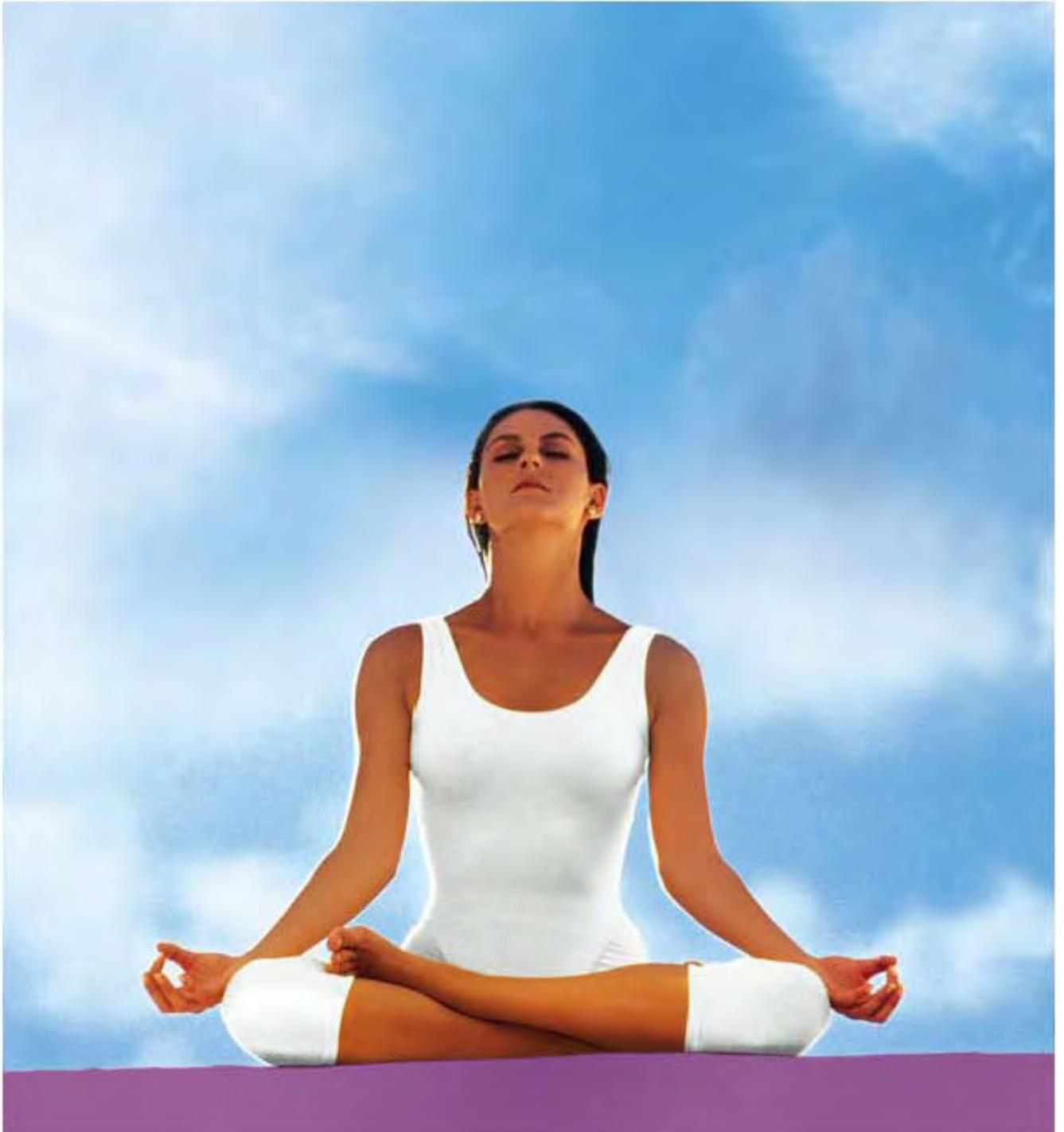




















STAY HEALTHY!

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Exercise							
Diet							
Sleep							
Healthy Habits							



MODULE 5 - ACTIVITY #44

SMOKING

In this activity, MAC participants will become familiar with the effects of smoking and strategies for resisting and quitting smoking.



SUPPLIES AND HANDOUTS

Optional: Samples of cigarettes and other tobacco products (see Background Information)

Handouts:

NO SMOKING

BREAK LOOSE!

DON'T START!

SAMPLE SMOKING POLICY FOR WORKSITES



VOCABULARY USED IN THIS ACTIVITY

cancer
chewing tobacco
cigars
emphysema
hygiene
lung
peer
pipes
pregnancy
pressure
products
secondhand smoke
smoking
spit tobacco
Surgeon General
tobacco
warning



BACKGROUND INFORMATION

For background information, the MAC Coach should read the handout **BREAK LOOSE!** from the New York State Health Department. The publication is aimed at individuals who want to quit smoking, but includes important information on the effects of smoking and the reasons for quitting. The publication is also available for downloading, and can be shared with MAC participants.



For additional background information, the MAC Coach can look at *Youth Prevention and Adult Smoking in New York* (March 2011) on the New York State Department of Health website.

The emphasis in the activity should be on *prevention*: the harmful effects of tobacco, reasons to never start, and strategies for resisting pressure to smoke.

This activity focuses on smoking cigarettes, but the MAC Coach should be aware of additional tobacco products that MAC participants may have access to, such as:

- kretek (tobacco, cloves, flavoring)
- hand-rolled tobacco cigarettes
- chewing tobacco
- dipping or spit tobacco
- cigars, pipes
- tobacco gum
- dokha (traditional Arabic tobacco, traditionally mixed with herbs, spices, dried flowers, and/or fruit)
- gutka (preparation of crushed areca nut - also called betel nut - tobacco, catechu, paraffin, lime and sweet or savory flavorings, manufactured in India)
- shisha (also known as a waterpipe or narghile, is a single or multi-stemmed instrument for smoking flavored tobacco)

Some of the MAC participants may not realize the negative impact of smoking on their health, hygiene, social life, and family members. They may not know that smoking can be addictive.

During the activity, some of the MAC participants will indicate that they are smokers. Even if they say that they enjoy smoking and never intend to quit, explain that the activity is a reminder to everyone that it is a habit that can not only be unhealthy, but life-threatening.

Smokers in the group should never be *pressured* to quit. Some smokers indicate that they are around other smokers and enjoy their company, and the pressure to smoke comes with the socializing. Discuss healthier alternatives to reducing stress and socializing.

MAC participants who want to quit smoking should be encouraged to call the SMOKERS' QUITLINE 1-866-697-8487. (See the last page of the handout BREAK LOOSE! for more information.)

ACTIVITY STEPS

1. Hold up the handout NO SMOKING.

Ask: Does anyone know what this sign means?

Discuss what the sign means and why it would be posted.



2. Explain who the Surgeon General is.

Explain how significant it is that the Surgeon General is authorized to post a warning on cigarette packs.

Explain the warning.

3. If possible, show examples of cigarettes and other tobacco products.

Ask: Do you know anyone who uses these products?

If a MAC participant indicates that they smoke or use other tobacco products, do not chastise or encourage them to quit. Acknowledge that smoking is prevalent among young adults, even though it is unhealthy. The number of young people who smoke is declining, but it is still a significant health problem.

The MAC participants who are smokers should be invited to explain how they started smoking, and whether they have ever tried to quit.

4. *Ask:* If it's clear that cigarettes and tobacco use are not good for you, then why do people use them?

Discuss accessibility and peer pressure.

Discuss addiction.

5. Distribute the handout BREAK LOOSE! and discuss the first page *Know the Facts About Smoking*.

6. Distribute the handout DON'T START! and discuss the reasons why smoking is not part of a healthy lifestyle. Each picture represents a reason to not smoke.

- stained teeth
- gum disease
- mouth cancer
- secondhand smoke

- asthma in children
- hair and clothes smell
- breath smells
- heart disease
- stroke
- shortness of breath
- bronchitis
- emphysema
- more frequent colds and flu
- limited locations for smoking in most states
- no smoking in restaurants, public facilities, offices, parks
- disappointed, frightened family members
- need to smoke outside, even in winter.



Discuss the reality that smoking is not allowed in workplaces. If smokers choose to smoke at work they have to go outside in any weather, often standing outdoors without shelter. Read the handout SAMPLE SMOKING POLICY FOR WORKSITES aloud.

7. *Ask:* Even if you know all the reasons not to start smoking, what would do you do if you were offered a cigarette?

Begin by role-playing, with the MAC participant offering a cigarette to the Coach. The Coach should role-play responses that *may not be effective*, such as:

- lecturing about the hazards of smoking
- grabbing a cigarette away from a smoker and tossing it away
- commenting on the hygiene of a smoker
- hiding cigarettes from the smoker
- taking one cigarette just to fit in (or because it's offered for free).

Discuss why those strategies may not work.

Ask: How would you handle it?

Role-play responses that may be more effective.

Discuss possible responses when offered cigarettes or tobacco products.



SURGEON GENERAL'S WARNING
Smoking causes lung cancer,
heart disease,
emphysema,
and may complicate pregnancy.

A Pack of FACTS
to Help You

BREAK the Habit

**BREAK
LOOSE!**

INSIDE: Tips to help you stop smoking

www.nysmokefree.com



Know the Facts About Smoking

Tobacco kills more Americans each year than alcohol, cocaine, crack, heroin, homicide, suicide, car accidents, fire and AIDS combined.

The most common diseases caused by smoking are:



Lung Cancer is caused by the tar in tobacco smoke. A healthy lung is pink. Years of smoking cause your lungs to turn black.



Smoking also increases your chances of developing cancers of the lip, mouth, throat, larynx, bladder, pancreas, stomach, kidney and cervix.



Heart Disease and Stroke are caused by nicotine and carbon monoxide in tobacco smoke.



Emphysema and Chronic Bronchitis can make it very difficult to breathe.



A healthy, pink lung



A black lung after years of smoking

Need a Few More Reasons to Stop?



Smokers are more likely to...

- ... get colds and flu
- ... have shortness of breath and wheezing
- ... get cataracts in your eyes



- ... have gum disease and yellow teeth
- ... have problems getting pregnant
- ... become impotent

Think Smoking Affects Only You?



A pregnant woman who smokes can make her baby be born too soon or too small.

Children exposed to secondhand smoke... are more likely to get...

- Pneumonia
- Bronchitis
- Ear Infections
- Severe Asthma

Adults exposed to secondhand smoke are more likely to have.....

- Heart Disease
- Lung Cancer





Why Do You Smoke?

The answer is Nicotine.

As one tobacco scientist put it -

“No one has ever become a cigarette smoker by smoking cigarettes without nicotine.”

What's In That Cigarette?

There are over **4,000** chemicals in tobacco smoke.

Each puff on a cigarette delivers nicotine to your brain within a few seconds. However, the nicotine levels in your blood drops quickly after your cigarette is done. After 20 or 30 minutes you may feel the urge to smoke again.

The longer you go without smoking, the stronger the urge gets and the more stressful it seems.

A puff on a cigarette delivers nicotine to your brain making you feel better again. However, don't be fooled, nicotine speeds up your system - it doesn't slow it down. The relaxing feeling you get from smoking a cigarette is really relief of withdrawal from nicotine.



Are Low Tar cigarettes less dangerous?

No.

People who switch to low tar cigarettes usually end up smoking **MORE** cigarettes in order to get their nicotine fix.



It's Never Too Late To Stop!



When you stop, your body begins to repair itself immediately:

Within 20 minutes:

- Your heart rate calms down.

Within 8 hours:

- There is more oxygen in your blood.
- Mucus begins to clear out of your lungs. This makes breathing easier.

Within 48 hours:

- Things smell and taste better.

Within 3 months:

- Your blood circulation improves.
- Your body is better able to fight infection.

Within 9 months:

- You have less sinus congestion, wheezing and shortness of breath.

After 1 Year:

- Your risk of dying of a heart attack is cut in half.

After 5 Years:

- You have much less chance of having a stroke.

After 10 Years:

- Much less chance of getting lung cancer. Your risk is cut in half.

Smokers Trivia

Cigarette butts are a major source of litter in the USA.



Why Do You Want To Stop Smoking?

Add your own reasons to the list below.

1. *Costs too much*
2. *Makes my clothes smell bad*
3. *Too few places to smoke*
4. *Makes me short of breath*
5. *I don't like feeling addicted*
6. *Tired of nagging*
- 7.
- 8.
- 9.
- 10.

"It wasn't a good taste anymore."

John, age 27 has stopped smoking for 3 years.

"I had trouble walking up a flight of stairs."

Mary, age 45, has stopped smoking for 12 years.

Over 3 Million Americans Stop Smoking Every Year.

You can do it, too!



These People Did It... You Can Too!



*"My friend had a stroke.
He was only 45.
I saw what a
stroke could do
to you. I didn't
want that to be me."*

James, age 46,
smoked for 24 years and has
stopped smoking for 5 years.



*Picture
yourself
stopping!*

*"I got tired of having to
go outside every time
I wanted to smoke."*

Mike, age 38,
smoked for 25 years and has
stopped smoking for 5 years.



*"My skin cleared up
and I look younger...
I feel younger too!"*

Sally, age 34,
smoked for 16 years and has
stopped smoking for 1 year.



*"My grandkids have asthma,
and they couldn't come
and stay at my house."*

Martha, age 52,
smoked for 30 years and has
stopped smoking for 3 years.



*"Started not liking it.
It tastes bad and smells bad.
Plus, the prices were going up,
and I decided this is ridiculous."*

Ray, age 22,
smoked for 5 years and has
stopped smoking for 2 years.



Smokers Trivia

Cigarettes are the leading cause of fire deaths in the USA.



Write Down What You're Going To Do Instead Of Smoke...

First Decide. Then Believe You Can Do It.

Here are some tips:

Decide that you WANT to stop!

- Get very clear on why you want to stop.
- Throw out your cigarettes, lighters and ashtrays.
- Work on fixing problems that stress you.
- Get busy. Do something. This helps.
- Chew gum. It tastes good and keeps your mouth busy.

BELIEVE that you CAN stop!

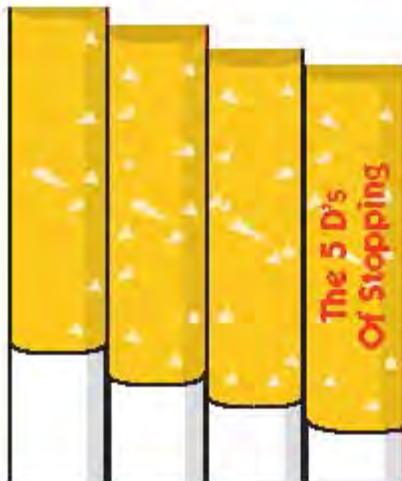
- Tell your family you're going to stop.
- Save the money you would have lost buying tobacco.
- If you slip up, start over again... Don't Give Up!

Think about what makes you want to smoke.

- waking up in the morning
- drinking coffee
- talking on the phone
- being stressed or worried
- driving the car
- being with other smokers
- being in a restaurant or bar

Think about what you can do instead of smoking at these times.

- jump in the shower*
- drink coffee standing up*
- doodle while on the phone*
- deep breathe*
- chew gum*
- ask family and friends to not smoke around you.*
- don't drink alcohol*



How To Fight The Urge To Smoke.



When the urge to smoke strikes remember the

5 D's:



- 1. DELAY** a minute or two and the urge will pass.
- 2. DRINK WATER** to fight off cravings.
- 3. DO SOMETHING ELSE** to distract yourself... walk, call a friend, clean a closet.
- 4. DEEP BREATHE** It will relax you. Close your eyes and take 10 slow deep breaths.
- 5. DISCUSS** your thoughts and feelings with someone close to you.

Smokers Trivia

Each year, the Poison Control Center receives reports of poisoning in young children who eat tobacco products.



What to Expect When You Stop Smoking.

May last a few days to a week...

Coughing up mucous: This is your body's way of cleaning itself out. Cough drops and cough syrups may help.

Tightness in your chest: This happens because as fresh air fills your lungs, they feel tighter.

Mouth sores: This happens as your mouth repairs itself. Your mouth has had to withstand endless attacks of hot smoke over many years of smoking.

Dizziness: Your body is taking in more oxygen than it is used to. This can make you feel dizzy or light-headed.

May last a little longer...

Changes in sleep: Your body will have more energy. You will need fewer hours of sleep.

Feeling irritable: Your body will have less nicotine, and it will begin to sense the loss. This causes inner changes and some tension. Deep breathing should help.

Lack of concentration: This comes from the tension you may feel as your body withdraws from nicotine. This should pass as your other symptoms go away.

Cravings: You may have a strong desire to smoke or eat the first few days after you quit. This happens less and less the longer you stay off cigarettes.

Some weight gain: Some people gain weight after stopping. But this is not as bad for you as smoking.

Stopping smoking can be like riding a roller coaster- there will be some ups and downs.

Here is what you can do to keep the weight off:

- Find a way to get some exercise everyday.
- Take a fast walk. Dance. Workout to an exercise video.
- Eat well, but eat less.
- Get up from the table as soon as you've finished your meal.
- Brush your teeth or use mouthwash after a meal.



Medications That Can Help You Stop



Today, smokers don't have to tough it out alone. New medications, some over-the-counter and some prescriptions, can help take the edge off of nicotine withdrawal.

The medications shown below contain nicotine

Prescription Only

THE NICOTINE PATCH

The patch is worn on your arm like a small bandage. Nicotine from the patch slowly gets into your body and gives you a steady amount of nicotine to help lessen the cravings for a cigarette. The nicotine patch is the most widely used Stop Smoking medication.



NICOTINE GUM

This is a medicine you chew slowly to help make your craving for nicotine less intense. It gives you a little nicotine, without the tar and poisons you get in cigarettes.



NICOTINE LOZENGE

You place the lozenge in your mouth and allow it to dissolve (20-30 minutes), occasionally moving the lozenge from side to side. The lozenge will help to reduce nicotine cravings.



Prescription Only

NICOTINE INHALERS

You just breathe the nicotine in through the mouthpiece, taking shallow breaths or shallow puffs. This gives you a little nicotine to help reduce cravings for nicotine.



NICOTINE SPRAY

You spray this into your nose. It gets nicotine into your body fast, so it is good at reducing cravings.



In New York State, Medicaid will pay for most of these medications to help you stop smoking, when you get a prescription from a doctor. (will not cover nicotine lozenges)

The following medications DO NOT contain nicotine

Prescription Only

CHANTIX

Chantix is the newest medication to help you stop smoking. This is a non-nicotine pill you take by mouth. It helps reduce cravings to smoke.



ZYBAN

This is a pill you take by mouth. It helps reduce your craving for nicotine.



Nicotine does NOT cause cancer. Cigarettes cause cancer because you inhale the dirty tobacco smoke.

**BREAK
LOOSE!**

The Truth About

CIGARETTES



There is help available...

**CALL THE NEW YORK STATE
SMOKERS' QUITLINE
1-866-NY-QUITS
(1-866-697-8487)**

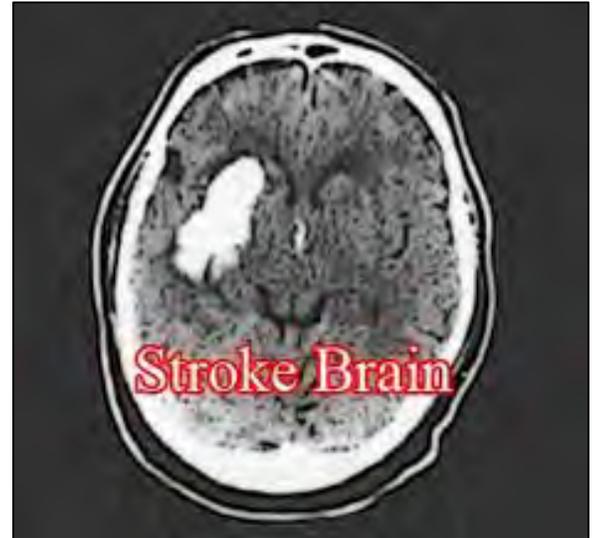
**Deaf, Hard of Hearing and Speech Disabled:
Call the NY Relay Service at 7-1-1 (Voice or TTY),
Give operator Quitline number: 1-866-697-8487**

This guide was developed by the Tobacco Control Program at Roswell Park Cancer Institute in Buffalo, NY.
Support for production of this material was provided by the New York State Department of Health

**or Visit the New York State Smokers' Quitsite:
www.nysmokefree.com**

DON'T START!







SAMPLE SMOKING POLICY FOR WORKSITES

Purpose

To provide a clean and healthy environment for our employees, customers, and visitors, recognizing that secondhand smoke from tobacco has direct adverse effects on the health of smokers and nonsmokers alike, and in accordance with Article 13-E of the New York Public Health Law.

Policy

Smoking shall not be permitted, and no person shall smoke in any indoor work area. This includes hallways, meeting rooms, cafeterias, private and non-private offices, shops, warehouses, and vehicles used for business.

[You may wish to indicate where smoking is allowed outside your facility.]

“Smoking” or “No Smoking” signs, or the international “No Smoking” symbol shall be prominently posted and properly maintained where smoking is regulated by the (insert who will be responsible for signage).

Enforcement

This policy applies to all employees, suppliers, visitors, and customers. Individuals violating this policy shall be reminded of the law and asked politely to step outside to smoke (except where smoking on the grounds is prohibited). The person(s) in charge must make a good faith effort to prevent smoking in prohibited areas. Employees may be subject to disciplinary action if warnings are ignored.



MODULE 5 - ACTIVITY #45

DRUGS AND ALCOHOL

In this activity, MAC participants will become familiar with the impact of drug and alcohol use and abuse, and strategies for resisting involvement in drug and alcohol use.

For purposes of this activity, *alcohol* and *drugs* are mentioned separately, but the MAC Coach should conduct the activity for *all* forms of drug abuse, including alcohol. (The term *substance abuse* can also be used in lieu of *drug and alcohol abuse*.)

Note that the MAC Coach should conduct this activity with a trained substance abuse counselor or an expert familiar with the topic of substance abuse.



SUPPLIES AND HANDOUTS

Optional: The MAC Coach should arrange for assistance from a substance abuse counselor, expert on substance abuse and young adults, or local clinical resource that provides education and counseling

Handouts:

WHAT IS ALCOHOLISM? (reference for the MAC Coach)

Source:

<http://www.mayoclinic.com/print/alcoholism/DS00340/METHOD=print&DSECTION=all>

SUBSTANCE ABUSE

FEELING PRESSURE?

SUBSTANCE ABUSE DISCUSSION CARDS (cut up into individual cards)



VOCABULARY USED IN THIS ACTIVITY

(The MAC participants should be aware of the types of drugs available in their community and their street names.)

abuse

alcohol

drugs

over-the-counter (OTC)

peer

prescription

pressure

substance abuse



BACKGROUND INFORMATION

Young adult refugees tend to adopt the customs of their host countries. Their use of alcohol and drugs also tends to reflect the customs of their new location.

The MAC participants will undoubtedly have been faced with situations where drugs and alcohol are available in their new community. They may have joined in quickly, anxious to fit in, not knowing the possible negative impact of drug and alcohol use. They may have discovered that the use of drugs and alcohol helps to relieve some of the stress of adapting to a new country. Or they may have felt pressured to use drugs and alcohol and did not know how to resist.



The degree of consumption and reasons for drug and alcohol use vary considerably among refugees, regardless of the ethnic group. Explanations from young adult refugees for using drugs and alcohol include:

- stress (especially if unemployed or underemployed)
- depression (often connected to loss and grief)
- discrimination (can be connected to “social bereavement”)
- loneliness
- boredom
- insomnia (often connected to post-traumatic stress)
- emotional pain (associated with trauma and adjustment to change)
- physical pain
- social need to fit in
- pressure to join peers.

These explanations are similar to those of young adults in general. But young adult refugees have the added factor that they have experienced dramatic changes in their lives.

It may appear that the process of adjusting to life in the United States could be the primary factor shaping alcohol and drug abuse in young adult refugees. But it is the *stress* of adapting, particularly if the new environment is depressing or hostile.

Refugee ethnic values and expectations concerning alcohol and drugs vary considerably, influenced by tradition, religion, access, type and severity of social sanctions, and other factors. Drug and alcohol issues (and other mental health concerns) are often stigmatized in refugee communities and not discussed. For some of the MAC participants, a group discussion about substance abuse will be the first time they have openly addressed the topic.



Some of the participants will be well versed in the topic (and may have already experienced exposure to drugs and alcohol) while others may be learning about it for the first time.

The basics should be covered with all of the participants, however. It cannot be assumed that exposure and experience mean that the MAC participants are aware of the possible negative impact of substance abuse.

The level of awareness about the impact of drug and alcohol abuse, and the willingness of leaders of ethnic communities to address the problem, will profoundly influence the attitudes and awareness of the MAC participants.

For purposes of raising awareness, the MAC Coach should focus on two themes:

- strategies for managing pressure to use alcohol and drugs
- community resources available to MAC participants who need assistance in coping and addressing problems with drugs and alcohol.

These two themes are based on the assumption that at some point the MAC participants will be exposed to drugs and alcohol, whether it is at local retail outlets, parties, family or community events, restaurants, the homes of friends, or even in advertisements.

The MAC Coach should include trained substance abuse experts when conducting discussions about this topic. (The experts should have an understanding of the cultural and personal history of refugee youth.) It is also recommended that the MAC Coach include supportive representatives of the ethnic communities of the MAC participants.

The MAC Coach is not expected to provide counseling (unless specifically trained in drug and alcohol / mental health counseling).

Knowledge of the expectations and values of specific ethnic communities will assist in conducting meaningful discussions. For example, if some of the MAC participants practice a religion that bans the use of alcohol, it may be necessary to discuss how pressures from others to ignore religious norms should be handled.

The MAC Coach may also need to be aware of the different types of substance abuse that may be occurring in the local community, such as:

- self-medication with homemade products
- use of medications that have expired or are prescribed for someone else
- arecanut/betel leaf, khat (qat), and other products used in home countries
- misuse of over-the-counter drugs
- reliance on prescription drugs with little understanding of the impact of mixing medications
- mixing energy drinks and alcohol
- routine use of alcohol at social events, including high consumption
- ready access to drugs prevalent in the general community such as methamphetamines or cannabis (marijuana).



The impact of alcohol and drugs on physical and mental health should be discussed with the MAC participants so that they understand why they should avoid them. The focus of the activity, however, should be on identifying strategies that are healthy ways to cope, and providing social and emotional supports to the MAC participants as they adjust to their new lives.

Research on the topic of refugees and substance abuse is growing, but it currently tends to focus on the behaviors of specific ethnic and cultural groups. The MAC Coach may find the following general publications to be useful when informing MAC participants about this serious topic.

Alcohol Screening and Brief Intervention for Youth

National Institute on Alcohol and Alcoholism

<http://pubs.niaaa.nih.gov/publications/Practitioner/YouthGuide/YouthGuide.pdf>

This publication is designed for clinicians and professional counselors, but contains helpful information for the MAC Coach on how to quickly assess the use of drugs and alcohol in the group, how to respond to the comments of non-drinkers and drinkers/suspected drinkers, and tips on conducting a motivational interview with MAC participants.

Drug and Alcohol Abuse in Teenagers:

5 Things You Need to Know about Teenage Drug Abuse

A series of short articles on the topic of teens and substance abuse, developed by a partner of the Lance Armstrong Foundation

<http://www.livestrong.com/article/5874-need-teenage-drug-abuse/>

ACTIVITY STEPS

1. Before beginning the activity, the MAC Coach should provide basic information about the use and abuse of drugs and alcohol.

Begin by discussing the legal aspects of drug and alcohol use.

The MAC participants should not be inundated with data about the characteristics of different products and their harmful effects. But they should be aware that the use of drugs and alcohol can result in substance *abuse* – with serious results.



Distribute the handout SUBSTANCE ABUSE and discuss each item on the handout in detail. (Use the handout WHAT IS ALCOHOLISM? and the other resources in the Background Information for guidance, but rely on an expert to share the details about drugs and alcohol use and abuse.)

Keep in mind that for some of the MAC participants the information will be new. For others, the information may appear to be exaggerated and dramatic – and there may be resistance to the topic.

Explain that *information* helps MAC participants make informed decisions.

2. *Ask*: What do you think is the main reason a young adult refugee would use drugs or alcohol?

Provide a number of explanations (see Background Information) even if the group is not willing to share possible reasons.

Do *not* point out specific examples of individuals in the room, but acknowledge anyone who speaks up about their personal circumstances.

Some of the participants may wish to dwell on the explanations. It is important to listen to the comments, but ease the conversation to strategies for avoiding involvement with drugs and alcohol.

3. Share a personal example of peer pressure. Make sure that the example occurred when you were the age of the MAC participants or older, to show that it is normal at any age to be susceptible to peer pressure.

Discuss the meaning of *peer pressure*.

4. Distribute the handout FEELING PRESSURE? and discuss how and why they should use the tips on the handout.

Encourage the group to discuss specific examples that they have experienced or witnessed, and how they would handle resisting drugs and alcohol.

Keep reinforcing how powerful peer pressure can be.

5. Distribute the SUBSTANCE ABUSE DISCUSSION CARDS. (You may determine that the activity will be more effective if you read the cards aloud rather than distribute them.)

Explain that they should picture themselves in a situation where they have been offered drugs or alcohol. They are to assume that they understand the consequences if they abuse drugs or alcohol, and they do not want to use.

Ask each MAC participant to read their card.

After the reading of the card the entire group should say, "***Pressure, pressure, pressure pressure***" to show how it feels to be under pressure to respond.

The participant with the card is to respond to 2 questions:

Have you ever been in a situation where you felt this way?

What would be the best thing to do?

Discuss the realities of peer pressure and how responses often have to be under stressful circumstances.

Provide **specific words and actions** that can help MAC participants avoid getting involved in the use of drugs and alcohol.

Make sure that responses are realistic and feasible.

6. Select some of the cards and ask the group to role-play the situations. The purpose is for participants to practice what they can say or do when experiencing peer pressure.
7. Provide information about local resources, hotlines, clinics, and counseling centers.
8. Conduct individual conversations with MAC participants to assist them in identifying what they will do in the future if they are offered drugs or alcohol (or are assessing their use or abuse of drugs and alcohol). If necessary, refer participants to counseling.

All of the MAC participants should identify on their Action Plan what they plan on doing to *resist* drugs and alcohol, or to *stop using* them.

What is Alcoholism? - by Staff of the Mayo Clinic

Alcoholism is a chronic disease in which your body becomes dependent on alcohol. When you have alcoholism, you lose control over your drinking. You may not be able to control when you drink, how much you drink, or how long you drink on each occasion. If you have alcoholism, you continue to drink even though you know it's causing problems with your relationships, health, work or finances.

It's possible to have a problem with alcohol but not have all the symptoms of alcoholism. This is known as "alcohol abuse," which means you drink too much and it causes problems in your life although you aren't completely dependent on alcohol. If you have alcoholism or you abuse alcohol, you may not be able to cut back or quit without help. A number of approaches are available to help you recover from alcoholism, including medications, counseling and self-help groups.

Symptoms

Alcoholism symptoms include:

- Being unable to limit the amount of alcohol you drink
- Feeling a strong need or compulsion to drink
- Developing tolerance to alcohol so that you need an increasing amounts to feel its effects
- Having legal problems or problems with relationships, employment or finances due to drinking
- Drinking alone or in secret
- Experiencing physical withdrawal symptoms — such as nausea, sweating and shaking — when you don't drink
- Not remembering conversations or commitments, sometimes referred to as "blacking out"
- Making a ritual of having drinks at certain times and becoming annoyed when this ritual is disturbed or questioned

- **Losing interest in activities and hobbies that used to bring you pleasure**
- **Irritability when your usual drinking time nears, especially if alcohol isn't available**
- **Keeping alcohol in unlikely places at home, at work or in your car**
- **Gulping drinks, ordering doubles, becoming intoxicated intentionally to feel good or drinking to feel "normal"**

People who abuse alcohol may have many of the same signs and symptoms as people who have full-blown alcoholism. However, if you abuse alcohol but aren't completely addicted to it, you may not feel as much of a compulsion to drink. You may not have physical withdrawal symptoms when you don't drink. But alcohol abuse can still cause serious problems. As with alcoholism, you may not be able to quit drinking without help.

If you've ever wondered whether your drinking crosses the line into alcohol abuse or dependence, ask yourself these questions:

- **If you're a man, do you ever have five or more drinks in a day? One standard drink is equivalent to 12 ounces (354.9 milliliters) of beer, 5 ounces (147.9 milliliters) of wine or 1.5 ounces (44.4 milliliters) of 80-proof spirits.**
- **If you're a woman, do you ever have four or more drinks in a day?**
- **Do you need a drink as soon as you get up?**
- **Do you feel guilty about your drinking?**
- **Do you think you need to cut back on how much you drink?**
- **Are you annoyed when other people comment on or criticize your drinking habits?**

If you answered yes to even one of these questions, you may have a problem with alcohol.

If you feel that you don't have control over your drinking, talk with your doctor. See your doctor even if you don't think you have alcoholism, but you're concerned that you might be drinking too much or that alcohol may be causing problems in your life. Other ways to get help include talking with a mental health provider or seeking help from a support group such as Alcoholics Anonymous.

Because denial is a frequent characteristic of alcohol abuse and alcoholism, you may not feel like you need treatment. You might not recognize how much you drink or how many problems in your life are related to alcohol use. Listen to family members, friends or co-workers when they ask you to examine your drinking habits or to seek help.

Causes

Alcohol addiction — physical dependence on alcohol — occurs gradually. Over time, drinking too much changes the balance of chemicals in your brain associated with the pleasurable aspects of drinking alcohol. Excessive, long-term drinking can affect the balance of these chemicals, causing your body to crave alcohol to restore good feelings or to avoid negative feelings.

Risk factors

Risk factors for alcoholism include:

- **Steady drinking over time.** Drinking too much on a regular basis for an extended period can produce a physical dependence on alcohol.
- **Age.** People who begin drinking at an early age are at a higher risk of alcohol dependence or abuse.
- **Sex.** Men are more likely to become dependent on alcohol than are women. However, women are at greater risk of developing some medical complications linked to drinking, such as liver disease.
- **Family history.** The risk of alcoholism is higher for people who have a parent who abused alcohol.

- **Depression and other mental health problems.** It's common for people with a mental health disorder such as anxiety or depression to abuse alcohol or other substances.
- **Social and cultural factors.** Having friends or a close partner who drinks regularly could increase your risk of alcoholism. The glamorous way that drinking is sometimes portrayed in the media may also send the message that it's OK to drink excessively.

Alcohol depresses your central nervous system. In some people, the initial reaction may be stimulation. But as you continue to drink, you become sedated. Alcohol lowers your inhibitions and affects your thoughts, emotions and judgment. Too much alcohol affects your speech and muscle coordination and affects vital centers of your brain. A heavy drinking binge may even cause a life-threatening coma.

Excessive drinking can cause a number of problems. Some of these include:

- **Reduced judgment and lowered inhibitions, leading to poor choices and dangerous situations or behaviors**
- **Motor vehicle accidents and other types of accidents**
- **Domestic problems**
- **Poor performance at work or school**
- **A higher likelihood of committing violent crimes**

Health problems caused by excessive drinking can include:

- **Liver disorders.** Drinking heavily can cause alcoholic hepatitis, an inflammation of the liver. After years of drinking, hepatitis may lead to the irreversible and progressive destruction and scarring of liver tissue (cirrhosis).
- **Digestive problems.** Alcohol can result in inflammation of the lining of the stomach (gastritis) and can interfere with absorption of B vitamins and other nutrients. Heavy drinking can also damage your pancreas, which produces the hormones that regulate your

metabolism and the enzymes that help digest fats, proteins and carbohydrates.

- **Heart problems.** Excessive drinking can lead to high blood pressure and increases your risk of heart failure or stroke.
- **Diabetes complications.** Alcohol interferes with the release of glucose from your liver and can increase the risk of low blood sugar (hypoglycemia). This is dangerous if you have diabetes and are already taking insulin to lower your blood sugar level.
- **Sexual function and menstruation.** Alcohol abuse can cause erectile dysfunction in men. In women, it can interrupt menstruation.
- **Eye problems.** Over time, excessive alcohol use can cause weakness and paralysis of your eye muscles.
- **Birth defects.** Alcohol use during pregnancy may cause fetal alcohol syndrome, resulting in giving birth to a child who has physical and developmental problems.
- **Bone loss.** Alcohol may interfere with the production of new bone. This can lead to thinning bones (osteoporosis) and an increased risk of fractures.
- **Neurological complications.** Excessive drinking can affect your nervous system, causing numbness of your hands and feet, disordered thinking, dementia, and short-term memory loss.
- **Increased risk of cancer.** Chronic alcohol abuse has been linked to a higher risk of numerous cancers, including mouth, throat, liver, colon and breast cancer.

Alcohol use leads to serious consequences for many teens. Alcohol-related motor vehicle accidents are a major cause of teen deaths. Alcohol is also often a cause in other teenage deaths, including drowning, suicides and homicides. Teens who drink are more likely to become sexually active, have sex more frequently and engage in risky, unprotected sex than are teens who don't drink.

Substance Abuse

harms your body

hurts others

gets you hooked

damages your relationships

affects mood

affects motivation

affects judgment

can be illegal

Feeling Pressure?

**Why take the risk -
especially now?**

**Don't make
excuses!
Find new
friends**

**Walk
away!**

REMEMBER:

**Most young adults
do NOT drink**

**Find something
else to do**

Substance Abuse Discussion Cards

**I don't want to hurt
anyone's feelings.**

**I don't want to
ruin the party.**

**I don't want people
to tease me.**

**I feel more relaxed
if I join in.**

**I don't know how to get
out of this situation.**

**Everyone else seems to
be just fine.**

**I can't afford it so it's
given to me for free.**

**It seems like a cheap
way to feel better.**

I finally got asked to join in.

**I want to make new friends
and they are being nice to me.**

**They seem like they are
having fun.**

Sometimes it's really funny.

I'll never lose control.

It's just this one time. I want to see what it's like.

They may not like me and won't invite me again.

They are all watching me.

It doesn't change me at all.

My friend will look out for me.

**I don't know how to pretend
I'm joining in.**

Someone handed it to me.

**I didn't know what
I was doing.**

**Nobody told me it
wasn't good for me.**

**I'm tired of following
the rules.**

My family won't mind.

**My family will mind
and I don't care.**

**I won't be like other people in
my family who can't handle it.**

They will think I'm a snitch.

**I want to show that I can
handle anything.**

**They expect me to be really
tough because I'm a refugee.**

**I'm old enough to make my
own decisions.**



MODULE 5 - ACTIVITY #46

BULLYING

In this activity, MAC participants will become aware of the impact of bullying and anti-bullying strategies.



HANDOUTS

Handouts:

References for the MAC Coach:

BACKGROUND INFORMATION ON BULLYING AND REFUGEES

WHAT CAN THE MAC COACH DO?

WARNING SIGNS OF BULLYING.

WHEN BULLYING MAY BE A CIVIL RIGHTS VIOLATION

WHAT IS HAPPENING HERE?

HOW DOES BULLYING FEEL?



VOCABULARY USED IN THIS ACTIVITY

afraid
anxious
bully
bullying
control
cultural differences
cyberbullying
depression
emotional bullying
escalate
harassment
hostility
hurt (hurting others and feeling hurt)
impact
power
report
sexting
target
teasing
verbal bullying
visible/invisible
withdrawn



BACKGROUND INFORMATION

Bullying is a sensitive topic, and the MAC Coach should be well informed about the topic before discussing it with MAC participants.



The handouts included in this activity will provide valuable background information for the MAC Coach.

The publication *Anti-Bullying Instructional Resources* created by the New York State Bureau of Refugee and Immigrant Assistance includes several links to videos, worksheets, speakers, and other discussion tools that can be used with MAC participants. The emphasis is on bullying in schools (for all ages) but the suggestions are applicable in any setting. <http://www.p12.nysed.gov/dignityact/>. (The handouts in this activity are from the publication and have been modified for the MAC Coach and participants.)

The degree that the topic of bullying has to be addressed will depend upon the experiences of the MAC participants. Many of the participants will no longer be enrolled in the American educational system, so they may not be experiencing or witnessing bullying. (In fact, they may have dropped out of school because of bullying.)

But some MAC participants may be victims of bullying in their neighborhoods, at local recreational centers, or even at home.

And some MAC participants may *be* bullies.

A frank discussion about the impact of bullying should be held, but only after the MAC Coach is informed about:

- the different types of bullying (physical, emotional, verbal, cyberbullying)
- when bullying becomes a violation of civil rights or a hate crime
- why some refugees may be targets of bullies
- why some refugees bully others (peers in general or other refugees)
- realistic anti-bullying strategies that MAC participants can implement
- local resources for MAC participants who are experiencing bullying
- state, federal, and on-line resources
- how MAC participants can report bullying they have experienced or witnessed.

Recognize that reporting bullying can be extremely difficult for young adults. They may be ashamed and concerned about retaliation. They may have been threatened (or their families threatened) if they “snitch.” The MAC Coach should be aware of where MAC participants can safely report bullying.

Note that it is important that the MAC Coach be aware that when bullying becomes harassment or assault, the Coach should obtain assistance from administrators and/or law enforcement. If there is any indication that a MAC participant is experiencing abuse or has been a victim of assault since arriving in the United States, **consult with the participant privately** and seek appropriate guidance.

The handout BACKGROUND INFORMATION ON BULLYING AND REFUGEES will provide information for the MAC Coach, as well as WARNING SIGNS OF BULLYING, and WHAT CAN THE MAC COACH DO?

The MAC Coach should also read the handout WHEN BULLYING MAY BE A CIVIL RIGHTS VIOLATION.

This activity can be used in conjunction with Module 3—Activity #28 *Online Responsibility and Security*, Module 5 – Activity #47 *Hate Crime* and Activity #50 *Domestic Abuse*.

CYBERBULLYING

Cyberbullying is when name-calling, threats, insults, teasing, mocking and rumors are disseminated through e-mails, texts, photos (includes “sexting”), Facebook entries, videos, and other forms of online media. Cyberbullying has become a significant problem, especially among teens and young adults. During this activity, the MAC coach should emphasize the importance on not opening messages, not responding, and, of course, not sending hateful electronic messages.



ACTIVITY STEPS

1. Hold up the handout WHAT IS HAPPENING HERE?

Ask: What do you see in this picture?

Accept all responses, pointing out the differences in the fish.

Ask: How would you describe the little fish? The big fish?

The MAC participants may have to assist each other in coming up with the words that describe the fish in the picture.

Point out that the big fish may normally eat little fish — but in this case, the fish represents a bully. Define bully.

The MAC participants may have difficulty recognizing the symbolism of the picture, but some may see that it could represent bullying.

Some of the participants may identify with the picture not only as a target or bully – but as a refugee who had to live in conditions where one group or country was bullying another.

Take time to discuss how bullying can show up in real life.

Show the handout HOW DOES BULLYING FEEL?

Ask: How would it feel to be the target?

How would it feel to be the bully?

How would it feel to be a witness to bullying?



Take time to discuss the emotional impact of bullying.

Be prepared for some MAC participants to share stories about their experiences with bullying.

Include discussion of how a bully may feel powerful and in control by targeting and threatening others – keeping in mind that there may be MAC participants who have bullied others.

Keep emphasizing:

Bullying is wrong under any circumstances and can even be against the law in the United States.

Freedom in the United States includes freedom from threats, harassment, and assault.

There are resources for protecting citizens from bullies.

There are negative consequences for citizens identified as bullies, including loss of employment, loss of friends, and risk of retaliation or arrest.

It is the responsibility of a victim and witnesses to report bullying, not only to protect the victim but to prevent further attacks.

2. Share information about local, online, and governmental resources.
3. Discuss how bullying can occur at the workplace.

Ask: What can you do if you are experiencing bullying where you work?

Discuss how to handle fear of retaliation.

Although it would be unusual, the MAC participants should be aware that some supervisors may refuse to get involved. They may see it as a rite of passage for new employees. Explain the options that employees have, such as talking to:

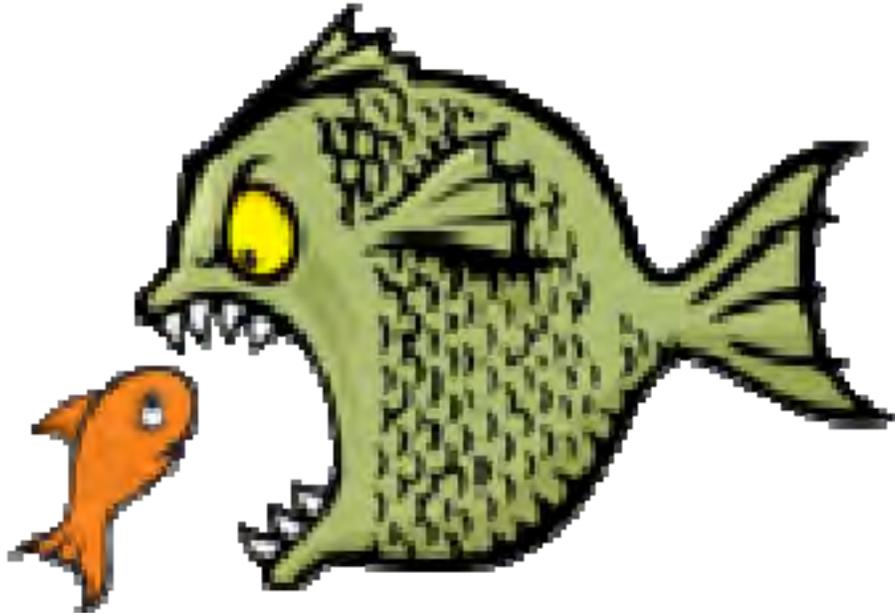
- Human Resources representatives
- another supervisor
- union representatives
- legal advisory groups.

Victims of bullying often do not have witnesses or evidence. If bullying is occurring at work, the employee should keep a log of the time, place, and circumstances, and should report it immediately.

Remind MAC participants that if they report bullying they are not only protecting themselves but other possible victims. They are also showing their employer that they expect to be able to work in a safe environment.

4. MAC participants may be unwilling to reveal their experiences with bullying in a large group. It is important to meet with each MAC participant to discuss the topic, particularly if a target needs assistance or a bully needs guidance on how to stop.

What is Happening Here?



HOW DOES BULLYING FEEL?



BACKGROUND FOR EDUCATORS: REFUGEES AND BULLYING

What is considered “bullying”?

Any behavior that is deliberately intended to hurt, threaten, or frighten another person or group of people is considered bullying. It is usually unprovoked and persistent, often continuing for a long period of time. Bullying is not always visible to others and can be verbal, emotional, and physical in nature. Bullying may appear on the surface to be about anger and hostility, but it is based on the desire to have power and control over someone who is vulnerable.

Who are the targets of bullies?

Since bullying is about power and control, any person who appears to be vulnerable can be a target. Bullies tend to focus on individuals who are “different” in color, dress, behavior, mannerisms, size, physical appearance – and so forth. If the individual tends to be timid, withdrawn, and/or anxious, then bullies will zero in on that person. The more the target is visibly affected by the bully, the more the bullying tends to escalate.

Refugees are prime targets of bullies because refugee newcomers are often different in appearance and behaviors, may not be able to express themselves clearly, and can appear shy and confused.

What is “verbal” bullying?

Bullying can be physical (hitting, punching, poking, tripping, etc.) but it can also be verbal teasing and harassment. Examples are name-calling, threatening comments, insults, teasing, and mocking – as well as nuisance phone calls, spreading rumors, and written texts, e-mails, photos (including "sexting"), e-mails, and Facebook entries (referred to as "cyberbullying").

What is “emotional” bullying?

Emotional bullying can involve leaving a targeted individual out of activities, openly ignoring someone (or including them only to torment and tease), or purposefully setting someone up to be embarrassed. Any type of bullying can result in a person feeling alone and helpless, distraught, physically ill, or depressed.

Who are the bullies?

Although bullies tend to be the individuals who are physically bigger than others, bullies can be *any* other person who needs to show control.

Bullies are seeking power and dominance. They like to control a situation. They may not be physically stronger, but feel stronger if they bully verbally or conduct anonymous cyberbullying.

But bullies are not born to bully. There is usually something happening in their personal lives that may cause bullies to take out their anxieties and anger on someone who is vulnerable. If they are struggling with work, have a difficult life at home, or are abused or bullied themselves, they may tend to unload their emotions by hurting someone else.

They may feel threatened if their status is tenuous, so they rally their peers to join them in hurting others. In turn, they get attention – even respect – because they appear to be powerful and in control. They appear to disregard rules and consequences.

It is important to remember that most individuals who bully are hurting. They *do* need to experience the consequences of their actions, but they also need specific strategies on how to handle their emotions in a more positive manner.

People who bully do not automatically know how to change their behavior. They may not even understand the emotional damage that they are causing. In many cases they have never been taught how to treat others with kindness and respect.

They need guidance in how to maintain peer respect while eliminating the bullying. They need opportunities to share their emotions in a safe environment, through counseling and peer support groups. The MAC Coach can provide guidance so that the bullying stops.

What is unique about bullying and refugees?

In some schools and communities, refugees are “easy” targets for bullies because they are often different in appearance and behavior. Cultural differences in dress, foods, family traditions, gender roles, and hygiene can cause some refugees to be noticed and become targets.

Refugees may not understand that they are being bullied. They may not understand verbal teasing and insults because of language comprehension issues. They may have had traumatic experiences in their home country and do not recognize that the hateful actions directed toward them are unacceptable in the United States.

As refugees negotiate between two cultural worlds, they may conclude that bullying is a normal way of life in the United States.

In fact, they may tolerate bullying because they are used to being treated poorly in their home countries. Past experience may have taught them to stay invisible and not complain. As a result, they may silently tolerate harsh treatment from bullies.

Or they may be used to fighting back to protect themselves or to save lives, so they continue to fight if they are bullied. They may be acting on instincts that were honed under harsh conditions in their home countries. They may be lashing out because they are distrustful, angry, or grieving. For some refugees, bullying can trigger post-traumatic stress symptoms.

Although it may seem counterintuitive, some refugees may actually encourage bullies to target them so that they can fight. In a desperate attempt to be noticed, included, or in control, they may perpetuate negative behaviors. They can become bullies themselves, join groups of bullies, or become gang members. They may feel as if they are part of a family or support group, even though that group is causing harm to others. Many refugees drop out of school, especially if they are relocated more than once.

Some refugees maintain negative opinions about other ethnic groups that were learned in their home countries, and translate those attitudes into bullying behavior in their new country.

It is important for the MAC Coach to keep in mind that many refugee newcomers already feel isolated and vulnerable. They may be the primary source of information and support for older family members who are struggling to adjust to a new country. They often cannot turn to parents and other adults in the family for guidance.

When they are experiencing bullying their choices seem to be that they can put up with the bullying, fight back, initiate the bullying to seize control, or try to find someone they trust who can understand and protect them. Any of these choices cause anxiety. Struggling with the decision can inhibit adjustment in a new environment.

If refugees want to tell an adult about what is happening to them, they may not know what to do. They may not be aware of helpful resources. Or if they have been told about what to do about bullying, they still may not trust the resources.

And like most young adults, refugees may fear that there will be negative consequences from peers if they report the actions of another person — particularly if they have learned in their home country that reporting can lead to drastic reprisals.

The result can be that refugees can become depressed and lose confidence. They can be hurt every day and never say a word about it.

It is a challenge for the MAC Coach to simultaneously reassure new refugees that they are safe in their new country — and then introduce information about bullying. But knowledge about bullying provides refugees with the power to do something about it so that they can comfortably adapt to their new lives.

WHAT CAN THE MAC COACH DO?

If refugees are bullied, then their new community becomes yet another hostile environment that they have to experience.

- ❑ Be aware of warning signs (see the handout WARNING SIGNS OF BULLYING).
- ❑ Tell refugees that bullying is an exception and not tolerated.
- ❑ Tell refugees what bullying looks like - and that they do not deserve to be bullied.
- ❑ Encourage refugees to become involved in group activities where they will be safe and make positive friends.
- ❑ Know the civil rights of refugees - and that bullying based on language or national origin is considered harassment.
- ❑ Establish systems for confidential reporting. Help refugees identify a trusted adult in their lives.
- ❑ Reassure refugees that authority figures are safe resources, including local police officers.
- ❑ Respond with sensitivity if a MAC participant reports bullying. Take it seriously, even if the incident seems minor.
- ❑ Strategize with the MAC participant and provide reassurance. If necessary, refer the person to a colleague who can advocate for the individual and take steps to ensure they are safe.
- ❑ Assist the MAC participant in finding online resources that may be helpful.

WARNING SIGNS OF BULLYING

There are many warning signs that could indicate that a MAC participant is experiencing bullying. Some of these signs are not obvious. Young adults are very good at hiding what is going on in their lives. Don't wait too long to look for patterns — trust your instincts if “something isn't right.”



Any of these signs could be indicators of bullying:

- damaged or missing clothing or other belongings
 - lost items such as electronics, clothing, jewelry
 - unexplained injuries (or unbelievable explanations)
 - complaints of headaches, stomachaches, or feeling sick
 - trouble sleeping, frequent bad dreams
 - changes in eating habits
 - less interest in friends and socializing
- fear of going to work or other activities
 - less interest in self-improvement and opportunities such as the MAC program
 - avoidance of specific places in the community
 - hiding of text messages and computer activities

Some signs may not be as visible, but even one incident may be a clue to something more serious:

- appearing sad or anxious and trying to hide problems
- expressing concerns about measuring up
- feeling; expressing interest in becoming tougher
- making comments about suicide
- unusually angry
- starting to bully others

Bullying often happens to individuals who are considered “different” by their peers, especially if they are withdrawn or anxious. Refugees stand out because of their cultural background and language. They can be bullied because of the way that they dress, their family traditions, or simply because they are newcomers. Their insecurities can make them targets.

1. Establish a system for providing assistance if warning signs of bullying are detected.
2. Inform MAC participants how to recognize bullying and protect themselves.
3. Establish a system to safely report bullying.
4. Ask them to think about who could be a “trusted adult” they could confide in, should they see or experience bullying. Refugees are often most comfortable with a family member or refugee center representative.

Sources:
stopbullying.gov
<http://www.bullyfree.com>
<http://kidshealth.org>

WHEN BULLYING MAY BE A CIVIL RIGHTS VIOLATION

Schools that receive federal funding (including colleges and universities) are required by federal law to address discrimination on a number of different personal characteristics. The statutes the Department of Education's Office for Civil Rights (OCR) enforces include:

- ❑ Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin;
- ❑ Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex;
- ❑ Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.

School districts may violate these civil rights statutes and the U.S. Department of Education's implementing regulations when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

While current law enforced by OCR do not protect against harassment based on religion or sexual orientation, they do include protection against harassment of members of religious groups based on shared ethnic characteristics as well as gender-based and sexual harassment of gay, lesbian, bisexual, and transgender individuals.

A school is responsible for addressing harassment incidents about which it knows or reasonably should have known.

- ❑ Participate in the webinar *Bullying and Civil rights: An Overview of School Districts' Federal Obligation to Respond to Harassment*
- ❑ Read the *Dear Colleague Letter* from Department of Education's Assistant Secretary for Civil Rights
- ❑ Read more about when bullying is discriminatory harassment
- ❑ Learn about the OCR civil rights complaint process.

Sources:
stopbullying.gov
<http://www2.ed.gov>

HERE'S WHAT I DID! TIPS FROM REFUGEES

- ❑ Soccer! I joined a team right away. I made friends and my team protects me. Find a sport or club that you can join. It may take time to feel comfortable, but you will be glad that you did it.
- ❑ I make sure that I wash every day and wear deodorant. My clothes are clean, my teeth are brushed, and I keep my head up and smile. Some kids are not sure how to talk to me at first but I make sure that I look friendly, and it works!
- ❑ I signed up for the community theater. I had no idea what was going on at first, but I got to paint scenery and helped pull the curtain. I was busy and surrounded by other people, so I felt safe. It was fun!
- ❑ When I was being bullied I didn't want to tell anyone what was happening to me. It just kept getting worse. Finally I said something to my tutor. It was hard to do, but I'm safer now and the kid has stopped bullying me and other kids, too.
- ❑ I hang out with other refugees from the Refugee Center. It feels good to stick together. We change our route and our schedule so bullies can't wait for us.





MODULE 5 - ACTIVITY #47

HATE CRIME

In this activity, MAC participants will become familiar with the definition of bias-related or “hate” crime and the importance of reporting bias-related incidents.



HANDOUTS

Handouts:

NEW YORK STATE EDUCATION DEPARTMENT GLOSSARY OF TERMS (for reference for the MAC Coach)

WARNING SIGNS OF BULLYING (for reference for the MAC Coach)

SHAKING HANDS

WHAT IS HATE CRIME?

HATE CRIME SHOULD BE REPORTED



VOCABULARY USED IN THIS ACTIVITY

- bully
- counseling
- crime
- emotional
- evidence
- fear
- hate
- hate crime
- law
- law enforcement
- police officer
- physical
- report
- sensitive
- target
- trust
- victim



BACKGROUND INFORMATION

[This activity can be used in conjunction with #46 *Bullying*. The MAC Coach should read the Background Information in Activity #46.]

The purpose of this activity is to raise the awareness of MAC participants about the existence of hate crime, and to help them determine how they should report it.

The most important message of the activity is that refugees should report evidence of a hate crime, whether they have been a victim or a witness – or if they suspect that a hate crime may take place. The MAC Coach will need to help the participants identify the trusted adults who can assist them in making a report.



A hate crime is any unlawful act designed to frighten or harm an individual because of his or her race, religion, ethnic/national origin, or sexual orientation.

Perpetrators of hate crime intend to terrify or harm a specific victim or an entire group.

According to New York State statute, a hate crime is any one of a set of offenses attempted or committed “in whole or in substantial part because of a belief or perception” regarding specific groups of people. The New York law includes race, ethnicity, sexual orientation, disability, age, gender, and gender identity.

Related federal and state laws pertain to the intentional defacement, damage, or destruction of any religious property because of its religious character. Laws also address the obstruction of any person’s free exercise of religious beliefs by force or threat of force. (State laws vary.)

It is not always easy to determine if a crime is bias related, but some overt signals assist investigators in identifying an incident as motivated by hate. Examples are the presence of visible symbols of hatred and bias, and/or reports by victims or witnesses of language and treatment that focus on the victim’s appearance or beliefs.

A hate crime can take two forms: either a criminal act or hate speech. Incidents of either (or both together) can involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Some hate crimes are committed with the absence of any clear motive other than focusing on the victim’s race, ethnicity, sexual orientation, religion, and/or disability.

According to the American Psychological Association, "Most hate crimes are carried out by otherwise law-abiding young people who see little wrong with their actions. Alcohol and drugs sometimes help fuel these crimes, but the determinant seems to be personal prejudice...Such prejudice is most likely rooted in an environment that disdains someone who is 'different' or sees that difference as threatening."



Law enforcement officials and attorneys understand that prejudicial behavior occurs along a continuum and can involve negative speech, discriminatory practices, bullying and ostracizing, and property damage, as well as more violent crimes such as physical assault. It is up to the judicial system to determine the definition of the crime and the punishment and to decide if a bias-related event is a hate "incident" or a hate "crime." They will determine if there should be an enhanced penalty because the crime was motivated by bias.

Refugee students can be targets of hate crime because of their race, religion, ethnicity, or national origin. Perpetrators are often uneducated about refugees, ill-informed about the background or lifestyles of refugees, or making assumptions about refugees who relocate to the United States.

It may be disarming for the MAC participants to hear that laws are necessary to protect individuals in the United States from crimes of hate. They have relocated to the U.S. to escape violence and bias-related crimes.

But at the same time it may be reassuring to know that there are laws to protect them from bias-motivated incidents.

The New York State Education Department (NYSED) collects information about violent or disruptive incidents in schools. Even though the MAC participants are no longer enrolled in school, the NYSED Glossary of Terms may help the MAC participants better understand the various aspects of hate crime. (See the handout New York State Education Department Glossary of Terms.)

Victims of hate crime may have physical, emotional, or even financial hardships as a result of a hate crime. Reactions may be the same as the reactions to bullying. (See the handout WARNING SIGNS OF BULLYING.) Physical assaults and verbal threats can cause refugees to experience post-traumatic stress disorder (PTSD), anxiety attacks and nightmares, and a sense of violation and degradation.

MAC participants should be aware that bias-related incidents should be reported, not only to protect the victim, but to protect individuals and groups from future events. In addition to the impact hate crime can have on the victim, any hateful incident can cause an increase of tension in a community, the possibility of reprisals, and friction with local law enforcement.

The MAC Coach should discuss with the MAC participants the following recommendations that are often challenging for young adults:

Anyone can become a victim of a hate crime for something they do not have any control over, such as their race, gender, ethnicity, religion, or disability. Individuals can be identified with specific groups by their participation in religious organizations, community events, or the neighborhoods they live in. Victims should never be blamed for an incident – and victims should be told that they should not blame themselves.

Do not make assumptions about the victim on the basis of appearance, dress, language, or location of the incident. Some refugees may not be aware that a location is unsafe, may not have a choice about where they live, and may not understand words that taunt or threaten.

MAC participants should not try to resolve incidents on their own, no matter how confident they are in their new environment. However, they can keep a record of the sequence of events, specific language used, witness accounts, and other key evidence.

Photographs of physical damage may help when describing a situation. Pictures of victims may be taken by investigators.

MAC participants should report rumors or comments about threats or attacks, even if the threats are not taken seriously by others at the time.

If a crime is witnessed, the first thing to do is to ensure personal safety, even if the instinct is to intervene. Call for help.

Victims are often terrified of retaliation if they report an incident, or even ostracism from their own community if they speak up. Discuss how to overcome barriers to reporting incidents.

Once a rumor or incident is reported to a trusted adult, that adult must inform law enforcement to protect the victim and future victims.

MAC participants may not trust law enforcement because of past experiences in their native countries, and may fear deportation. Safe places to report threats and incidents should be identified. Law enforcement groups have received specialized training for identifying and investigating hate crimes. Discuss access to local units dedicated to bias-related crime.

Law enforcement and other officials may appear to be uncaring and businesslike when a bias-related incident has occurred. They are gathering the facts and assessing the situation in case there is a formal investigation and legal steps must be taken. Their job is to ensure that everyone's rights are protected and they have all of the information.

Law enforcement may be aware that an incident is tied to a large hate group in the community or nation.

A hate crime at work (or even the suspicion of a possible bias-related incident) should be reported immediately to a supervisor or Human Resources representative.

MAC participants may have personal stories to tell about the impact of hate in their native countries and in the United States. They may want to find explanations for why people exhibit hate. It is not uncommon for victims to ask “Why do they hate us?” or “Why me?” or “what causes people to hate?”



Reassure the MAC participants that hate crime is a sensitive topic but should be discussed openly, especially if there is tension in the group because of hateful experiences in their country of origin. There may be a MAC participant who has threatened or attacked another refugee.

The following points can be made if the MAC participants want to explore the topic of the origins of hate crime:

People are not born to hate. They learn it. If they learn it, they can “unlearn” it. People can be taught that hate is wrong. They need accurate information.

Hatred of refugees is usually based on fear of the unfamiliar or the unknown. Education, experience with people of different cultures, and time to adjust to cultural changes can reduce fears and promote harmony.

People who hate may have developed distrust because of past experiences or historical events in their country (including the United States). This is true of refugees, too. The MAC Coach can point out that resettling is a good way to move forward and develop trust again.

Victims of hate can have emotional injury without physical injury. MAC participants should not be expected to “tough it out” or “move on” and ignore the impact of a hate crime. Victims themselves can sometimes look for targets to express their anger.

Encourage MAC participants to address the topic and seek support and counseling if they have experienced any form of hate crime. Even if they have revealed that they have observed or experienced a bias-related incident, they may not want to continue the conversation. Find time to talk to MAC participants individually to provide reassurance and support, and, if necessary, assist the participant in reporting an incident.

The MAC Coach should not attempt to provide counseling unless they are specifically trained in mental health counseling. The topic is very sensitive and often confusing to refugees. Invite guests who are experts in the topic to talk to the MAC participants about what hate crime can look like, and what they should do if they experience it.



ACTIVITY STEPS

1. Show the handout SHAKING HANDS.

Ask: What does this picture mean to you?

Discuss how it represents people with differences in race (and perhaps gender) shaking hands.

Explain that Americans customarily shake hands to greet or welcome someone, close a deal, or demonstrate agreement.

Discuss traditional greetings of other cultures.

Explain the significance of shaking hands in American culture, even as *first bumps* and *high fives* become increasingly popular.

Discuss other ways that someone can be welcomed.

2. *Ask:* How were you welcomed when you first arrived in this country?

Take the time to discuss personal experiences.

Not all of the stories will be completely positive, but point out the efforts that were made to welcome newcomers.

3. *Ask:* Have you ever felt *unwelcome*?

Discuss examples.

Explain that there are some Americans who do not appreciate different cultures and may resent refugees moving to the United States.

Some of these attitudes are reflected in public forums such as town meetings, legislative sessions, and protests.

Some reactions are more personal and directed at refugees themselves.

Ask: Have you ever felt threatened or in danger because of your cultural background? (List the examples in the handout NEW YORK STATE EDUCATION DEPARTMENT GLOSSARY OF TERMS.)

Some MAC participants may not be willing to admit that they have been threatened or even attacked. It may be embarrassing, or they may think that they caused the problem. They may feel uncomfortable if one of their peers was involved or knows the perpetrators.

Discuss how it is important to feel safe in their new country, and there are laws to protect refugees from harassment, threats, and violence.

4. Explain the term hate crime and why legislation is necessary.

Distribute the handout WHAT IS HATE CRIME?

Discuss the different forms of hate crime: physical, emotional, financial, damage to property, etc.

5. If the participants appear to be comfortable with the topic and willing to discuss personal experiences, then ask them to share.

Keep emphasizing that hate crimes are dangerous and against the law.

Some refugees have experienced hate crimes in their home countries and may not realize that hate crime is not tolerated in the United States, and refugees are protected by law.

Share details about why hate crimes might occur (see Background Information).

Discuss why refugees may be targets.

6. *Ask:* If you heard about a possible hate crime – or you witnessed a hate crime – who would you tell?

This question is phrased with the expectation that they *will* tell someone.

Do not ask “What would you do?” or “Would you tell someone?”

Present the question as if they *would* tell someone.

Discuss reasons why witnesses may not tell anyone about what they have seen.

Discuss how bystanders who do not seek help are contributing to the perpetuation of hate crime.

Define *trusted adult*.

Explain the importance of telling a trusted adult.

Distribute the handout HATE CRIME SHOULD BE REPORTED.

Discuss how police officers can be the *trusted adults* and how some law enforcement agencies have hate crime units.

Ask each MAC participant to identify a specific adult to talk to if they witness a hate crime or suspect that a crime may occur.

Keep emphasizing the importance of telling a trusted adult, even if they fear the repercussions. They are protecting themselves and others.

7. *Ask*: What if you were the *victim* of a hate crime? Who would be the trusted adult you would talk to?

Discuss the importance of *telling* – as a witness or as a victim.

Ask: What do you think would happen if you told a trusted adult?

Discuss possible outcomes such as an investigation, court proceedings, protection, follow-up counseling, etc.

Address the fears that the MAC participants may have about hate crime and reporting hate crime.

Keep identifying trusted adults who can provide assistance and services.

8. Show the public service announcement *Don't Hate - Be Kind* included in the MAC program curriculum.

NEW YORK STATE EDUCATION DEPARTMENT GLOSSARY OF TERMS

All schools in New York State are required to report violent or disruptive incidents on a regular basis to the New York State Education Department. The following *New York State Education Department Glossary of Terms Used in Reporting Violent or Disruptive Incidents* (August 2008) clarifies how bias-related incidents and crimes are defined in New York State school districts:

BIAS-RELATED INCIDENT

An incident is bias related if it is motivated by hate due to some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability. Any act or attempted act is bias related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets; vandalism; force, or threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. (Note that this definition is taken from the National Center for Education Statistics.)

INTIMIDATION, HARASSMENT, MENACING, OR BULLYING BEHAVIOR AND NO PHYSICAL CONTACT

Threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process, with or without a weapon.

MINOR ALTERCATIONS

Involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm, or seriously annoy another person, but no physical injury results. Fights that do not result in physical injury or serious physical injury are reported in this category.

WARNING SIGNS OF BULLYING

There are many warning signs that could indicate that a MAC participant is experiencing bullying. Some of these signs are not obvious. Young adults are very good at hiding what is going on in their lives. Don't wait too long to look for patterns — trust your instincts if “something isn't right.”



Any of these signs could be indicators of bullying:

- damaged or missing clothing or other belongings
 - lost items such as electronics, clothing, jewelry
 - unexplained injuries (or unbelievable explanations)
 - complaints of headaches, stomachaches, or feeling sick
 - trouble sleeping, frequent bad dreams
 - changes in eating habits
 - less interest in friends and socializing
- fear of going to work or other activities
 - less interest in self-improvement and opportunities such as the MAC program
 - avoidance of specific places in the community
 - hiding of text messages and computer activities

Some signs may not be as visible, but even one incident may be a clue to something more serious:

- appearing sad or anxious and trying to hide problems
- expressing concerns about measuring up
- feeling; expressing interest in becoming tougher
- making comments about suicide
- unusually angry
- starting to bully others

Bullying often happens to individuals who are considered “different” by their peers, especially if they are withdrawn or anxious. Refugees stand out because of their cultural background and language. They can be bullied because of the way that they dress, their family traditions, or simply because they are newcomers. Their insecurities can make them targets.

1. Establish a system for providing assistance if warning signs of bullying are detected.
2. Inform MAC participants how to recognize bullying and protect themselves.
3. Establish a system to safely report bullying.
4. Ask them to think about who could be a “trusted adult” they could confide in, should they see or experience bullying. Refugees are often most comfortable with a family member or refugee center representative.

Sources:
stopbullying.gov
<http://www.bullyfree.com>
<http://kidshealth.org>



WHAT IS HATE CRIME?



**If you are frightened or harmed
by someone
because of your
skin color
religion
sexual orientation
national origin
disability
there are laws to protect you.**

Hate Crime Should Be Reported.

IF YOU KNOW SOMETHING,
TELL SOMEONE.



TALK TO AN ADULT YOU TRUST
AND HELP STOP HATE CRIME.





MODULE 5 - ACTIVITY #48

MANAGING STRESS

In this activity, MAC participants will become familiar with the signals of stress and strategies for coping.



SUPPLIES AND HANDOUTS

Optional:

Magazines
Scissors
Poster Board
Markers
Scotch Tape
Personal photos, drawings, objects brought from home by the MAC participants

Handouts:

DESTRESSING STRATEGIES (reference for the MAC Coach)

NERVOUS

WORRIED

EASE YOUR STRESS (4 pages)

HANDLE STRESS AT WORK



VOCABULARY USED IN THIS ACTIVITY

(See the symptoms of stress in the Background Information and the terms used in the EASE YOUR STRESS and HANDLE STRESS AT WORK handouts.)

distressing

ease your stress

irritable

junk food

nervous

relax

sleep

stress

withdrawn

worried



BACKGROUND INFORMATION

Stress is defined as tension in the body and mind. It is an automatic reaction to anxiety, fear, or danger.

The MAC participants are certainly familiar with stress, although they may not be able to put a name to the emotional responses they have had to daily life in their home countries, transition to a new country, and adjustment to life in the United States.

Some of the MAC participants may be so relieved and pleased that they have resettled that they are not experiencing much stress. For them, each change is a new adventure.

However, others may be experiencing profound loneliness and grief, or post-traumatic stress. They may be feeling overwhelmed with all of the changes in their lives.

Many young adult refugees have learned how to be stoic and suppress their emotions. For a variety of reasons they did not reveal what they were thinking or feeling in their home countries. But as they begin to acclimate to their new country, they may discover feelings of nervousness, worry, sadness, anxiety, or even anger. Expression of these feelings may show up in ways that are unfamiliar to them – adding to the stress.

The first thing that the MAC participants will need to know is that it is normal to feel nervous and anxious as they adjust to their new life and prepare to enter the workforce. What they are expected to do as young adults in a new country is extremely difficult for even the most resilient individuals. The MAC Coach should explain to the participants that they will go through several different emotions, but daily coping strategies can ease their stress.

Emphasis throughout all of the discussions should be on the positive side of expanding opportunities, becoming employed, and building an independent life in their new country.

The MAC Coach should be sensitive to the signals that MAC participants may be stressed, such as:

- Fidgety, restless behavior
- Poor eating and sleeping habits
- Chronic illnesses
- Negative attitude, expressions of sadness or discouragement
- Questioning, arguing, debating frequently



- Losing patience, demonstrating anger, pacing
- Crying often
- Withdrawn, uncommunicative
- Using words such as *worried*, *afraid*, and *nervous* often in discussions
- Defensive, jumping to conclusions
- Tic, repetitious behaviors, obsession with order and personal property
- Smoking, alcohol and drug abuse.

Some of these behaviors may be related to medical conditions, habits, reactions to past experiences, or medications. For example, if MAC participants lost everything before coming to the United States, they may overreact if someone moves their backpack. If MAC participants are having nightmares or flashbacks, they may exhibit stress symptoms during the day from lack of sleep and fears about their mental health.

Some MAC participants may be experiencing bullying, pressure from family members, and worries about new responsibilities.

Regardless of the type of stress-related behaviors or their origins, the MAC participants will need guidance in how to identify the symptoms and develop coping skills. The focus of the activity should be on strategies for relieving stress, or at least managing stressors that may be impacting their lives.

Note that some of the MAC participants may need professional counseling to assist them in handling their stress, particularly if the stress is interfering with their ability to adjust to their new lives. The MAC Coach should be aware of local counseling resources.

This activity can be used in conjunction with the following activities:

Module 2 – #13 *Getting Ready for the Job Hunt* and #21 *The Job Interview*

Module 3 - #22 *Building Self-Reliance*, #23 *Time Management*, and #30 *Managing Work and Family*

Module 4 - #31 *First Days on the New Job*

Module 5 - #44 *Smoking*, #45 *Drugs and Alcohol*, #50 *Domestic Abuse*

ACTIVITY STEPS

1. Begin by telling the group that you are worried about something and it's giving you a lot of stress.

Pick something that they can relate to, such as a big expense coming up, a friend who has been unreliable, or an upcoming exam.

Explain the definition of *stress*.

Describe how you know when you are stressed.

Describe how your friends and family members show that they are stressed.

(Refer to the list in the Background Information.)

Examples:

- Can't sleep
- Sleep more
- Irritable
- Withdrawn
- Eat junk food



2. Describe what you plan to do to ease the stress.

Include how you will take steps to solve the problem, such as start studying, save money, talk to your friend, etc.

Mention other activities that help you to relax, such as going to a movie, exercising, meeting with friends at a favorite restaurant, playing with your children, and so forth.

3. *Ask*: How would I know when *you* are stressed?

It is important to ask this question with the assumption that everyone feels stress at some point.

Show the handouts WORRIED and NERVOUS.

The MAC participants may have difficulty recognizing their personal symptoms of stress – or they may deny that they are stressed. Review the possible indicators of stress.

Do *not* ask the MAC participants to describe the causes of their stress. They are to identify how their stress shows up. (They may *want* to talk about their personal experiences. The MAC Coach can determine if the setting is appropriate for an open discussion of past and present experiences that cause stress.)

Keep emphasizing that everyone responds to situations in different ways – and that sometimes a situation will cause a reaction while other times it will not cause stress.

Share the suggestions from the handout DESTRESSING STRATEGIES.



4. Distribute the handout EASE YOUR STRESS.

Discuss each item as a way to ease stress.

Discuss whether it is possible for the participants to carry out any of the activities (e.g., sports, friends, hobbies, food breaks, music etc.)

Ask: What else would you include on these charts?

Be prepared for suggestions that may be embarrassing for some of the participants to hear – or inappropriate and illegal.

Point out that an activity that reduces stress should not lead to more problems.

5. Present the situations from the handout HANDLE STRESS AT WORK and discuss what the participants would do to handle the stressors.

6. *Optional:* Distribute magazines, poster board, markers, tape, and glue sticks.

The MAC participants are to create a collage of showing positive things to think about if they were feeling stressed.

They can include anything positive that is currently in their lives, as well as images that help them to relax. They can include pictures from magazines, photographs, drawings, and objects.

The final product should be a large collage that they can study and enjoy when they are feeling stressed.

DESTRESSING STRATEGIES



Calm down by breathing and leaving the stressful situation.

If stress starts to build up, change the setting. Walk away. Go somewhere else. Then concentrate on how you are breathing. Take deep breaths first, then breathe normally.

Pay close attention to diet.

Try to avoid foods that cause stress on the body, such as salty, fatty snacks. These foods can make you feel unhealthy, depressed, or disappointed in yourself.

Communicate to resolve differences.

Address a problem by communicating about it with someone you trust. You can resolve differences when you have had a chance to think it through.

Avoid people who cause stress.

If possible, release friendships that cause stress, communicate with difficult co-workers only to make peace, reduce contact with family members who cause tension.

Expand contact with friends.

Socialize with friends who have the same interests and are supportive and kind.

Have something to look forward to.

Plan a movie, a hobby, a visit with someone special.

Schedule a time with family that is dedicated to relaxing.

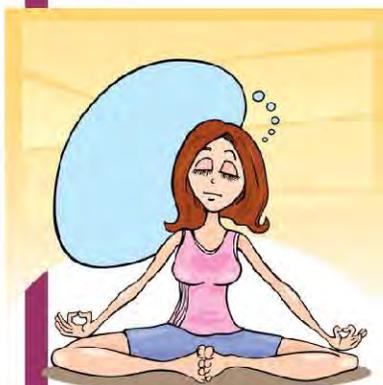
Just 15 minutes of time dedicated to just family can reduce stress for everyone in a chaotic situation.

Identify the causes of the stress of children (for parents or caregivers).

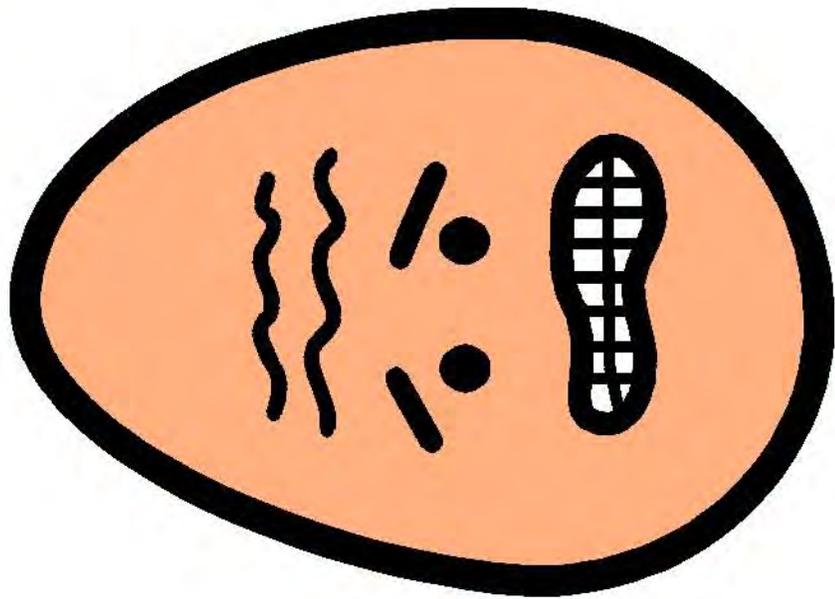
Children need their basic needs taken care of first: hugs, sleep, food, bodily comforts.

Discuss the stress.

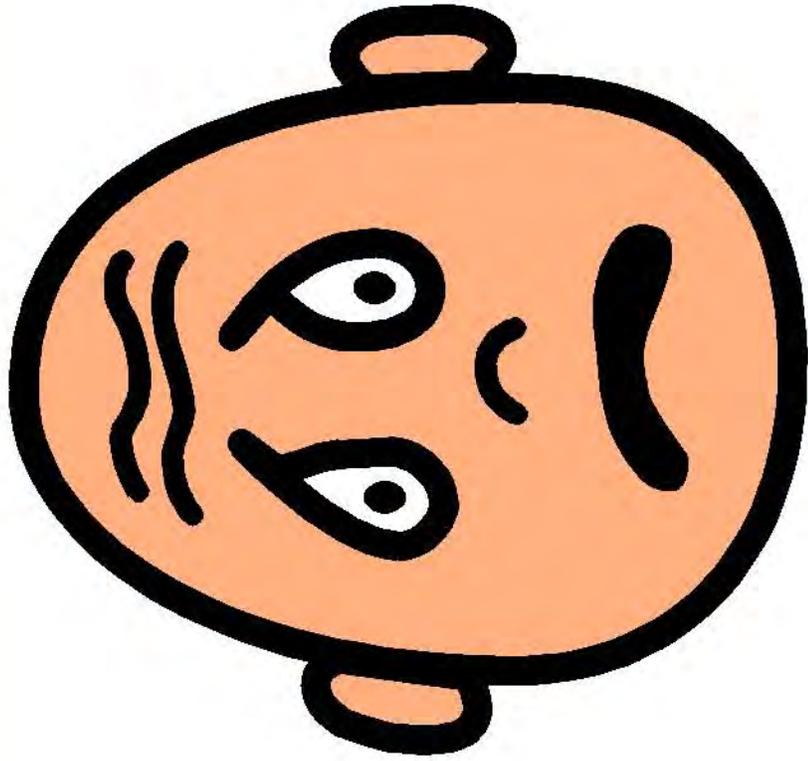
Talk to friends, trusted adults, or the MAC Coach about worries and possible solutions to problems.



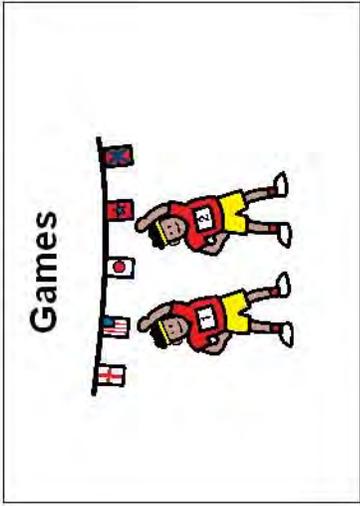
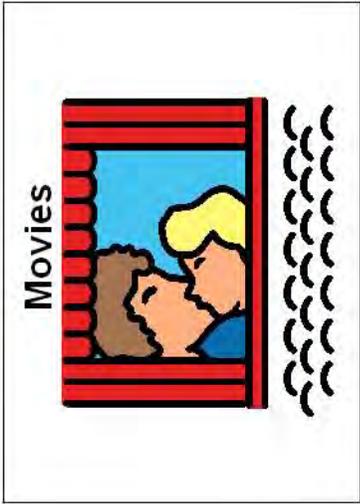
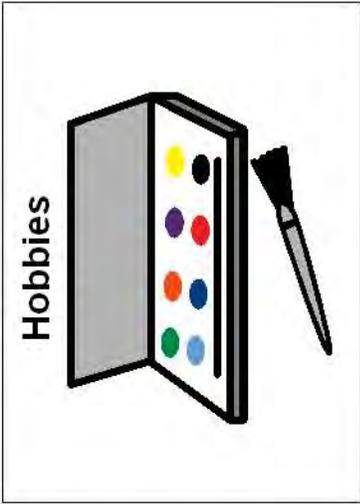
Nervous



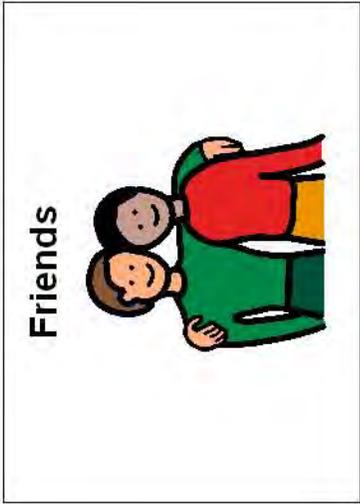
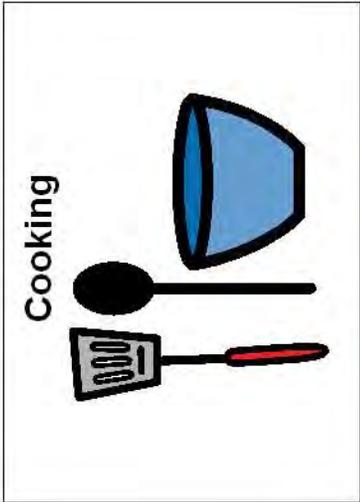
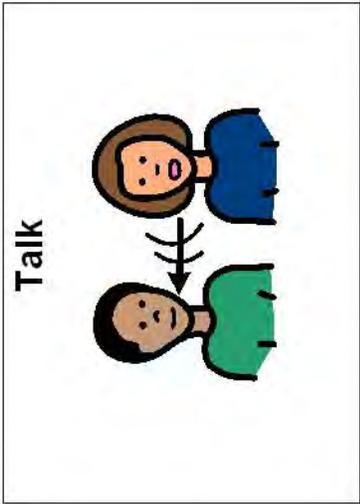
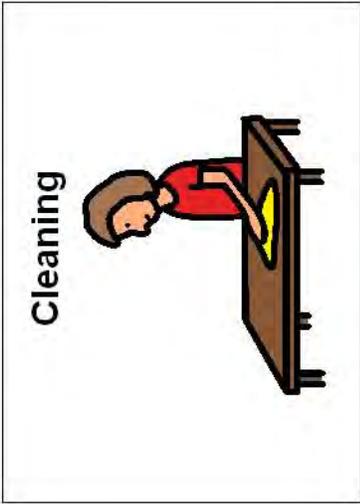
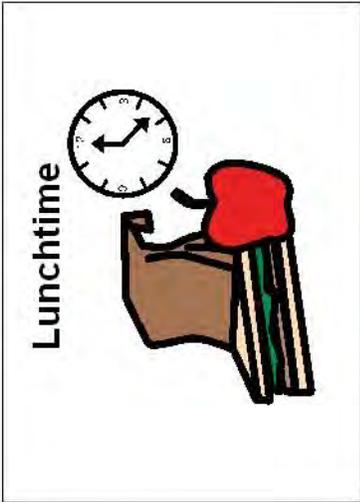
Worried



Ease Your Stress



Ease Your Stress



Ease Your Stress

Friday

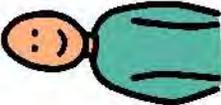
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Relaxing Music



Calendar

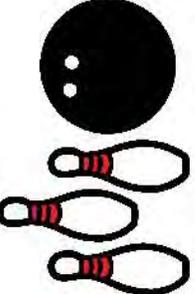


MONTH						
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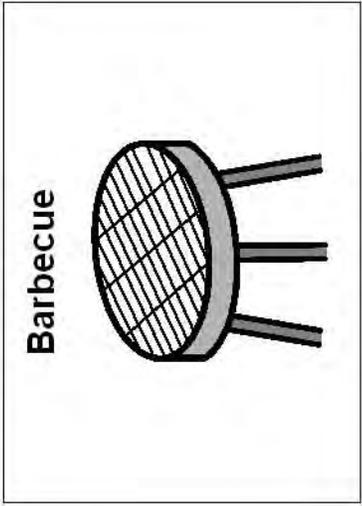
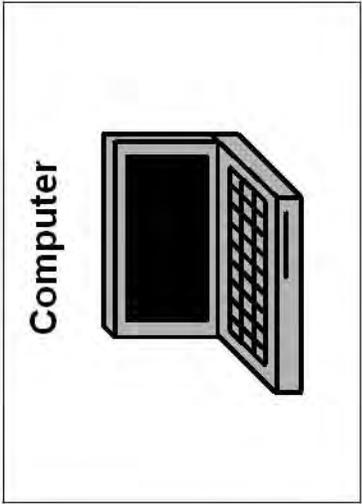
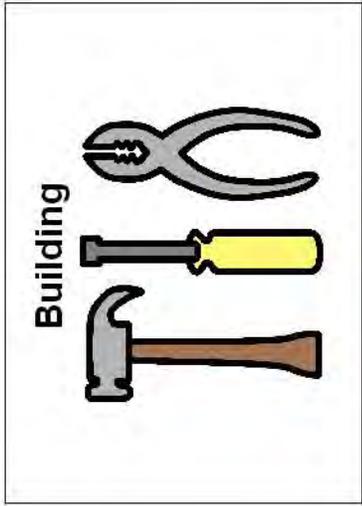
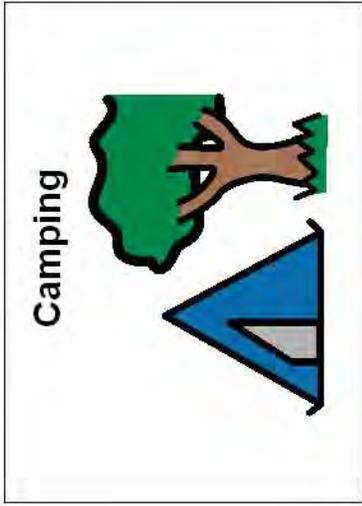
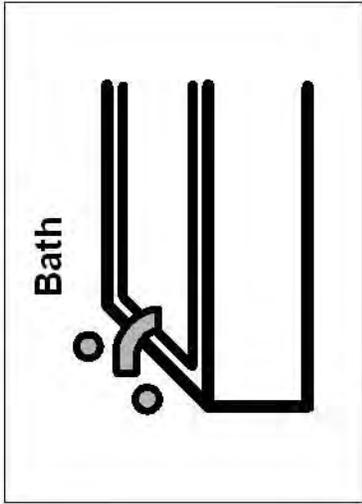
Religion



Sports



Ease Your Stress



HANDLE STRESS AT WORK

How would you handle these stressors?



- Your boss is always yelling at everyone.
- You are not sure if you are doing the job correctly.
- One of your co-workers is really annoying.
- You have a hard time paying attention to directions.
- You are not included in lunch activities by co-workers.
- You are exhausted from constant shift changes.
- You have to work overtime a lot.
- Your paycheck is a lot less than you thought it would be.
- You don't enjoy the work that you are required to do.
- The working conditions are hot and messy.
- You keep making mistakes, even if you try very hard.
- You can't afford to contribute to collections for gifts.
- You have trouble reading instructions for your job.
- Your evaluation is coming up.



MODULE 5 - ACTIVITY #49

GANGS

In this activity, MAC participants will become aware of the risks of joining a gang and alternatives to gang involvement.



SUPPLIES AND HANDOUTS

Information about activities in the community that are alternatives to joining a gang

Screened guest experts who can discuss local gang activity and alternatives to joining a gang:

- Law enforcement officials who specialize in gangs and school-based gang activity
- School Resource Officer (police officer)
- Former gang member or community member who provides programs and activities to prevent young people from joining a gang
- Community representatives who lead organizations designed to occupy young people after school

Handouts:

WHY YOUNG PEOPLE JOIN GANGS

WARNING SIGNS OF GANG INVOLVEMENT



VOCABULARY USED IN THIS ACTIVITY

(Slang and local gang terms should be reviewed with the MAC participants.)

family

gang

gang activity

involvement

recruitment

target



BACKGROUND INFORMATION

Young adult refugees are prime targets for gangs. They can be victims of gang activities or recruited to join gangs.

For this activity, the MAC Coach should begin by inviting experts on the topic of gangs to talk to the MAC participants. The Coach should screen the presenters to ensure that they will be able to talk realistically about:



- gang activity in the community
- recruitment strategies that are used by gangs to enlist new members
- the risks of joining a gang
- why children and young adults join gangs
- why gangs would be especially appealing to young refugees
- alternatives to gang activity in the community.

It may be necessary to invite a series of presenters so that the MAC participants can repeatedly hear the same messages about the risks of joining a gang, especially if gang activity is prevalent in the community.

MAC participants may already be involved in a gang or influenced by gang activity in their neighborhoods. Or they may be struggling with gang recruitment. Trained law enforcement officials, former gang members, and community leaders can provide information and advice about how to avoid becoming involved in a gang.

In some cases, young adult refugees join (or even form) gangs for the purpose of carrying on activities that started in their home countries – or to defend themselves against gangs that commit crimes against specific ethnic groups. The MAC Coach, with assistance from experienced experts, can openly discuss realistic options to gang participation.

The MAC Coach should review the two handouts in this activity in order to be informed about the topic: **WHY YOUNG PEOPLE JOIN GANGS** and **WARNING SIGNS OF GANG INVOLVEMENT**.

The degree of gang involvement depends on many factors, including adult supervision, the level of gang activity in the community, pressure tactics used for recruitment, and incentives offered to gang members.

Young refugees often join gangs because they see the group as a substitute family – a group of “friends” who will supposedly look out for them. They may want desperately to belong, to fit in, and to feel important and powerful. For some refugees, gang involvement is an opportunity to experience excitement and risk – something that they grew accustomed to in their home countries.

Or they may not realize the true extent of the activities of gangs, and are taken in by the media depiction of gangs, and the lifestyle of some gang leaders. They may be offered cash, drugs, gifts, and other items – or they may be offered protection.

Young adults may feel pressured to make a quick decision about joining a gang without thinking about the long-term impact. It is difficult for young adults to plan far ahead, especially if they have witnessed violence and death in their home countries and have resettled in communities in the United States that can also be dangerous. The short-term benefits may be very appealing.

The MAC Coach should keep discussing the long-term benefits of staying away from gangs, and provide information about viable, beneficial alternatives.

Note: There are a number of organizations online that provide information about gangs, and resources for encouraging young adults to stay away from gangs. Information about how to leave a gang, written by former gang members, can also be located online. Although many of the sites provide useful information, the MAC Coach should screen the websites and recommendations before sharing them with MAC participants.

ACTIVITY STEPS

1. With a guest expert, discuss gang activity in the community. Take the time to discuss these sensitive topics so that the MAC participants can feel comfortable with the topic. Understand that they may not be willing to join in because of fear, confusion, distrust of the speaker, etc.

Discuss:

- recruitment strategies that are used by gangs to enlist new members
- the risks of joining a gang
- why children and young adults join gangs
- why gangs would be especially appealing to young refugees
- alternatives to gang activity in the community.



2. *Ask:* What steps can you take to avoid becoming involved in a gang?

Discuss very specific alternatives that are realistic and feasible.

Encourage MAC participants to list the alternatives as personal goals on their Action Plans.

3. Revisit the topic of gangs throughout the MAC program, both as a large group and individually.
4. Meet privately with individuals who are gang members or appear to be interested in joining a gang.

Why Young People Join Gangs

attention
low self-esteem
want to belong
want respect
need for protection
poverty
family tradition
access to drugs, guns, sex, money
little adult supervision
glamorization by media, music

naiveté
desire for friendship
peer pressure
fear
sense of power
inequality
excitement
family problems
poor role models
sense of family

WARNING SIGNS OF GANG INVOLVEMENT

- ✓ Sudden change in involvement with activities
- ✓ Relatives are or have been gang members
- ✓ Prefer to be with a group
- ✓ Using a nickname or attaching a prefix
- ✓ Using gang graffiti
- ✓ Suddenly purchasing or wanting specific clothing and it's the only clothing worn
- ✓ Clothes worn a specific way, such as sagging pants down to the hips
- ✓ Change in language, tone, aggressiveness when talking to peers
- ✓ Wearing items that signify gang connection (jewelry, bandannas, pockets out, no shoelaces, etc.)
- ✓ Using hand signals (gang signs)
- ✓ Sudden change in friends
- ✓ Suddenly argumentative
- ✓ Desiring too much privacy
- ✓ Developing sudden rebellious attitude with parents and other adults
- ✓ Starting to show signs of tobacco, alcohol or drug use
- ✓ Having friends who use tobacco, alcohol or drugs
- ✓ Sudden affluence (money, clothing, cash, etc.)
- ✓ Sudden negative police contact or avoidance of law enforcement
- ✓ Reference to weapons, threats, fights
- ✓ Fearful, nervous, bravado



MODULE 5 - ACTIVITY #50

DOMESTIC ABUSE

In this activity, MAC participants will become aware of the characteristics of domestic abuse and violence, the qualities of healthy relationships, and resources for assistance.



SUPPLIES AND HANDOUTS

Handouts:

DOMESTIC ABUSE

CHARACTERISTICS OF HEALTHY RELATIONSHIPS

LEAVING CHECKLIST (distributed as determined by the MAC Coach)

LOCAL ASSISTANCE (Referral numbers and addresses provided by the MAC Coach)



VOCABULARY USED IN THIS ACTIVITY

(See the handouts for vocabulary words)

abuse

abusive

domestic

financial

psychological

physical

signals

verbal



BACKGROUND INFORMATION

For this activity, the MAC Coach should invite experts on the topic to lead discussions and provide information about resources. There are medical, psychological, and legal ramifications that should be addressed by individuals who have appropriate training.

When discussing this topic, *no names should ever be used*.

Domestic abuse, or domestic violence is defined as a pattern of abusive or harmful behavior within the confines of an intimate relationship. Domestic abuse generally occurs between people who share a home — such as a husband and wife, boyfriend and girlfriend, or parent and child. However, domestic abuse can also occur between estranged spouses and between boyfriends and girlfriends even if the partners are not sharing a home. Generally, the common trend is that there is an intimate relationship between the abuser and the person being abused.

Examples of abuse are described in the handout DOMESTIC ABUSE.

The topic of domestic abuse is personal and sensitive. The MAC participants may be uncomfortable with the topic, whether they are in an abusive situation or not.

Before beginning this activity, the MAC Coach should have information readily available about local shelters, hotlines, counselors, agencies, and other local contacts that can provide immediate assistance.

Emphasis throughout the discussion should be on the **qualities of healthy relationships**. The characteristics of abuse should be discussed, but since the MAC program is about developing independence and making positive choices for the future, the MAC Coach should focus on how the participants can develop positive relationships.

The MAC Coach should keep in mind when presenting information about domestic abuse:

Abuse is not just physical. It can be psychological, verbal, emotional, and financial.

The definition of “domestic abuse” in the United States may be different in other cultures. For some of the MAC participants, the definition of abuse will be a new

concept that may be surprising or even alarming. The MAC Coach should be sensitive to the cultural background and history of the participants while describing the American definition of abuse. Emphasis should be on the importance of addressing domestic abuse so that the MAC participants can achieve goals, become self-reliant, and build positive relationships.



It is not uncommon for victims of abuse to blame themselves, hide the abuse, and modify their own behaviors to comply with the demands of the abuser. The MAC Coach should be aware that most domestic abuse is hidden and abused MAC participants will more than likely not discuss it openly. However, if the group is comfortable, some of the participants may be anxious to share stories about their personal experiences or observations. The MAC Coach should make sure that an expert facilitator is available and that all of the facts about abuse are covered.

As the topic is presented, the MAC participants may try to joke, excuse themselves, interrupt, or otherwise engage in behaviors that can distract from the topic at hand. The MAC Coach should introduce the topic as a serious and sensitive one and maintain that tone. Participants who try to interrupt or distract may be abusers or victims, and the subject is uncomfortable for them. Do not point this out. Explain to the group that they are all expected to listen to the information so that they can understand the qualities of positive relationships.

There should be multiple opportunities for the MAC Coach to meet with the participants individually. Should a MAC participant reveal information about abuse, **the MAC Coach should consult with an expert on the topic. Unless the MAC Coach has had specific training in counseling victims of domestic abuse, no advice or counseling should be given.** Even if it seems to be a "teachable moment" if a participant speaks up, the MAC Coach should acknowledge the comment, thank the individual for being open about a sensitive situation, and indicate that they will talk further privately. The MAC Coach should arrange for assistance and be prepared with the contact information of safe, professional counselors or hotlines.

Domestic abuse is not a problem limited to women. The abuser is not necessarily physically larger than the victim, who can be of any age, sex, race, culture, religion, educational level, employment or marital status. Although both men and women are abused, most victims are women. Children and young adults in homes where there is domestic violence are more likely to be abused and to repeat the abuse. Should there be any indication that a MAC participant is concerned about abuse, connect them with an expert immediately.

MAC participants, particularly women, may have a significant other (spouse, father, family member) who monitors the activities and discussions in the MAC program. They may wait outside, review program materials, and ask about class content – for the purpose of determining whether the individual can continue to participate in the program. Although the concerns should be taken seriously (especially if they are based on a desire to maintain cultural tradition), the safety and security of the MAC participants should be paramount.

It is extremely difficult for individuals to face up to the fact that they are being abused. Do not use program time to try to encourage a MAC participant to leave an abusive situation or intervene in a domestic problem. Pave the way for them to receive immediate assistance, especially if they ask for help. Keep in mind that they may be in a dangerous situation, and leaving may be complicated or even more dangerous without qualified guidance.

The presentation about abuse should not be a discussion about why people stay in abusive situations. Few individuals would become involved in a relationship they knew to be abusive. Abuse can often have subtle origins, starting out as courtship that turns into obsessive jealousy, or love that turns into control or battering. For some of the MAC participants, a background of oppression and violence may manifest as domestic abuse in the new country. Regardless of the history of the MAC participants, make sure that they *all* are informed about what a healthy relationship should look like.

Some victims of domestic abuse may have tried to leave the situation before, or they are not ready to leave. (See the handout LEAVING CHECKLIST). Rely on victim support professionals to provide the necessary assistance. Local supports for refugees may need to be involved if the MAC participant has been resettled in an abusive setting.

On occasion, when presented with information about abuse, an individual may recognize himself or herself as an abuser. Since the purpose of the activity is to provide information about resources and concentrate on the qualities of positive relationships, include specific suggestions for changing behavior.

The MAC Coach can determine if the handouts DOMESTIC ABUSE and LEAVING CHECKLIST should be distributed to the MAC participants. If they are distributed and a MAC participant leaves the handouts behind, that may be a sign that the materials cannot be taken home.

This activity can be used in conjunction with Module 2 – Activity #5 *Understanding Independence*, Module 3 – Activity #22 *Building Self-Reliance*, and Module 5 – Activity # 38 *Building Self-Esteem*.



ACTIVITY STEPS

1. Explain that you are going to provide information about healthy relationships – and relationships that show signs of abuse.

Ask: What do you think are signs of a good relationship (with a spouse, boyfriend/girlfriend, family member).

Discuss the handout CHARACTERISTICS OF HEALTHY RELATIONSHIPS.

2. Define abuse and provide examples. Use the handout DOMESTIC ABUSE as a guide. (The handout should be distributed only if it seems appropriate.)

Explain that the group will be expected to listen to the presentation about abuse and in the beginning of the presentation discussion will be limited. It is important for everyone to hear all of the information.

The information is being provided to everyone because it is important to know about the qualities of positive relationships – not because you have identified a problem in the group.

No one will be *expected* to share personal information.

Resources and contact information will be available for anyone who wants more information.

3. Share information about where abusers and victims can receive confidential assistance.
4. Meet individually with each MAC participant to discuss the handouts DOMESTIC ABUSE and CHARACTERISTICS OF HEALTHY RELATIONSHIPS. Add the handout LEAVING CHECKLIST if appropriate.

Domestic Abuse

Any one of the following behaviors is a signal of domestic abuse, whether it be physical, emotional, verbal, or psychological. Remember that when one person scares, hurts, or continually demeans the other person, it is abuse.

Does your partner:

- Embarrass you with bad names and put-downs?
- Constantly criticize, harass, follow you around, correct you?
- Look at you or act in ways that scare you?
- Control what you do, who you see or talk to, or where you go?
- Stop you from seeing or talking to friends or family?
- Monitor your every move - including computer use?
- Take away your money or Social Security, make you ask for money, or refuse to give you money?
- Make *all* of the decisions
- Tell you you're a bad parent or threaten to take away or hurt your children?
- Act like the abuse is not a big deal, it's your fault, or even deny doing it?
- Apologize, say they love you, say they are sorry, but still repeat the behavior?
- Intimidate you with guns, knives, or other weapons?
- Shove you, slap you, or hit you?
- Poke, wrestle, tickle, trip, or slap repeatedly - claiming that they are just fooling around?
- Hide the hitting
- Hit you so it will not show?
- Claim that you asked to be hurt?
- Force you to drop charges?
- Threaten to commit suicide?
- Threaten to kill you?

**If you checked any of these, you may be in an abusive relationship.
If you need help, call the National Domestic Violence Hotline 1-800-799-SAFE (7233)
1-800-787-3224 (TTY)**

Characteristics of Healthy Relationships

- ❖ Open and spontaneous communication, including listening
- ❖ Clear boundaries, with open communication about personal interests and activities
- ❖ Individual freedom
- ❖ Personal identity
- ❖ Enjoy doing things alone and together
- ❖ No attempts to “fix” or “control” the other
- ❖ Feelings and needs expressed and valued
- ❖ Conflict faced directly, rationally, with caring and consideration
- ❖ Mistakes accepted and learned from
- ❖ Privacy respected
- ❖ No secrets, hiding, disappearing, time gaps
- ❖ No pressure to confirm, join in, try things that are uncomfortable
- ❖ Cultivation of personal growth
- ❖ Balance of closeness and separation
- ❖ Balance of giving and receiving
- ❖ Trust

Leaving Checklist

Leaving an abusive relationship is difficult enough without leaving behind important papers and other items necessary for routine daily life, such as enrolling children in school, applying for government assistance, or keeping credit from getting ruined.

Leaving is stressful and scary, especially if there is no plan.

A crucial part of a plan for leaving is the collection of important documents:

- Medical records
- Medications
- Birth certificates
- Bankbooks
- Keys for house, car, work
- Driver's License
- Social Security Card
- Health Insurance cards and paperwork
- Form I-765 Application for Employment Authorization, EAD (Employment Authorization Document), Form I-94 Arrival-Departure Record and other important papers
- Passports
- Work permits
- Lease or rental agreement, or house deed and mortgage
- Current unpaid bills
- Paid bill receipts with account numbers
- Credit cards/Account numbers
- Address book
- Pictures and other items of sentimental value
- Children's favorite toys, stuffed animals, blankets
- Change of clothing

Local Assistance