

CULTURAL ORIENTATION

TRAINER GUIDE

For beneficiaries of the Vulnerable Persons' Resettlement Scheme (VPRS) & Vulnerable Children's Resettlement Scheme (VCRS)

March 2018

This Cultural Orientation package has been commissioned by the Welsh Local Government Association Strategic Migration Partnership/WSMP.

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This Cultural Orientation training course has been developed following consultation with Local Authorities, relevant experts, case workers and feedback from recently-arrived families from the Vulnerable Persons' Resettlement Scheme (VPRS).

The training course aims to provide resettled people who arrive in Wales through the VPRS and the Vulnerable Children's Resettlement Scheme (VCRS) with a better understanding of the role and responsibilities of the Local Authorities, bolster the work of integration support providers. It also builds on the cultural orientation sessions refugees would have received (in Syria, Jordan, Lebanon, Turkey or Egypt, prior to resettlement in the UK, delivered by the International Organisation for Migration (IOM).

The lead facilitators' approach during the training sessions is essential: demonstration of a genuine interest and engagement in people's lives, and of the culture, custom and laws in countries of origin of resettled refugees (Syria and the Middle East and North African/MENA region) will promote and encourage people to engage and contribute to training sessions. We hope that participation in the course will foster refugees' understanding of and appreciation for British and Welsh culture, customs and laws and engender a deeper understanding of the parameters of what local authorities and other services can offer, as well as enabling refugees to understand steps they can take so they are not passive recipients of services but active agents in their own and their family's integration.

The course has been tailored to be delivered by two people, an experienced trainer/facilitator *and* an interpreter/co-facilitator. Language support is vital for successful delivery and achieving the course aims.

This package consists of all the materials required for the delivery of the course: a detailed Trainer Guide, power-point presentation and English/Arabic information sheets and feedback forms. An on-line presentation is available: open link [here](#)

Trainers should familiarise themselves with the content in a timely manner, but they can contact the WSMP if further clarification or detail is required on any of the five sessions.

This course is intended for delivery shortly after arrival and in recognition that cultural orientation is a continuum, and each session should reinforce information given prior to and immediately upon arrival, to help develop realistic expectations about being on a resettlement scheme, and about life in the UK, and an introduction to responsibilities as UK citizens. We also bear in mind the three key markers of success for the programme, which are security, well-being and value for money. We hope this course contributes to all three of those objectives.

Anne Hubbard

March 2017

Acknowledgements

The course was written by Emmy Chater who is a qualified social worker and Migration Partnership Officer for Newport City Council, long-time volunteer with Newport & District Refugee Support group and trustee of Asylum Justice.

The idea came from Christopher Hunt, Community Cohesion Coordinator for Gwent.

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Session 1

WELCOME to Wales - Hopes, fears and reality

Aims of this session

- Trainer to explain why Local Authorities offer this course.
- Raise general awareness about Wales, UK and Great Britain, Welsh Government and devolved powers and the Welsh language context.
- Acknowledge that all parties involved in the Vulnerable Persons Resettlement Scheme and the Vulnerable Children's Resettlement Scheme have hopes and fears, and that it is valuable and helpful to talk about it.
- Explain that the aim of this course is that participants will have a basic awareness of UK culture and law and customs in Wales and the UK which will help refugees to find their way and integrate in the new environment. The course builds on and reinforces orientation received in country of origin and on arrival.
- Explain the role and remit of Local Authorities and case workers in delivering the Home Office contract: providing accommodation and access to key services, enabling and promoting independence and reaching life goals.
- Explain that Local Authority- commissioned integration case workers have a duty of care: if they become aware that people may harm themselves or others, this matter will have to be reported to the Local Authority.
- Manage expectations; raise awareness that not everyone receives the same service and goods, but that there is a general parity of approach across Wales and the UK, following strict Home Office guidelines.
- Inform participants that Local Authorities and case workers will consider the needs of person or family when providing or arranging services and this can lead to different services for each person/family involved. Services will also depend on what is available in the area.
- Awareness about the duration, rights and responsibilities of refugee status and the ability to apply for permanent UK residence after 5 years.
- Awareness that legal immigration advice can only be provided by solicitors who are Office of the Immigration Services Commissioner (OISC) registered.

Outcomes

- Understanding why Local Authorities offer this course.
- Increased awareness about the countries which make up Great Britain and the United Kingdom.
- Awareness about the location of Wales, its government, language and devolved powers.
- Acknowledgement of the very real challenges of migration and the need to talk about this with integration case workers.
- Increased clarity and understanding that the role and remit of the Local Authority and integration case workers is to provide key services and information to encourage and support the road to independence.
- Raised awareness that safeguarding matters must be reported to the Local Authority by professionals and individuals who have concerns.
- Understanding that there may be differences in services and goods provided due to a variation in available services per local authority or area.
- Participants are reassured about their status as a refugee and what this implies in terms of residence in the UK.
- Participants are aware that immigration advice can only be provided by OISC registered people or organisations and where to get help with family reunification and travel document applications.

Method: Trainer input
Group activities

Materials: Laptop and projector or smart board
Slides
Activity sheets 1, 2, 3 and 4
Participant feedback form session 1
Trainer feedback form session 1
Box for confidential questions and feedback forms

Handouts: Course rules handout
Session 1 Participant information sheet
If not provided by case workers: suggest that the case workers provide laminated cards with people's address.

Duration: approximately 105 minutes -excluding breaks

How to run this session:

Slide 1, 2 & 3	<p>Welcome people in Wales in English and Welsh and thank them for coming.</p> <p>Using slides 1, 2 and 3, explain that these depict the migration journey – consider comparing it to the journey of migratory birds.</p>	1 – 2 min
Slide 4 & 5	<p>See message from Debbie Wilcox</p> <p>http://gov.wales/topics/people-and-communities/communities/communitycohesion/asylum-seekers-and-refugees/resettling-syrian-refugees/?lang=en</p> <p>http://gov.wales/docs/dsjlg/publications/equality/160202-welcome-to-wales-arabic.pdf</p> <p>http://gov.wales/docs/dsjlg/publications/equality/151209-welcome-to-wales-childrens-arabic.pdf</p> <p>Welcome to Wales وَسَهْلًا أَهْلًا and Croeso I Gymru</p> <p><i>Welcome to Wales and to your new home.</i></p> <p><i>Wales has a strong history of welcoming refugees and over the next few weeks and months, you will be supported by your local council to help you to begin your new life in Wales.</i></p> <p><i>Moving to a new country is never easy and can be overwhelming. A place where you do not speak the language, where the street names are unfamiliar and where you might have to travel to find Halal food.</i></p> <p><i>It will be challenging and there will be times where you are frustrated and homesick; but remember that you also have a new community around you that is here to help and make things a little bit easier.</i></p>	2 - 4 min

Slide 4 & 5 cont'd	Explain that all elements of the course are designed to increase people's security and well-being and help their integration into the UK, and to understand what it means to be a beneficiary of a Resettlement Scheme.	
Slide 6	Health and Safety <ul style="list-style-type: none"> ▪ Fire alarm ▪ Exits ▪ Toilets ▪ Break time 	1 min
Video Slide 7	Video of Wales You tube clip: 6 minutes giving people an impression of the most well-known parts of Wales.	6 min
Slide 8	Why do we have this course? To increase understanding and knowledge of the life and culture in the United Kingdom and specifically Wales for people coming from Syria and the middle east and north Africa region. Inform: The course will be in 5 sessions : Sessions 1 is an introduction to Wales and will explain what you can expect from the Local Authorities, Session 2 will explain about things in and around your house, Session 3 is about health, housing and children's education, Session 4 is about safety, Session 5 is about adult education, volunteering and employment.	2 m
Slide 9/ Slide 10	Course Rules <ul style="list-style-type: none"> ▪ No mobile phones) explain that these must be switched off or should be put on silent – and only used to receive very urgent calls. ▪ Time keeping) <u>very important</u> in UK. ▪ No question is a 'silly' question – people should always ask if there is something they don't understand or are not sure about. 	2 -3 min

<p>Slide 9 & 10 cont'd</p> <p>Appendix, page 9</p>	<ul style="list-style-type: none"> ▪ One person speaks at a time – to give others the opportunity to talk without being interrupted. ▪ Confidentiality – with conditions: risk of self-harm or harm to others will have to be reported to authorities. ▪ ASK if participants would like to add another rule. <p>Explain that all professionals have <u>a duty of care</u> and will have to report safeguarding (things which will put children or adults at risk of being harmed) to the Local Authority.</p> <p>Hand out the sheet with course rules (it may be useful to laminate a course rule sheet and put it in a visible place during each session). Participant information sheets will be handed out at end of each session; these have key information of what has been discussed in the session.</p> <p>A certificate will be provided upon completion of the course to participants who complete ALL 5 sessions.</p>	
<p>Slide 11</p> <p>Activity 1</p> <p>Appendix, page 1</p>	<p>Activity 1: 'Find someone who'</p> <p>Ice breaker: 'find a person who'</p> <p>Explain that people should go around the room and find other participants who match the descriptions. They should try to get as many descriptions as possible.</p>	<p>5 min</p>

Living in Wales/UK

Slide 12	Wales, Welsh, Great Britain, British, United Kingdom What do these names mean?	0 min
Slide 13	United Kingdom, Great Britain, Wales The United Kingdom consists of 4 different countries : England, Scotland, Wales and Northern Ireland. Point out that there is a difference between the term ' UK ' (includes Northern Ireland) and GB (excludes Ireland).	1 min
Slide 14	Welsh Government/National Assembly for Wales <ul style="list-style-type: none"> ▪ Explain that Wales has its own government, it is called the Welsh Government and can make its own laws in 'devolved areas': ▪ There are 20 devolved areas: for example, Health, Education, Social Care, Housing and Transport. ▪ The National Assembly for Wales is made up of 60 Assembly Members from across Wales. They are elected by the people of Wales to represent them and their communities, make laws for Wales <u>and to ensure that Welsh Government is doing its job properly.</u> <p>More information: http://www.assembly.wales/en/abthome/role-of-assembly-how-it-works/Pages/Powers.aspx </p>	2 - 3 min
Slide 15 Video	Welsh language Explain that Wales has its own language: Welsh , which is a Celtic language , as are Irish, Scottish, and Cornish in the UK and Breton in France. Video clip: learn Welsh with Will: 2 minutes, 34 seconds.	3 - 4 min
Slide 16 Activity 2 Appendix, Page 3 & 4	UK, GB and Wales Activity 2: UK, GB, Wales. Recognise the countries in UK and GB. Match flags with countries. Pick three areas where Wales can make its own laws.	5 min

Slide 17	<p>Thoughts, hopes and fears. Inform/acknowledge that everyone has thoughts about things – even – or especially - if we have never been there/seen these things. Acknowledge that big changes bring hopes and fears and that these are a very normal human response to change.</p>	2 min
Slide 18	<p>Moving country Stimulate a discussion about people’s hopes and fears.</p> <p><i>Trainer note Explain that some participants may become upset when discussing this sensitive topic; this is very natural and understandable. Inform participants that if people are very worried about something and need help with, they can write this on a note and this will be dealt with separately and confidentially if they don't like to discuss this in the groups. The note can be given to the facilitator/left in a box; it needs the name of the writer, so the facilitator can respond.</i></p> <p>Fears: UK people may be hostile, not welcoming of refugees, unfamiliar language(s), feeling homesick, losing contact with family and friends, being unable to learn the language, find a job.</p> <p>People may also be uncertain about social networks/making friends, religion, finance/income, health care, weather, food, shopping, transport, nature, utilities, dress codes.</p> <p>Hopes: possibly around family reunion, work/employment, education/training, house/accommodation, making new friends.</p>	8 -10 min
Slide 19	<p>Reality: Explain that the reality is often different to what people might think before arrival in the UK and Wales.</p> <p>Mention that some people may have very limited awareness about what ‘safeguarding’ means, how to deal with paperwork/bureaucracy, what do terms such as ‘equality’ and ‘freedom of speech’ mean in the UK, how to cope with trauma, illness/disability in the UK. These will be discussed during the course.</p>	1 - 2 min

Slide 20	<p>The Local Authority/ Council (explain these are 2 different words for the same thing).</p> <p>Local Authorities in Wales are governed by councillors who are elected by residents of that Local Authority area.</p> <p>They receive funds from the Welsh Government and through people paying 'council tax' and must provide some services as described by UK and Welsh law and others if they choose to. For example, libraries, leisure, refuse and recycling, housing, social services, transport, trading standards, tourism.</p> <ul style="list-style-type: none"> • Local Authorities have a contract with the Home Office (UK Government) to support refugees who come through the Vulnerable Persons Resettlement Scheme (VPRS) and/or the Vulnerable Children's Resettlement Scheme (VCRS) in the first 5 years after arrival in the UK; the contract says that the Local Authority must: <ul style="list-style-type: none"> ➤ Arrange a place to live for families from the Vulnerable Persons Resettlement Scheme and families of the Vulnerable Children Resettlement Scheme. ➤ Make sure families are registered with health services. ➤ Families are offered ESOL classes. ➤ Children are enrolled in school. <p>Emphasise: If people decide to move within the first 5 years, the Local Authority integration support will stop.</p> <ul style="list-style-type: none"> • Local Authorities must help people to help themselves and become independent, so they can reach their goals – as soon as possible. This means that there will be a lot of support in the first year, especially in the first 4-6 months, but the support will gradually decrease and be much less in years 2-5. • The Community Sponsorship Scheme contract is developed by the Home Office for community groups who want to support vulnerable families on the VPRS or VCRS. The contract is different: it says that the community group will have to provide support to families for two years. 	6 – 8 min
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Slide 20 cont'd	<ul style="list-style-type: none"> • ASK if people have questions – suggest you can take 2 or 3 questions; further (non-confidential) questions can be put on post-it notes and be answered after the session. 	
Slide 21	<p>Refugees who came to the UK as Asylum Seekers</p> <ul style="list-style-type: none"> • Explain that the support given to families from VPRS/VCRS may be different to other refugees in the UK, and to asylum seekers. • Most refugees in the UK come through the asylum route: people who flee war and persecution flee to safe countries like the UK and must apply to be recognised as refugees. While their application is being considered, they are 'asylum seekers'. • If asylum seekers are granted refugee status, support from the Home Office ends. Some may receive a little bit of help from Welsh Government or Local Authorities. There are voluntary organisations who provide 'move on' support with paperwork, for example, Welsh Refugee Council, Oasis. 	2 - 3 min
Slide 22	<p>Integration case workers</p> <ul style="list-style-type: none"> • Case workers help people to access services and information, explain about relevant laws and customs and help to build social and support networks. • Use the example of giving people a fish helps to ward of hunger temporarily; giving a fishing rod is helping them to help themselves. 	2 - 3 min
Slide 23	<p>Circles of influence</p> <ul style="list-style-type: none"> • Explain the principle of 'circles of influence': there are things people can do themselves, for other things you may need support from others, and there are things for which you will depend on Local, national or UK government. • Use the analogy of the fish and fishing rod (or a similar example which illustrates the same point) to explain: you fish in a river and know the best places and times to fish but you may need others to help build a boat. If you want to buy a bigger boat you are dependent on the banks to give you a loan, and on the government to have fair laws about areas where you can fish. 	2 - 3 min

Slide 24	<p>Equality and difference</p> <ul style="list-style-type: none"> • Explain that 'equal' does not mean 'the same' using the pictures on the slide. If everyone is given the same provision, there is still a difference in what they are able to see. Similarly, if everyone is given the same chance/opportunity, not everyone will be able to get the same result because each person has different skills, abilities and experience. • Explain that the path to independence is different for everyone because everyone has different needs, and this is the reason why the LA makes different provisions for different people. • Inform participants that services and resources given to refugees can vary from one area to another, which is another reason why there can be differences in provision. There will be advantages and disadvantages in each area. However, all local councils aim to support refugees to integrate and become independent and able to make choices. 	3 - 4 min
Slide 25 Activity 3 Annex, page 5	<p>Activity3: Refugees and migrants in Country of origin</p> <p>Divide participants in groups and give them one of the questions from activity sheet 3.</p> <p>Record answers on the flipchart (and/or feedback sheet).</p> <p>Explain that many people in Wales/UK do not know – or have wrong ideas/myths about what support refugees and migrants get from the government.</p> <p>Emphasise that the exercise is to raise awareness that 'host communities' are often not aware of the lived experience of refugees and migrants – not to discuss political views.</p>	5 min
Slide 26	<p>Immigration matters</p> <p>Explain that you (the trainers) are not legal adviser; the information you are about to give is available on the internet. For legal immigration advice people need to go to a solicitor who is qualified and registered.</p>	1 min

Slide 27	<p>How long can we stay in Wales/UK?</p> <ul style="list-style-type: none"> • People with Leave to Remain and people with Humanitarian Protection can stay in the UK for 5 years. • Towards the end of the 5 years, you can choose to return to your home country or you can apply for 'Indefinite Leave to Remain'. The Home Office will then review your case and make a decision. • An application can be refused if you have a criminal conviction or if they have been in prison, or if people have travelled to the country/countries they sought protection from – or in some cases to neighbouring countries, or if people have been outside the UK for more than six months. • Strongly recommend that people always seek advice <u>from an immigration solicitor before making plans to travel</u>. See the link for more information. https://www.gov.uk/settlement-refugee-or-humanitarian-protection/eligibility • Emphasise that only Office of Immigration Services Commissioner (OISC) registered solicitors are allowed to give legal immigration advice; the Local Authority cannot help with this. Inform that the <u>OISC logo</u> must be displayed in their office and on their paperwork. There is an independent way of checking OISC registration through the gov.uk website: https://www.gov.uk/find-an-immigration-adviser <p>Trainer note: <i>At the moment of writing (June 2017) the legislation says: Once people have Indefinite Leave to Remain ILR, they can stay in the UK permanently - unless they leave the UK for more than two years. If people have had ILR for one year, they can apply for British Citizenship or Permanent Residence.</i></p> <p>ASK if people have questions and/or invite them to put them in writing; explain that you may not be able to give answers today, but you will be able to do so at the next session.</p>	5 – 8 min
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Side 28	Family reunification and travel documents If there are questions about family reunion and travel documents, inform that their case workers should be able to provide details of the Home Office process about these.	1 - 2 min
Slide 29	Documents and Home Office correspondence Stress importance of keeping documents/paperwork It is very, very important to keep all documents and letters from the Home Office. If possible, it is good to have the documents scanned and saved so they can be accessed in case the originals get lost/damaged.	1 - 2 min
Slide 30 Activity 4 Annex, Page 7	Activity 4: Good / not so good in country of origin Divide people in small groups and ASK them to make 2 lists: What would you like people in Wales to know about your country of origin? ASK for a maximum 5 positive things and 5 not-so-positive things. <ul style="list-style-type: none"> • Explain that the responses (and indeed feedback from the session) may be shared with Local Authority Refugee Resettlement Coordinators, the WSMP Refugee Resettlement Coordinator and the Home Office if appropriate and necessary for them to provide better support for people. No individual or confidential details will be shared. • The purpose of the exercise is to have a greater understanding and knowledge of the experience of people who have moved countries, which may contribute to improved support for refugees. This exercise may also contribute to help people realise that life in every country has 'pros and cons'. 	5 min
Wrap up & Handouts	Acknowledge that moving country is a big change and a big challenge, that this course is developed to help them to give an overview about Wales, Welsh culture and Welsh and UK law, and what support Local Authorities will provide. Local Authorities may provide further courses with more detailed information such as Police ESOL, Health ESOL and safeguarding.	4 min

<p>Annex page 11 & 12 Page 15, 16, 17</p>	<p>Handouts:</p> <ol style="list-style-type: none"> 1. Participant feedback sheet session 1 to be completed; once it's completed give participants: 2. Session 1 Participant information sheet. 3. Suggest that, if desired, people ask their support workers to make credit size address card for participants (to put in wallet/pocket and show if people are lost or don't know which bus to take home). 	<p>5 min</p>
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Session 2

In and around your house



Session 2 In and around your house

slide numbers 31 - 48

Aims

- Ensure people know the key emergency telephone numbers and understand when to use these.
- Ensure people are able to determine what constitutes an emergency.
- Raise awareness about responsibility for contents of the house.
- Raise awareness about hazards and risks in the house.
- Increase awareness about need for budgeting.
- Raise awareness about 'priority payments'.
- Raise awareness that it is important to talk about limited finance/debts.
- Raised awareness about bank holidays, special holidays and possible implications.
- Raised awareness about rubbish collection/recycling.
- Information on 'cold callers'.

Outcomes

- Knowledge of key emergency telephone numbers.
- Awareness of information required when contacting emergency numbers.
- Knowledge regarding the difference between an emergency and a non-emergency.
- Raised awareness about responsibilities regarding the content of the house.
- Raised awareness about hazards and risks in the house.
- Awareness of the impact of personal priorities on budget when shopping.
- Awareness of importance of prioritising certain bills (e.g. rent, utilities).
- Awareness of the importance of talking about limited finance and debts.
- Awareness of recycling as part of rubbish collection.
- Awareness of 'cold callers' and consumers' rights.

Method: Trainer input

Activity 1 (2 sheets): 1A - emergency case scenario and 1B – script.

Activity 2: safety at home – group discussion – no activity sheet.

Activity 3: needs and wants activity sheet; blind taste test – no activity sheet.

Activity 4: small groups to discuss saving money, increasing disposable income - no activity sheet.

Activity 5: if internet is available: the interactive recycling game from Recycling Wales, alternatively show the video clip(s) re decomposition and/or recycling.

Materials: Laptop/smartboard

Slides

Flipchart or whiteboard

Activity sheets 1A (emergency case scenario), 1B (script) and 3 (needs and wants).

Food items (two identical items of a well-known and a supermarket 'own' brand), cutlery/ plates/cups, blindfold for blind taste test for activity 3.

Participant feedback form session 2.

Trainer feedback form session 2.

Handouts: Emergency numbers sheet.

If available: local recycling information sheet.

Participant information sheet.

Duration: Approximately 105 minutes excluding breaks

How to run this session:**1. Short recap of session 1**

Slide 31:	Recap ASK participants what they learned in session 1 and record on flipchart and trainer feedback form.	5 min
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2. In your house

Slide 32	Today is about living in your house, dealing with emergencies, paying bills and recycling.	1 min
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Emergencies

Slide 33	<p>Emergencies</p> <p>Explain that in the UK 'emergencies' are life threatening situations:</p> <ul style="list-style-type: none"> • Somebody's life is at risk or someone is being physically threatened. (Health, fire, attack). • If a crime is in progress, or if the offenders are still nearby. • When a road traffic collision causes personal injury or danger. 	3 min
Slide 34	<p>999 or 101?</p> <p>Explain the difference between an 'emergency' and an 'incident'. Give examples of life threatening and non-life-threatening situations for Ambulance, Police and Fire brigade, e.g.</p> <ul style="list-style-type: none"> • Ambulance - emergency: heart attack, incident: broken leg. • Police - emergency: burglary in progress, incident: graffiti on house. • Fire brigade - emergency: uncontrolled fire in house, incident: person burning rubbish in garden. • Explain that 999 is for life threatening emergencies, and 101 non-life-threatening incidents. 999 is free to use, operator can use language line. 101 is 15 pence per call, regardless of duration; operator can use language line. <p>Scripted questions</p> <ul style="list-style-type: none"> • The 999 operators will have standard questions and ask which service is required (ambulance, police, fire brigade), the name, address and telephone number of the caller, the location of the emergency. When there is a health emergency, the operator may ask further questions about the condition of the patient. • Waiting times for an ambulance are based on the level of priority given, based on information provided. 	3 – 5 min

Slide 35	<p>Other emergencies:</p> <p>Carbon-monoxide symptoms: headache, dizziness, nausea, shortness of breath, weakness and confusion Advice: get out in the fresh air and call 999.</p> <p>Smell gas: 0800 111 999</p> <p>Information from Wales & West Utilities:</p> <ul style="list-style-type: none"> • Turn off the gas at the meter, unless the meter is located in a cellar or basement - in which case, do not enter. • If there is a smell of gas in the cellar or basement, they should evacuate the building. • Extinguish all naked flames - do not smoke or strike matches. • Turn off all gas appliances and do not use until they are checked by the engineer. • Do not operate any electrical appliances or turn any switches on or off. • Open doors and windows to ventilate the property. • Keep people away from the area. • Immediate access will be required. <p><i>Further information in case participants ask:</i></p> <p><i>What happens next?</i></p> <p><i>Once the gas company has gathered all the information, they will send it electronically to an engineer for action.</i></p> <p><i>What if the gas leak is indoors?</i></p> <p><i>Engineers will always 'make safe' when called to a suspected gas escape.</i></p> <p><i>So, what do people do next?</i></p> <p><i>Once they have made the property safe, the engineer will explain that any work on appliances (e.g. cookers, boilers or fires) must be carried out by a Gas Safe Registered engineer. People can find details of Gas Safe Registered engineers at www.gassaferegister.co.uk.</i></p> <p><u><i>Explain that people need to ask their case worker who is responsible for repairs to appliances.</i></u></p>	3 – 5 min
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Slide 35 cont'd	<p>Power-cut: Call the number 105.</p> <p>Explain that this is <u>only for a power-cut in a street/area</u>, if there is an <u>electrical problem in the house</u>: people should contact the landlord/housing association (or initially the case worker).</p> <p>Check whether people know where their gas valve, switch board and stop cock are located and how/when to operate them.</p> <p>Explain that their case worker can show them where these are.</p>	
Slide 36 Activity 1 Annex, page 19 & 20	<p>Activity 1A: Emergency numbers; Activity 1B: Script</p> <p>1A: Contact the correct number – participants will have to try to provide the correct telephone number to call for each scenario.</p> <p>1B: Give required information - participants will have to try and provide the necessary information for each scenario. <i>Answers for 1B are on page 21</i></p>	5 min
Handout Annex: page 91/92	<p>Emergency telephone numbers leaflet:</p> <p>Overview with emergency numbers, short instructions and scripted questions.</p>	2 min

3. In and around the house

Slide 37	<p>Contents of the house</p> <ul style="list-style-type: none"> • Explain to participants that the Local Authority has provided the contents of their house: furniture, curtains, bedding, cooking equipment and so on. • Inform that these items are only provided once only which means that participants are responsible for the care and maintenance of these and will have to replace or repair them themselves if they are worn or broken. • Usually the landlord is responsible for maintenance and repair of the electrics and boiler. 	2 - 4 min
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Safety

<p>Slide 38 Activity 2 No sheet</p>	<p>Activity 2: Safety at home <u>NO activity sheet</u></p> <p>ASK people what they consider hazards at home. Give an example: for instance: a wet floor is a slipping hazard. List the responses on a flip chart and the trainer feedback sheet.</p>	<p>3 min</p>
<p>Slide 39</p>	<p>Safety and hazards</p> <p>Explain that in the UK, every year 6000 people die in accidents at home.</p> <p>Discuss the following risks/hazards:</p> <ul style="list-style-type: none"> • Small children pulling things down (table cloth) - there is a scalding hazard if hot drinks are on the table. • Children and open windows on the first floor: make sure they are locked or made safe when young children are upstairs. • Make sure that young children can't reach the cords of blinds – they can strangle themselves! • Explain danger of aluminium foil around cookers/stoves! • Deep frying – never leave deep fryers on unsupervised: fire hazard. • Candles/open flames. • Extension cables/electrical overload. • Trip hazards: Loose rugs, items on stairs. • Slip hazard: wet floor. • Drying laundry in the house /on electric fires (damp and fire hazard). • Lack of cleanliness (hygiene: illness, food poisoning). • Food hygiene – food poisoning. • Poisonous cleaning materials. • Smoking in bed – fire hazard. • DIY/use of tools – risk of injury. • Front door lock – safety hazard. • Window locks – safety hazard. <p>More information: https://www.rospa.com/home-safety/</p>	<p>5 - 7 min</p>

Slide 39
cont'd

General hazards when out and about:

- Mountains – safety hazard if unprepared for weather changes, slips and falls if no suitable footwear.
- Lakes/reservoirs - risk of drowning – strong very cold undercurrents.
- Rivers – strong currents, especially after rain, strong cold undercurrents.

Insects/animals – which are harmless, which are harmful /a risk?

- The UK has very few poisonous animals/insects.
- **Cows, dogs and bees and wasps** cause most deaths in the UK: Cows and dogs: 1 death per year, dogs cause many injuries too, so approach with caution.
Bees/wasps: 5 deaths per year due to people being allergic.
- Explain that feedback from families who came before indicates that people are **concerned about slugs, worms and slowworms** – see pictures, but there is **no risk at all**. Slugs usually hide in damp places in the day and come out at night to look for food. Harmless. The occasional slug in the house is normal, if there are more, it may indicate higher levels of damp – ventilation is important! Worms and slowworms are entirely harmless.

Trainer note 1:

Although this part discusses safety and risk regarding animals, it may be worth explaining at this point that many people in the UK own a cat or dog and that there are laws about mistreating animals. Alternatively, this could be mentioned in session four: safeguarding and safety.

Trainer note 2:

10 most dangerous animals in the UK:

Orca: Bites or kills. Risk: very low.

False widow spider – nasty bite. Risk: very low.

Fox: on rare occasions they can attack humans. Risk: low: two attacks in the UK in last 7 years.

	<p>Jelly fish: sting. Risk: low.</p> <p>Seagulls: can occasionally attack people, especially if you have food in your hand.</p> <p>Adder: painful bite, intermediate risk. 14 deaths since 1876; last one 40 years ago.</p> <p>Cows: can trample people to death when startled, especially when you are with a dog or in spring summer when they have calves. Risk: intermediate; 1 death per year in UK.</p> <p>Red Deer males can attack humans during rutting season in autumn. Risk: low. But: there are some 450 injured people from collisions between deer and car.</p> <p>Dogs: UK has a dangerous dog act which forbids owning four specific breeds of dog, but dog attacks have increased. There have been 17 dog attack related deaths since 2005, and there are 200,000 non-fatal attacks per year. Always approach a dog with caution and ask the owner whether it is safe to approach.</p> <p>Wasps and bees: sting. If people are allergic they can die: risk: intermediate. 5 deaths per year in the UK. Ants can sting but are not dangerous. More information: https://www.planetdread.com/animals/uk-dangerous-animals/2</p>	
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4. Shopping/budgeting

Slide 40	<ul style="list-style-type: none"> •Discuss price differences between supermarkets/corner shops and small local outlets of supermarkets (Tesco Express, Sainsbury Local). •Encourage group discussion regarding criteria people use when shopping: price, quality, quantity, taste, loyalty. Explore which of these criteria have priority for individuals and why. •ASK whether people have noticed that same/similar products are differently priced in different shops – and within the shop? •Discuss some of the reasons for the difference in price – explain that price does not necessarily equate to quality. 	5 - 8 min
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Slide 41 Activity 3 Annex, page 23/24	Activity 3: Needs and wants Use activity sheet 3 with list of pictures/items - ASK people what is 'essential', what is 'desirable'.	5 min
Slide 42	<ul style="list-style-type: none"> • Markets – ASK people if they know where they are locally. Does anyone know other cheap places? Car boot sales, flea markets, charity shops? Some places have food co-ops for cheap veg and fruit. On-line options: such as Shpock, Freecycle, Gumtree: inform participants that buyers usually need to arrange and pay the transport for the goods themselves. • Discuss pros and cons of markets and car boot sales: usually cheap and fresh; at car boot sales people can barter! But places are not always easy to reach by public transport. Important: explain that is risky to buy second hand electrical items – they need to be PAT tested for safety! Explain safety checks for toys (CE mark). <p>There are useful websites: http://www.rospa.com/home-safety/advice/product/second-hand-goods/ http://www.patinfo.co.uk/pat-testing/selling-used-electrical-appliances.html</p> <p>Halal food</p> <ul style="list-style-type: none"> • ASK if people are aware where they can buy halal food. Explain that some shops, restaurants, take-aways & butchers are prepared to buy in halal food if asked. • Discuss online/telephone orders and explain that these require a bank account and usually a bank card. Case workers can help participants to find halal food shops. 	5 – 8 min
Slide 43	Ways to increase disposable income. Discuss: Use exercise 3 to explore how money can be saved by buying cheaper brands and considering whether items/services are needed or wanted.	5 min

Slide 44 Activity 4 No sheet	Activity 4: Further increase of available income <u>NO activity sheet.</u> <ul style="list-style-type: none">• ASK participants (either in groups or individually, depending on confidence and group dynamics) 3 further things/ways to save money/increase disposable income.• List these on flipchart/whiteboard and record these on the trainer feedback form.• If not mentioned, add the following:<table><tr><td>Utilities</td><td>Toiletries</td></tr><tr><td>Transport</td><td>Weekly/monthly budget</td></tr><tr><td>Clothes</td><td>Buy different brands</td></tr></table> <p>Making a monthly and/or annual budget is helpful – case workers may be able to help of signpost to a service which can assist with budgeting and managing finances.</p> <p>Gas and electricity bills</p> <ul style="list-style-type: none">• Gas bills can be reduced by turning heating down: turning it down by 1 degree can save £85 per year! Wear a warm top, close doors, regularly ventilate the house by opening a window in each room: 15 minutes per day – it decreases damp and increases oxygen.• Electricity bills can be reduced by turning off lights and appliances that aren't being used, wash on a lower temperature, check the temperature of your fridge and freezer (7 degrees C for fridge, -18 degrees C for freezer is sufficient).• Explain that there are many companies who sell gas and electricity at different prices, but people need to know how much gas and electricity is used per year before they can compare which company is cheaper. Online places: http://www.moneysupermarket.com/ and http://www.moneysavingexpert.com/ <p>Prioritising payment of bills: If the income is not sufficient to pay all bills, people need to prioritise bills:</p> <ul style="list-style-type: none">• Emphasise that top priority is payment of rent and utilities.	Utilities	Toiletries	Transport	Weekly/monthly budget	Clothes	Buy different brands	6 - 10 min
Utilities	Toiletries							
Transport	Weekly/monthly budget							
Clothes	Buy different brands							

<p>Slide 44 Cont'd</p>	<ul style="list-style-type: none"> • Inform participants that people <u>always need to contact the organisation/business</u> they owe money to, and inform them if they cannot pay the complete bill. Often, the organisation allows borrowers to temporarily pay less. • Always take advice (e.g. from CAB) before taking out a loan. Beware of 'loan sharks'. If people have a loan, they may be allowed to pay a minimum amount for a certain period. This needs to be formally agreed and may cost more money. • The Citizen Advice Bureau (CAB) can help to arrange payment plans for bills people cannot afford to pay all at once. • Caseworkers may be able to apply for specific benefits; <u>explain that they need to ask questions about a person's finance to determine if they are eligible.</u> • <u>Remind people to always keep important documents:</u> tenancy agreement, council tax letter, utility bills etcetera. 	
<p>Slide 45</p>	<p>'Cold callers'/telephone sales: Never take out a contract with someone who has come to their house - <u>or calls them uninvited</u> to sell something.</p> <p>Tips to protect against any door-to-door seller</p> <ul style="list-style-type: none"> • If people buy something when a salesperson calls at their home and change their mind, they have a 14-day cooling off period on all goods they buy over £42. • If they want to cancel, they're entitled to get any money back, including a deposit, after which they need to return any goods in reasonable condition within 14 days of their cancellation (although they may need to pay for the return delivery). • Similar rights are available for buying online or by phone. • Remember, they don't have to let them in. <u>Ask to see the salesperson's official ID and find out exactly where they're from.</u> • Don't sign anything, even if they're only offering a quote. • A trader must advise people in writing that they can cancel any contract. If they don't, they can't hold them to anything in the contract. <i>More information:</i> http://www.moneysavingexpert.com/phones/no-more-junk 	<p>2 - 4 min</p>

5. Special holidays

Slide 46	<ul style="list-style-type: none"> • ASK about special days/holidays in country of origin and make a note of the day and occasion/meaning on a flip chart and feedback sheet. • Mention the special holidays in Wales/UK: Christmas, New Year's Day, Valentine's Day, St David's Day, Shrove Tuesday, Mother's Day, Easter, Father's Day, Halloween, Bonfire Night, Remembrance Day, New Years' Eve. • Inform participants that it is possible that the army/veterans might march through the town/city on Remembrance Day and occasionally other special events. This is for celebration or remembrance purposes only and it is an important part of British Military tradition. • Explain that Halloween and Bonfire night can cause distress/nuisance – explain where to report IF APPROPRIATE. 101 or victim support – refer to the information in session 2. <p>Inform participants about the religious holidays where most people are off work and many shops are closed or have short opening times: Easter and Christmas.</p> <p><i>Trainer note</i> <i>Bank holidays: explain the origin of bank holidays: MP John Lubbock tabled the 1871 Bank Holiday Act because he wanted employees to have more time to read and study.</i></p>	5 - 7 min
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6. Recycling

Slide 47	<p>Rubbish</p> <ul style="list-style-type: none"> • ASK participants to say something about waste disposal systems in their country of origin and note on flipchart and feedback sheet. • ASK if people have noticed a difference with management of rubbish/waste materials in the UK. 	3 – 5 min
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Slide 47 cont'd	<ul style="list-style-type: none"> • Explain that waste is being recycled to reduce 'landfill', to save the environment and to generate income for Local Authorities. Usually paper, glass, tins and plastic bottles are separated. Different Local Authorities may have different ways of separating and collecting; stress that it is very important to follow the recycling scheme of the Local Authority, and put the correct materials in the designated box. (Local Authorities may not collect material if it's in the wrong box). • Newport said: "We sell 99.97% of the materials we collect. This generates up to £1 million every year, helping pay wages and reducing the cost to Newport City Council." • The recycling target for Wales is 70% by 2025. 	
Slide 47 Activity 5 No sheet	<p>Activity 5: Recycling Only if internet access is available and dependant on needs of participants consider http://www.recycleforwales.org.uk/full-house an interactive recycling graphic which illustrates what can be recycled.</p> <p>Alternatively Watch the decomposition video (2.17 minutes) and/or the recycling video (3 minutes) – embedded in the presentation.</p>	5 min
Annex, page 25, 26 Page 29 – 31	<p>Hand out:</p> <ol style="list-style-type: none"> 1. Participant feedback sheet session 2 to be completed; upon completion provide: 2. Session 2 bilingual information sheet. 3. Local recycling card/ leaflet if available. 	5 min

Session 3

Health, Housing and Children's Education

Aims

- Raise awareness about the health system in the UK/Wales.
- Raise awareness about the importance of 'choosing well' - refer to flyer.
- Raise awareness that mental health is included in the term 'health'.
- Raise awareness about accessibility to health services.
- Increase the ability to apply 'choose well' choices.
- Raise awareness about housing/tenancy options in the UK/Wales.
- Raise awareness about tenancy rights and responsibilities and support when experiencing tenancy problems.
- Raise awareness about education system and compulsory school age in UK/Wales and attendance and compliance with school times.
- Raise awareness about education support and school-based activities.

Outcomes

- Raised awareness about the health system in the UK/Wales.
- Raised awareness about importance of 'choose well'.
- Raised awareness that mental health is included in 'health' and 'choose well'.
- Increased ability to apply 'choose well'.
- Raised awareness about accessibility to health services.
- Raised awareness about housing/tenancy options in the UK/Wales and about tenancy rights and responsibilities, and options for support when experiencing tenancy problems.
- Raised awareness about education system in UK/Wales and the chance of complying with attendance and school times.
- Raised awareness about education support and school-based activities.

Method: Trainer input – **The health-part of the session requires a co-facilitator**

Activity 1: Choose well.

Activity 2: Ways to improve your health.

Activity 3: Housing types (dis) advantages in country of origin.

Activity 4: Tenancy problems – how to solve (plus answer sheet).

Activity 5: Education game (plus answer sheet).

Small group work.

Group discussion/activity.

Materials: Two or more dice

Laptop and projector or smart board.

Flipchart/whiteboard & markers.

Activity sheets for activity 1, 2, 3, 4 and 5.

Choose Well leaflet.

Participant feedback sheet session 3.

Facilitator feedback sheet session 3.

Handouts: Choose well leaflet.

Session 3 Participant Information sheet.

Duration: Approximately 130 minutes excluding breaks.

How to deliver this session:

Slide 49	Recap: ASK people what they learned from the previous session and record on flipchart and trainer feedback form.	5 min
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Health Housing and Education

Slide 50	Explain it will be a full session today because there are three topics: Health, Housing and Child Education.	0 min
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Health – UK/Wales health system

Ensure the presence of a co-facilitator/trusted interpreter

Slide 51	First, we will talk about the health system.	0 min
Slide 52	Health care tiers: <ul style="list-style-type: none"> • Explain that the health system in Wales has 4 tiers. • The 1st tier is self-care: examples: healthy food and exercise, rest with a sprained ankle, take a tablet for headache, ask advice from pharmacy or phone NHS Direct. • The 2nd tier is primary care: examples: general care, usually provided from Monday to Friday by a general practitioner/GP, nurse practitioner or physiotherapist for most common conditions, check-ups for long-term conditions, reviews of medication and specialist hospital referrals– see 'choose well' flyer. 	2 – 4 min

Slide 52 cont'd	<p>(Tier 2 continued) Care during pregnancy usually starts with a GP appointment, followed by a hospital check, then shared between midwife and hospital.</p> <ul style="list-style-type: none"> • The 3rd tier is secondary care: examples: hospital specialities the GP may have referred to such as surgery, paediatrics or cardiology, necessary care for a serious, short illness, usually in a hospital but can be somewhere else. It is also care in Accident and Emergency departments for injuries that need immediate care, for example X rays, stitches to skin, or very serious illness such as chest pains, collapse, difficulties breathing. • The 4th tier is tertiary care: examples: specialist care (specialist cancer centre, heart surgery, brain surgery). It needs a referral from a hospital consultant or a GP. 	
Slide 53	<p>The tiered health services are provided by health boards which cover a geographical region.</p> <p>ASK participants if they can see which health board covers the area where they live.</p>	2 min
Slide 54	<p><i>Trainer note:</i> <i>Explain that this part of the session may make people feel uncomfortable, sad or upset, and that these are natural feelings. It is fine if people will spend a few minutes outside the room to have some fresh air, drink some water or sit quietly. (The co-facilitator ensures that people are supported where necessary).</i></p> <p>Mental health</p> <ul style="list-style-type: none"> • Explain that in the UK and Wales, people will access different tiers of healthcare depending on the severity of their mental health problem, similar to the tiers of physical health. • Explore whether people understand what 'mental health' means – facilitators could ASK what people think 'mental health' or a 'mental health problem' is. Give examples of mental health problems such as being stressed or anxious and ASK what people feel when they are stressed or anxious. 	5- 8 min

Slide 54 cont'd	<ul style="list-style-type: none"> • It's likely that people indicate that they have a headache or upset stomach or similar. Use this to explain that some mental health problems may present as a physical illness, like bad headaches or back aches; others may present as psycho-social problems: sleeplessness, having nightmares, being unable to be in the company of more than two or three people, irritability or lack of appetite. • Inform participants that mental health problems can and should be treated like physical health problems: if people are depressed or stressed, or feel isolated, they can try to resolve the problem through self-care: going for a walk, doing physical exercise, ensure enough rest, try to socialise. • If the problems persist or if the symptoms are more serious people should make an appointment with their GP. • Emphasise that it is just as important to take care about one's mental health as about one's physical health. • Inform participants that experiencing mental health problems is not a sign of weakness or something to be ashamed of. • Research has shown that <u>one in four people experience mental health problems at some point in their life.</u> <p><i>Trainer note:</i> Consider highlighting some high-profile supporters who want to end the stigma about mental health - The Duke and Duchess of Cambridge and Prince Harry. http://www.royalfoundation.com/heads-together-duke-duchess-cambridge-prince-harry-working-eliminate-stigma-around-mental-health/</p>	
Slide 55	<p>Public health</p> <p>In addition to health services in the regions, there is another All-Wales health provision: public health. Their role is to:</p> <ul style="list-style-type: none"> • Protect – e.g. against food poisoning and through immunisation. • Improve - e.g. to help people to stop smoking and screen for certain types of cancer. • Inform – e.g. about healthy food and exercise. 	1 - 2 min

Slide 56	<p>Most Health Care is free: there is no need to pay for visits to the GP, things like X-rays, prescription medication or an operation in hospital.</p> <p>But:</p> <ul style="list-style-type: none"> • Dentists are not free; people will have to pay a contribution, depending on what is being done. • Unfortunately, there are not enough dentists in Wales, so people may have to go on a waiting list. People can try to find a dentist via the following link: http://www.wales.nhs.uk/ourservices/findannhsdentist • If someone has a bad toothache, an emergency appointment can be arranged by the case worker, who hopefully will have given people contact details for local GP and dentists. • There are some other health services where people must pay a contribution, such as an eye test and glasses, but all children under 18 are eligible for free care as are members of certain ethnic minorities who are more likely to have eye diseases, also if people are on a low income they may be eligible for a 'HC2': a health certificate which entitles you to a free eye test and glasses. The case worker can give more information about this. <p>ASK participants what the health system is like in their country of origin and record on flipchart /whiteboard and trainer feedback form.</p>	4 - 6 min
Slide 57	<p>Choose well</p> <ul style="list-style-type: none"> • It is important to 'choose well': to go to the right place for the health problem you have because it helps the health services to be more efficient. • Many health problems can be resolved by self-care, going to a pharmacy, etcetera. • If people go to A&E unnecessarily, they are likely to be in for a long wait because people are seen in order of medical urgency, not in order of time they arrived. 	3 - 5 min

Slide 57 cont'd	<ul style="list-style-type: none"> • Inform participants that if doctors are unsure about the urgency, they may ask people to wait so they can observe how the presenting issue develops during the wait – another reason to 'choose well'. <p>GPs provide out of hours care and this is preferable to A and E unless you truly have an emergency or injury.</p>	
Slide 58 Activity 1 Annex, page 33	<p>Choose well</p> <p>Using the 'Choose well' sheet on page 96 & 97, and activity sheet 1, complete activity: where to go?</p>	5 min
Slide 59	<p>Health matters</p> <ul style="list-style-type: none"> • Confidence/confidentiality- a health professional (GP/Health Visitor, Nurse etc.) will not talk to anyone about a person's problems without their consent – even if it is your wife or husband. There is only one exception: if people tell a health professional that they intend to harm themselves or someone else, the health professional must report it to the relevant authorities: Mental Health Services, Social Service; or if they intend to harm someone else, the Police. • Keeping appointments! – inform participants that it is very important to be on time for all appointments, especially health appointments. People always need to let their GP, or the hospital know as early as possible if they are unable to attend. If not, the GP may refuse people as their patients, and they may be put on the bottom of the waiting list in the hospital, unless they have a very serious problem. Some dentists fine people for non-attendance at appointments. <p>Waiting lists</p> <ul style="list-style-type: none"> • People who need treatment or an operation usually have to wait; sometimes for a few weeks, sometimes longer. People are on the waiting list in order of urgency – this is decided by the consultant. If their condition gets worse while they are on the list, they need to contact their GP or consultant, according to instructions. 	3 – 5 min

Slide 60	<p>Health access</p> <ul style="list-style-type: none"> • Interpretation services – if a person’s English is not yet sufficient to speak with and understand their GP, nurse or doctor in hospital, it is important to mention that they need an interpreter when making an appointment and which language/ dialect is required. Usually people will get a telephone interpreter for planned appointments known about in advance. If no interpretation has been arranged despite their request, they should raise this with their case worker, so they can take necessary action to remedy this. • Gender based health provision – if people prefer a female or a male GP, most surgeries can accommodate, but people will need to inform the practice when they register or as soon as possible afterwards, or when making an appointment. • Medication/prescriptions – it is the role of pharmacists to explain the side effects of medication. If people are unsure or have any questions about medication: they need to ask their pharmacist. • Pharmacies are also able to provide language support via telephone interpretation. Sometimes people will be asked to wait or come back the next day to get language support. • Emphasise that <u>statutory services</u> (Local Authority, Health and Police) are obliged by law (Equality Act 2010) to provide an independent interpreter if a person’s English is not sufficient – usually the interpreter is provided by telephone. • It is not appropriate to use friends or children to interpret (<i>today’s friend may not be a friend tomorrow so beware asking friends to interpret confidential information, children should never be asked to interpret at health consultations of adults or other children</i>). 	3 – 5 min
Slide 61 Activity 2 Annex, page 35	<p>Improving/maintaining health</p> <p>Draw or write down 2 ways to improve or maintain health and 2 ways to improve mental health. (e.g. healthy food, exercise, hygiene, talking to friends or family, socialising, seeking professional help). There is more information from your GP and on the NHS website: http://www.nhs.uk/LiveWell/Pages/Livewellhub.aspx</p>	3 min

Local Authority – provided housing and moving to another house

Slide 62, 63	Housing in Wales Types of houses (terraced, detached, semi-detached, terraced, end of terraced, flat, studio, bungalow).	1 -2 min
Slide 64	Access to housing in the UK <ul style="list-style-type: none"> •Renting: Private rented accommodation. Social Landlords / Housing Associations. Local Authorities. •Owning: Private ownership. Shared ownership. <p>Access depends on affordability, eligibility criteria (for Local Authority and/or Housing Associations) and choice.</p> <ul style="list-style-type: none"> • People who come through the Vulnerable Persons' Resettlement Scheme or the Vulnerable Children's Resettlement Scheme will be renting a house. It is important to be a good tenant when renting a property (including the property people live in now!), otherwise it may be difficult to rent a property elsewhere. 	3 -5 min
Slide 65	Moving house <p>People should always talk to their case worker if they want to move and explain why. In general, the <u>Home Office will no longer pay the Local Authority to support people if they choose to move in the first five years after arriving in the UK.</u> However, if people can support themselves and find a place to live, they can move where they want within the UK.</p> <p>Participants should ASK their support worker if they have further questions.</p> <p><i>Trainer note: depending on the audience, facilitators can consider whether they feel it is more useful to summarise slides (67-70) and discuss whether people would be able to support themselves or think they could receive support if they were to choose to move within the 5-year time frame.</i></p>	2 – 5 min

Slide 66 Activity 3 Annex, page 37	Housing types in your country of origin ASK people to draw /indicate housing types in their country of origin and/or other countries where they have lived – and mention 2 positives and 2 negatives of different types of housing.	3 min
Slide 67	Housing law in Wales <ul style="list-style-type: none"> • The Housing Wales Act 2014 protects people who rent a house: Landlord registration/licence - in Wales all landlords need to be registered and have a licence. Landlords will have to undergo training and complete an exam before they receive a licence. Everyone can check whether a landlord is registered on the Rent Smart Wales website. • Housing is devolved area (as mentioned in session 1) and Housing Law in England is different than in Wales. • Tenancy Agreement (or contract) This explains what the conditions are, how much needs to be paid and when, and who is responsible for repairs and maintenance. It will also say how long people can rent the property for and how much notice people have to give if they wish to leave the house. Homelessness <ul style="list-style-type: none"> • If people don't comply with the conditions of the tenancy agreement, their landlord can evict them. Explain that this is in cases of serious non-compliance, not for forgetting to recycle or causing one-off accidental damage. • If people know they are at risk of becoming homeless, they need to talk to the Local Authority housing department as soon as possible. Housing Law in Wales says that the Local Authority should try to help to avoid people becoming homeless. But: people will have to try and help themselves too. 	3– 5 min

Slide 68	<p>Tenancy-tenant's rights Explain the definition of 'tenancy': "Possession or occupancy of lands, buildings, or other property by title, under a lease, or on payment of rent."</p> <p>ASK what participants <i>think</i> their rights and responsibilities are, and what the rights and responsibilities of the landlord are. Then refer to slide.</p> <p>Tenancy rights and responsibilities. It is important to be a 'good tenant' – this will make it easier to find another house if people want or need to move. Note; landlords sometimes want their property back - if they want people to leave they have to give them two months' notice.</p>	3 - 5 min
Slide 69	<p>Tenancy rights</p> <ol style="list-style-type: none"> 1. A property that is safe and in a good state of repair. 2. Know who their landlord is. 3. Have a tenancy agreement (contract) on paper. 4. Have their <u>deposit</u> returned at the end of the contract (unless paid by the LA). 5. See the energy performance certificate of the property. 6. Live undisturbed in the property. 7. The right to stay in the property when the landlord does repairs unless there is a danger to health and safety. 8. Protection from unfair rent and unfair eviction. 9. The right to challenge excessively high charges. 10. A copy of the <u>gas safety certificate</u> (annual safety check). 11. A record of <u>electrical inspections</u> (a safety check must be done every 5 years). 12. Have a landlord who is registered with <u>Rent Smart Wales</u>: people can check here: https://www.rentsmart.gov.wales/en/check-register/ 	1 - 3 min

Slide 70	<p>Tenant responsibilities:</p> <ol style="list-style-type: none"> 1. Pay the agreed rent in time, even if repairs are needed or they're in dispute with their landlord. 2. Take good care of the property: get the landlord's permission before attempting repairs or decorating. Don't forget to maintain gardens if applicable and to use recycling and re-use facilities. 3. Pay other charges as agreed with the landlord, e.g. Council Tax or utility bills. 4. Repair or pay for any damage caused by themselves, their family or friends. 5. Be considerate to their neighbours. 6. Only sublet the property if the tenancy agreement or their landlord allows it. 7. Give their landlord access to the property immediately for emergency repairs, or at 24 hours' notice – at a reasonable time - for inspections and repairs. 8. Test smoke alarms and carbon monoxide detectors once a month. 9. Report any need for repairs or maintenance to their landlord. 	1 -3 min
Slide 71	<p>Landlord responsibilities Explain that housing law in Wales is very strict and therefore landlord responsibilities are many. This is to protect tenants, including from being evicted at short notice (unless in exceptional circumstances).</p> <p>Landlord rights</p> <ol style="list-style-type: none"> 1. Enter property to inspect it or carry out repairs. Landlords must give tenants at least 24 hours' notice, although immediate access may be possible in emergencies. <p>Landlord responsibilities</p> <ol style="list-style-type: none"> 1. Keep rented properties safe and free from health hazards. 2. Make sure all gas and electrical equipment is safely installed and maintained. 3. Provide an Energy Performance Certificate (EPC) for the property. 4. Protect tenants' deposit in a government-approved scheme. 	3 – 5 min

<p>Slide 71 cont'd</p>	<ol style="list-style-type: none"> 5. Fit smoke alarms and carbon-monoxide alarms and test once a month. 6. Follow fire safety regulations for property in a purpose-built block of flats or for houses and property adapted into flats. 7. To keep property in good condition, and any gas or electrical. systems must meet specified safety standards. <p>Landlords are normally responsible for <u>repairs</u> to:</p> <ol style="list-style-type: none"> 8. The structure of the property. 9. Basins, sinks, baths and other sanitary fittings. 10. Heating and hot water systems. 11. Anything they damage through attempting repairs. <p><i>More information:</i> https://www.gov.uk/private-renting/your-rights-and-responsibilities https://www.rentsmart.gov.wales/en/tenant/</p> <p>Please note: if people move to other parts of the UK, they will need to refer to housing law and tenancy rights relevant to that part of the UK.</p> <p>Resolving Tenancy problems</p> <ul style="list-style-type: none"> •Initially, people should talk to their case worker. As people will become more independent, it is best to first try to resolve a problem with the landlord themselves. •It is important that people keep notes of dates & time when a problem started, what it was, and how they tried to resolve it. Where possible, it is good to follow up a conversation with a letter or email. If there is a problem people cannot resolve, they should not wait too long before going to the Local Authority Housing department and/or to the Citizens Advice Bureau or Shelter Cymru. 	
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Slide 72	<p>Nuisance and anti-social behaviour</p> <p>Explain what the concepts of nuisance and anti-social behaviour are and what to do when it is experienced:</p> <ul style="list-style-type: none"> • <u>Private nuisance</u>, where the actions of another person are "causing a substantial and unreasonable interference with a person and or his/her use or enjoyment of that land"- without actual trespass or physical invasion. Examples: loud music/noise late in the night, smoke from open fires. • A <u>public nuisance</u> is a criminal wrong, it is an act or omission that obstructs, damages or inconveniences the rights of the community. Example: throwing rubbish over the garden fence, obstructing the path or driveway to the house. • <u>Anti-Social behaviour</u> is behaviour which causes, or is likely to cause, harassment, alarm or distress to one or more persons. <p>What to do: Note time and date of the problem and initially report this to their case worker. People can also phone 101 (see emergency numbers information sheet).</p>	3 -5 min
Slide 73 Activity 4 Annex, page 39	<p>Identify solutions for tenancy problems:</p> <p>Pictures of tenancy problems; ASK participants to look at each picture and indicate who is responsible for solution. <i>Answers: Annex, page 41</i></p>	5 min

Child Education

<p>Slide 74 & 75</p>	<p>School access</p> <ul style="list-style-type: none"> •The National Curriculum (the school program for children from 5-16) is divided into <u>four Key Stages</u>: see slide. •Education is <u>compulsory</u> from age five to sixteen, but there are free preschool nurseries from age three, which will help children to learn English, make friends and get used to the English education system. https://www.citizensadvice.org.uk/wales/family/education/school-education/school-options-w/nursery-and-pre-school-provision-w/ •Children age 16 can leave school in June after their 16th birthday, but most children continue to study after 16: they go to college to do vocational studies such as health care and plumbing or study for 'A-levels' which are needed to access higher education such as universities. •Parents can choose a Welsh medium school if that is available in their area. Explain that Welsh medium schools are supportive of parents who don't speak Welsh. This may be a useful option for younger children, because they will have time to learn Welsh and English without the pressure of tests and exams. •See http://www.meithrin.cymru/for-parents/ <p>Attendance and attainment</p> <p>Stress that children of compulsory school age must attend classes from start to finish each day and every school day. It helps children to reach their potential.</p> <p><u>Inform</u> participants that parents can be <u>fined</u> if their child is kept from school without a very good reason.</p>	<p>3 – 5 min</p>
<p>Slide 76</p>	<p>School support and customs</p> <p>Uniforms and school meals</p> <p>In Wales and the UK, children wear a uniform to school, and may pay for uniforms and school meals. If people have a low income, they may be able to get help with the cost of the uniforms and school meals.</p>	<p>5 – 8 min</p>

<p>Slide 76 cont'd</p>	<p>Transport If children live over a certain distance from school they <u>may</u> be entitled to free transport; usually it is two miles for primary schools and three miles for comprehensive schools, but this may vary per Local Authority. Children living less than two or three miles away from school are expected to <u>walk or pay</u> for transport.</p> <p>Language support Children who do not have English as a first language, will get support from a '<u>Bilingual Teaching Assistant</u> (BTA) from a school support organisation. BTAs will assess/check children's progress – this determines how much support they will require.</p> <p>School nurse and school social worker Several schools have a <u>school nurse</u> and sometimes a <u>school social worker</u>. If people have any concerns about their child's health, they can arrange an appointment with the nurse; they can talk with the school social worker if they have concerns about their child's welfare /behaviour.</p> <p>Other customs</p> <ul style="list-style-type: none"> • Schools usually have <u>Parents' evenings</u> where parents can discuss the progress of their child and any areas where children need more support. The teacher will also let parents know how their child is interacting with other children in the class. • Some schools have a <u>breakfast club</u> or <u>after school club</u>; this can be helpful when parents are working or volunteering. Sometimes parents have to pay for this. • There are often lots of fun and useful things to do at the school outside of classes, these are called: <u>extra-curricular activities</u>. Examples are: choir, chess, gardening, sports and music. Many of these are free. 	
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Slide 77 Activity 5 Annex, page 43	Education game Using session 3, activity sheet 5 and a dice, play the education game. Small coins or pieces of paper with names or symbols can be used as place markers. <i>Answers: Annex page 45</i>	5 min
Annex page 47 page 51- 55	Handouts 1.Participant feedback form session 3- upon completion: 2.Session 3 Participant information sheet 3. 3.Choose well leaflet – available from WSMP in hard copy or on-line.	5 min

Session 4



Safeguarding and Safety



Safeguarding and Safety

slides 78 - 86

Aim:

- Raise awareness about gender equality.
- Raise awareness about safeguarding children and vulnerable adults.
- Raise awareness that safeguarding is part of UK law, regardless of culture/religion.
- Raise awareness about domestic abuse and 'honour' based violence, including forced marriage and female genital mutilation.
- Raise awareness where to get parenting/relationship support.
- Raise awareness about extremism.
- Raise awareness how/where to report extremism.
- Raise awareness about hate crime/incidents.
- Raise awareness about how and where to report hate crime/harassment.
- Raise awareness on where to get support re (hate) crime.
- Raise awareness how to stay safe and comply with UK law outside the house.

Outcomes:

- Raised awareness about gender equality.
- Raised awareness about safeguarding children and vulnerable adults.
- Raised awareness that safeguarding is part of UK law, regardless of culture/religion.
- Raised awareness regarding domestic abuse and 'honour' based violence (including forced marriage and female genital mutilation).
- Raised awareness where to get parenting/relationship support.
- Raised awareness about extremism.
- Raised awareness where to report extremism.
- Raised awareness about hate crime/incidents.
- Raised awareness about how and where to report hate crime/harassment.
- Raised awareness on where to get support re (hate) crime.
- Raised awareness how to stay safe and comply with UK law outside the house.

Method: Trainer input

Activity sheet 1 Safeguarding children.

Activity sheet 2 Safeguarding measures (plus answer sheet).

Activity sheet 3 Domestic abuse and honour-based violence (plus answer sheet).

Activity sheet 4 Safety (plus answer sheet).

Participant feedback form session 4.

Trainer feedback form session 4.

Small group work/activities.

Main group discussion.

Materials: Laptop & Projector or smartboard.

Slides.

Information sheets 1,2,3 and 4; answer sheets 2,3 and 4.

Handouts: Check for leaflets re Live Fear Free.

Participant information sheet.

Duration: Approximately 120 minutes excluding breaks.**How to run this session:**

Slide 78	Recap: ASK participants what they learned last week; record on flipchart/whiteboard and trainer feedback form.	5 min
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Safeguarding and safety This session **must** be facilitated by a trainer and co-facilitator/trusted interpreter.

Slide 79	<p>Explain that today's session is about 'safeguarding' and can be difficult or sensitive. Inform participants that they can speak with their case workers or GP if they are affected by anything discussed. Ensure that case workers are aware that participants will be or have been discussing sensitive issues and may need support.</p> <p>As facilitator, make sure that you are fully familiar with the content of this session. If you require support to deliver this session, please contact the local authority lead officer or WSMP for a discussion around this, as it is important to convey the right messages and be aware of some of the issues this session may raise.</p>	2 - 4 min
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Safeguarding

<p>Slide 80</p> <p>Activity 1</p> <p>Annex, page 57</p>	<p>Safeguarding children</p> <p>Using activity sheet 1, participants discuss in small groups: What do they as parents do to keep their children and family members safe from harm/abuse? Write key words (or icons) on flipchart.</p>	<p>5 min</p>
<p>Slide 81</p>	<p>Safeguarding and the Law</p> <ul style="list-style-type: none"> • Explain that keeping children safe and protecting them from harm (hurt, abuse) both physically and emotionally, is very important. It is called: child safeguarding or child protection. • Wales and the UK have signed up to the <i>United Nations Convention on the Rights of the Child</i> and believe that safeguarding children so important, that there is a law: The Children's Act. • There is also the 'Social Services and Wellbeing Act Wales' which aims to improve well-being of people who receive care and support from social services (children and vulnerable adults). • The law protects children everywhere: it says what organisations such as schools, clubs, churches and mosques need to do to make sure a child is safe and prevent abuse, and what parents need to do to make sure that a child is safe, inside and outside their home. • If anyone is concerned that a child is not safe, they can go to the police or to the Local Authority's Social Services Department, who will investigate whether the child is at risk of being harmed/abused. <p><i>Trainer note:</i></p> <p><i>The police will work together with Social Services to investigate the concerns and may speak to the organisation reporting concerns, the parents and sometimes to health professionals. The concern may be arisen from a misunderstanding and there is no need to take further action. If there are concerns, it will depend on the level of risk for the child(ren) involved, what action Social Services will take and whether the police will be involved.</i></p>	<p>8 - 15 min</p>

Slide 81
cont'd

Most of the time, Social Services will offer advice and support to the organisation or parents, so they have a better understanding of what they should be doing to protect the child(ren) in accordance with the law.

If the level of risk of harm/abuse for the child(ren) is high, the child(ren) will be placed on the 'Child Protection register' and a special meeting will be held with professionals from Social Services, Health, Police, the school and the parents. The meeting is chaired by an Independent Chair who will decide what everyone – including the parent(s) -needs to do to keep the child safe. If those measures don't work, the child(ren) may be placed in foster care for a temporary period while the problem is being investigated.

Chastisement

The law says that parents are not allowed to chastise children by hitting them – **unless it is deemed 'reasonable punishment'**. There can be difference of opinion about 'reasonable' but in general anything that causes a wound or mark or amounts to child cruelty (such as restricting a child's movements) is classed as a criminal offence and parents will be charged accordingly.

Explain that **teachers, nurses and other professionals** working with children are also **not allowed** to smack a child.

Leaving children alone

Explain that the law says parents should not leave a child alone because 'they may be at risk'. A child is 'at risk' if she/he is unable to look after her/himself and cannot cope with an emergency (e.g. power-cut). Parents should consider whether their child knows what to do if someone comes to the house and knocks on the door for example. Or, if older siblings are left to look after younger ones, consider what might happen if they had an argument?

The law does not give set ages about leaving children alone because each child matures differently, but there are general guidelines:

Slide 81
cont'd

- Babies, toddlers and young children should never be left alone.
- Children under 12 should only be left for very short periods.
- Children under 16 should not be left alone overnight.

Warn people that parents can be prosecuted if they leave their children alone.

Internet safety

ASK what participants do to keep themselves and their children safe on the internet.

Explain that the internet is a great tool to stay in touch with family and friends, learn and entertain but there are also risks and dangers, especially for children.

Make sure people use 'parental control' when there is an internet connection at home, but it is at least as important to **talk about the risks and dangers to their children and explain how to avoid them.**

Good safety advice for children online is:

- Never give their name, address or telephone number to people they don't know.
- Immediately let teachers and parents know if they are bullied 'on-line'.
- Explain that they should not be pressured in sending intimate photos or videos of themselves and remind them that these can be made publicly available or sent to a variety of people.
- Don't 'buy' apps, or online services without express consent.
- Explain privacy settings (so information is only visible to those people they know/trust).
- Make children aware that anything they post on social media can be traced 'forever' and can have a negative impact on job applications/ their career later in life.
- Explain to children that they may accidentally come across pictures or video's which are upsetting and urge them to talk to their parents or someone they trust if they are upset.

<p>Slide 81 cont'd</p>	<p>Where to get advice about internet safety There are several websites that have helpful information, which are detailed on the information sheet (Kismart, Kidscape and NSPCC).</p> <p>Where to get support and advice about parenting Explain that parenting is not always easy and there are many organisations that can help. Most Local Authorities have a Family Information Service that can help people to find information about anything to do with their family: from finding a parent and toddler group to fun activities for families to help if they need support raising their children.</p>	
<p>Slide 82 Activity 2 Annex, Page 59</p>	<p>Case scenarios Using the examples on activity sheet 2: "Safeguarding measures", generate discussion in small groups about correct /appropriate responses.</p>	<p>5 min</p>
<p>Slide 83</p>	<p>Gender equality The law in the UK and Wales seeks to give equal rights 'gender equality' for men and women in all parts of life: work, wages, health, education, housing, criminal justice, welfare and leisure.</p> <p>UK and Welsh law is very strict about safeguarding people – especially women, but also men - from domestic abuse and gender-based violence in all types of relationships: e.g. marriage and other relationships, including same-sex relationships. Abuse/ violence can include but is not limited to: Honour-Based Violence, physical, emotional and sexual abuse and financial abuse.</p> <p>The Law</p> <ul style="list-style-type: none"> •Inform participants about the 'Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 and the Social Services Care and Wellbeing Act 2014. •The acts seek to protect children, vulnerable adults, women -and men- from abuse by family members. •Explain that although there is freedom of religious practice in the UK, and people are free to participate in cultural activities and celebrations, if these practices are not harmful and do not breach UK law. 	<p>15 -25 min</p>

<p>Slide 83 cont'd</p>	<p>Domestic Abuse and Sexual Violence</p> <ul style="list-style-type: none"> • Abuse and violence are against the law. Remind participants that the law will protect women and men equally. • If children see or hear the violence, it is also considered a form of harm and a breach of child protection laws. (People have a duty to keep children safe from harm). <p>Support for victims of domestic abuse and sexual violence</p> <ul style="list-style-type: none"> • There are several organisations who provide support to people who are victims of abuse and violence. • Victim Support, the Local Authority Social Services department and Police can provide information about these. • There is also the national confidential helpline: Live Fear Free 0808 8010 800 (telephone interpretation can be provided) and website: http://livefearfree.gov.wales/?skip=1&lang=en with a 'live chat' and email facility. • If people have problems in their relationship - or problems, for example anger - there are organisations that can help. Family Information Services and the Local Authority Social Services Department can advise. 'Relate' is a national charity which can provide independent advice and support on relationships: https://www.relate.org.uk/ • Explain that stressful times are very likely to put pressure on relationships, and people can become abusive or violent because they feel stressed. It is very important to recognise this and seek help. Although it is understandable that someone may be violent or abusive because of stress, it is harmful for everyone involved and support and advice at an early stage are likely to improve everyone's 'wellbeing', including any children involved. 	
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<p>Slide 83 cont'd</p> <p>Annex page 63</p>	<p>'Honour' Based Violence ASK what people understand 'honour' based violence is.</p> <ul style="list-style-type: none"> • 'Honour' based violence can be many things: Forced Marriage and Female Genital Mutilation or 'cutting' are arguably most well-known but there are other forms such as acid attacks, neglect, incarceration, kidnapping, sexual, emotional, financial and physical abuse. • The law protects people against 'honour' based violence, and remind participants as stated above, that participation in cultural practices must stay within the law. • Police and Local Authorities are aware that the motivation for 'honour' based violence is different from other forms of domestic abuse and that many family and community members can be involved, and of the issues this presents for victims in reporting this crime. <p>Forced Marriage versus Arranged Marriage 'Forced Marriage' may not be recognised as such by people from some communities and people may think it is an 'arranged marriage'.</p> <ul style="list-style-type: none"> • ASK people to consider the difference between forced and arranged marriage in relation to the level of choice involved. Consider use of page 63 from annex. • Arranged marriage: Both participants give their full consent and enter the marriage willingly. • Forced marriage: One or both participants enter the marriage without giving their consent. They go through with the wedding under duress/pressure/ coercion/ blackmail/threats from their families or people in the community. • Forcing someone to marry is a criminal offence. <p>Female Genital Mutilation</p> <ul style="list-style-type: none"> • <u>Any form of cutting/female genital mutilation is against the law</u>, including 'sunna', the 'lightest' form of cutting. The law states that any form of cutting other than for medical purposes is a criminal offence (and is considered as child abuse if performed on a young person under 18 years of age). 	
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<p>Slide 83 cont'd</p>	<p>Stress that 'honour' based violence in all forms is a criminal offence, and people may be prosecuted, even if it emerges years later.</p> <p>'Honour' based violence support for victims Inform participants that in addition to Police and Local Authority Social Services departments, there are specialist organisations in Wales and the UK that can help people who experience 'honour' based violence, such as: '<i>Live Fear Free</i>', the <i>Henna Foundation</i>, tel: 02920 496920 and <i>BAWSO</i>, tel: 0800 731 8147 (all can provide language support) – this information is included in the information sheet for participants.</p> <p>-----</p> <p>Relationships - age of consent</p> <ul style="list-style-type: none"> •In Wales and the UK, the age of consent to any form of sexual activity is 16 for both men and women and regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender. •People commit a serious criminal offence if an adult (a person over 18) has any form of sexual activity with a person under 16. •Emphasise that people should never make assumptions about a young persons' age: they may look older or lie. It is better to wait until they can be certain about someone's age than risking causing harm - and also criminal charges! <p>Trainer note: <i>For further information, see 'Law on Sex' factsheet, which covers consent, rape, pornography, grooming and other issues.</i> https://www.fpa.org.uk/factsheets/law-on-sex</p>	
<p>Slide 84 Activity 3 Annex, page 65 Answer sheet page 67</p>	<p>Safety check Use activity sheet 3 and ASK participants to indicate whether these amount to forms of harm participants have been discussing. <u>Use the sheet with answers on page 65</u> ASK what safeguarding laws there were in country of origin and what support was available – record on flip chart and trainer feedback sheet.</p>	<p>5 min</p>

Slide 85	<p>Safety in and outside the house</p> <p>Recap: see 'know your address' and emergency numbers from the emergency number information sheet.</p> <p>Radicalisation – 'Prevent' Strategy</p> <ul style="list-style-type: none"> • Outline that the UK Government has a strategy, as part of Counter-Terrorism and Security legislation, to deal with the fact that there are people and organisations who are looking to exploit those who are vulnerable. They will target people who are going through difficult times or may be isolated and can initially appear to be friendly and provide support. They will nurture people to win their trust. • Once they have built that sense of trust, they then use this trust to influence people and gradually persuade them to do things they would normally never think of. This is called 'grooming'. • Radicalisers and extremists use this grooming process to recruit people to their cause. People can become radicalised in the way they think about faith, politics, democracy, rights, duties and ideas. It can start from attending meetings and rallies to criminal activity including planning and carrying out acts of terror. <p>ASK participants if they can think of examples (e.g. from history).</p> <ul style="list-style-type: none"> • Explain that there is a 'policy' in the UK that helps support those who are at risk of being radicalised. The approach is called 'Prevent', and there is a duty on local councils and its contractors to be aware of vulnerabilities and risks of people being drawn into terrorism and what to do about it; if they see a change of behaviour in one or more of the people they know and are concerned that he or she may be 'radicalised', they will have to contact their local safeguarding team or their case worker and inform them of their concerns. <p>Facilitator to check what arrangements are in place in the LA where the course is delivered.</p>	20 - 30 min
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<p>Slide 85 cont'd</p>	<ul style="list-style-type: none"> •Where appropriate, a multi-agency group will then develop and offer a package of support for the person to reduce the risk of them being drawn into terrorism and extremism (violent or non-violent activity). The person will receive support for the problems they are having: their isolation, mental health or other problems – this will be on a voluntary basis. <p><i>Trainer note:</i> For further information, see https://www.gov.uk/government/publications/prevent-duty-guidance</p> <hr/> <p>Harassment/ hate crime/hate incident A hate crime is a crime or incident committed because of who the person is or who someone thinks they are.</p> <p>Quite simply, if someone – or a group of people - targets a person (or persons) because of their age, disability, sexuality, religion, ethnicity, gender (including gender identity) or lifestyle choice and commits a crime against them, or bullies or harasses them, then this is a hate crime or hate incident.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Verbal abuse. • Offensive graffiti. • Threatening behaviour. • Damage to property. • Assault. • Cyber bullying. • Abusive texts, emails or phone calls. • Taking money from them. <p>Harassment is when someone behaves in a way which makes people feel distressed, humiliated or threatened. It could be someone known, like a neighbour or people from their local area or it could be a stranger - for example, someone on the bus. Examples of harassment include: name calling, unwanted phone calls, letters, emails or visits.</p>	
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<p>Slide 85 cont'd</p>	<p>It is important to report harassment /hate crime: Police: 101 and/or http://www.reportheate.victimsupport.org.uk/hate-crime/ And/or 'Tell Mama' (Measuring Anti-Muslim Attacks): https://tellmamauk.org/</p> <hr/> <p>Stop and search/ contact with Police Explain: A Police Officer might stop a person and ask:</p> <ul style="list-style-type: none"> • what their name is? • what they're doing in the area? • where they're going? <p>A police officer has powers to stop and search a person if they have 'reasonable grounds' to suspect they're carrying:</p> <ul style="list-style-type: none"> • illegal drugs. • a weapon. • stolen property. • something which could be used to commit a crime, such as a crowbar. <p>Police do not have the right to stop a person simply because they identify as lesbian, gay, bisexual or trans person, or because they are Black or Asian, for example.</p> <p>Trainer note: the following information can be summarised and used in detail when participants ask for more information.</p> <p><i>A person can only be stopped and searched without reasonable grounds if it has been approved by a senior police officer. This can happen if it is suspected that:</i></p> <ul style="list-style-type: none"> • <i>serious violence could take place.</i> • <i>they are carrying a weapon or have used one.</i> • <i>they are in a specific location or area.</i> <p><i>Before the person is searched</i> <i>Before the person is searched the police-officer must tell them:</i></p> <ul style="list-style-type: none"> • <i>their name and police station – it is sensible to take note of the number on the police officer's shoulder pad.</i> • <i>what they expect to find, for example drugs.</i> • <i>the reason they want to search the person, for example if it looks like they are hiding something.</i> 	
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<p>Slide 85 cont'd</p>	<ul style="list-style-type: none"> • why they are legally allowed to search the person. • that the person can have a record of the search and if this isn't possible at the time, how a copy can be obtained. <p>Removing clothing: police powers</p> <ul style="list-style-type: none"> • A police officer can ask a person to take off their coat, jacket or gloves. The police might ask them to take off other clothes and anything they are wearing for religious reasons - for example a veil or turban. If they do, they must take the person somewhere out of public view. • <u>If the officer wants to remove more than a jacket and gloves they must be the same sex as the person.</u> <p>People can request an interpreter if required.</p> <p><i>The officer will try and get the person's co-operation for the search but may use reasonable force if necessary.</i></p> <p><i>The person does not have to give their name, address or date of birth to the police if they're stopped and searched unless they're being reported for an offence.</i></p> <p>Being searched doesn't mean you're being arrested! More information: https://www.gov.uk/police-powers-to-stop-and-search-your-rights</p> <hr/> <p>Cash machine withdrawals Explain that people should be conscious of safety during and after withdrawing money from a cash machine. They should always protect their personal identification number (PIN) from view and do not share it with anyone.</p> <hr/> <p>Traffic Explain that it is important to be aware of the rules and how to avoid accidents, before they either walk, cycle or drive in the UK, and especially with regards to traffic, driving/riding (on the left-hand side of the road). Make sure your children are aware of road safety. http://think.direct.gov.uk/education/early-years-and-primary/</p>	
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<p>Slide 85 cont'd</p>	<p>Driving a car</p> <ul style="list-style-type: none"> • When people want to drive a car, they need to take a two-part driving test: a written exam -in English- and a practical exam, unless they have an international driving licence, which is valid for one year from the date a person arrives in the UK. • Stress that there are other very important things people must get when they drive a car, such as paying car tax, making sure the car has a valid 'MOT' (Ministry of Transport) test and buying car insurance. • If people don't do this it is a criminal offence which can affect their immigration status; for instance, <u>some crimes may affect applications for permanent settlement</u>. IF a person is found driving a car without a valid driving licence, insurance or MOT, they will have to pay a fine and will get points on their licence, which means that taking out insurance will become more expensive. • <u>Stress</u> that they need to take advice from their case worker or other responsible person before buying and driving a car. <p>More information can be found via the following links: https://www.gov.uk/driving-nongb-licence and https://www.theaa.com/driving-advice/driving-in-great-britain</p> <p>Driving a car under the influence of alcohol or drugs is not allowed: https://www.gov.uk/drink-drive-limit it will also result in a fine, points on the driving licence and higher insurance and depending on the seriousness of the offence, affect applications for permanent settlement.</p> <hr/> <p>Carrying knives</p> <p>Explain that in Wales/UK it is illegal to:</p> <ul style="list-style-type: none"> • sell a knife of any kind to anyone under 18 years old. • carry a knife in public without good reason - unless it's a knife with a folding blade 3 inches long (7.62 cm) or less, e.g. a Swiss Army knife. • carry, buy or sell any type of banned knife. • use any knife in a threatening way -including a legal knife, such as a Swiss Army knife. 	
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<p>Slide 85 cont'd</p>	<p>Guns and firearms People need a firearms certificate issued by the police to possess, buy or acquire a firearm or shotgun and a certificate to buy ammunition. It is illegal for anyone aged under 18 to purchase an imitation firearm and for anyone to sell an imitation firearm to someone aged under 18.</p> <p>Carrying a weapon Explain: If people are caught illegally carrying a knife or a gun, <u>even an imitation one</u> they will be arrested and prosecuted. It is no excuse to say it was for their own protection or they were carrying it for someone else.</p> <p>More information: https://www.police.uk/crime-prevention-advice/possession-of-weapons/</p> <hr/> <p>Alcohol, drugs and smoking</p> <p>Alcohol Shops and restaurants are not allowed to sell alcohol to anyone under 18 years of age. If people under 18 are caught drinking alcohol they can be fined or arrested by the police. If they are over 18 and they misbehave because they have drunk alcohol, they can also be fined or arrested. (explain/remind that this will have a negative impact when applying for an extension/permanent residence/British Citizenship).</p> <p>Drugs In the UK, people are not allowed to carry, sell or use drugs, including Khat. Drugs are divided in three classes: A, B and C. If they are caught, they will be punished depending on the class and circumstances. https://www.gov.uk/penalties-drug-possession-dealing</p> <p>Smoking It is strictly forbidden to smoke in public buildings, hospitals, bars, restaurants, shops, airplanes and in a car if there is a child in the car. Most places also do not allow people to 'vape' either. (A vaporiser is a small appliance which allows people to get the taste and effect of smoking without the poisonous tar).</p>	
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Slide 85 cont'd	Support There is a national alcohol service: The Wales Drug and Alcohol Helpline http://alcohol.dan247.org.uk/ or telephone 0808 808 2234. Drugs: http://www.talktofrank.com/ or your local/regional support organisation. Smoking: http://www.helpmequit.wales/	
Slide 86 Activity 4 Annex, page 69 &70 Answer sheet page 71	Case scenarios (examples) Using activity sheet 4: 'Safety' ASK participants to discuss the case scenarios in small groups and indicate what the correct answer is. If participants feel comfortable two or three people can act out a scenario in the case study, for example stop and search - and other participants can give correct answer. <u>Answer sheet on page 71 - of annex</u>	7 - 10 min
Handouts Annex, page 73 Page 77 - 81	1. Participant feedback sheets to be completed; upon completion: 2. Information sheet session 4. 3. If available: 'live fear free' in Arabic/easy read version	5 min

Session 5

5

Adult Education/ ESOL, Training, Volunteering and Work

Aims

- Awareness about compatibility of overseas qualifications in the UK.
- Awareness of the adult education system in Wales/UK.
- Awareness about training opportunities.
- Awareness regarding benefits of volunteering.
- Awareness of how to increase employability.
- Awareness of minimum wage and equal pay.
- Awareness of where to go for information and support regarding employment matters.

Outcomes

- Awareness that overseas qualifications may not have the same recognition in the UK.
- Ability to identify different types of adult education.
- Ability to identify the benefits of volunteering.
- Awareness about ways to increase employability.
- Knowledge about the minimum wage and equal pay.
- Increased awareness about where to get information and support about employment matters.

Method: Trainer input

Activity 1: group discussion - no activity sheet.

Activity 2: transferable skills.

Activity 3: using English in work.

Activity 4: learning English.

Activity 5: small group discussion: steps towards work - no activity sheet.

Activity 6: group discussion - no activity sheet.

Activity 7: journey to work.

Materials: Laptop & projector/whiteboard.

Slides.

Activity sheets: 2, 3, 4 and 7.

Flip chart/felt pen.

Participant feedback form session 5.

Trainer feedback form session 5.

Handouts: Session 5 Participant information sheet.**Certificates!****Duration:** Approximately 120 minutes excluding breaks & certificate handout

How to run this session:

Slide 87	Recap: ASK participants what they learned in session 4 and record on flipchart/whiteboard and trainer feedback form	5 min
Slide 88	Today's session is about Adult Education and ESOL – English for Speakers of Other Languages-, training, volunteering and work.	

Working in the UK

Slide 89	<p>'Work' group discussion</p> <p>ASK why people like to have work/a job.</p> <ul style="list-style-type: none"> • Acknowledge that work is very important for some people. Work can give a sense of purpose, doing something useful for themselves and their family, they earn money, have contacts with other people and it gives a routine – all very positive and healthy. • Remind people that there is gender equality in the UK and both men and women can work and should receive equal pay for jobs of the same status. • If people ask the government to help them with 'benefits' because they are unable to support themselves, the government expects everyone to work or look for work to support themselves, except when they are over 67 years of age, a single parent with a child under 2, are ill, or have disabilities. • In families, at least one of the parents is expected to work or look for work – their case worker will be able to explain and help with this. 	3 - 5 min
Slide 90 Activity 1 (no sheet)	<p>Discuss with participants what challenges they think they are facing when trying to find work in the UK.</p> <p>List responses on a flipchart and on the trainer feedback sheet.</p>	3 – 5 min

Slide 91	<p>Qualifications, skills and experience</p> <ul style="list-style-type: none"> • Explain that everyone has valuable and useful skills, experience and knowledge – whether they can evidence it through certificates, diplomas and degrees or not. • Inform participants that the UK has a system where qualifications and skills gained in other countries are compared to those of the UK. People usually need to have their foreign qualifications and skills verified and certified in order to find employment. An organisation that does this is called UK NARIC. https://www.naric.org.uk/ • Prepare participants for the fact that their qualifications may be certified at a lower level than they expected, compared to the acknowledged level in their home country. Some qualifications may not be acknowledged because there is no UK equivalent. • In Wales, there is the 'Certification and Qualification Framework Wales' (CQFW). This is a system which allows colleges to verify and certify skills, experience and previous learning through theoretical and practical tests, and provide a certificate of the UK level based on the outcome of the tests. Not all colleges provide this opportunity, but it is worthwhile asking. • Apart from acknowledgement of qualifications and skills the main challenges for working in the UK are: <ul style="list-style-type: none"> ○ Sufficient knowledge of English language to be able to understand Health and Safety information and instructions – and to be able to communicate with colleagues and customers where required. ○ Work experience in the UK. Employers like to know from previous employers and colleagues how good people are at their job, whether they arrived in time at work, how well they work in a team and/or independently and how often they have been off because they were ill. 	3 – 5 min
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Slide 92	<p>Skills</p> <ul style="list-style-type: none"> • A lot of skills and experiences are 'transferable': people can use them in several kinds of jobs. Team working, accounting or financial skills and the ability to organise are examples of 'transferable skills'. • People can develop skills and experience in unpaid or voluntary work. For example, women develop the ability to organise, team work and budgeting skills when looking after a family. 	1 -2 min
Slide 93 Activity 2 Annex, page 83	<p>Participants' skills</p> <p>Using the activity sheet 2: "Transferable skills", ASK participants to discuss in small groups what their skills are.</p> <ul style="list-style-type: none"> • Explain that life skills and experience are valuable in and transferable to many jobs. • Often people recognise skills in others that they themselves are not aware of. Suggest that participants explain to other group members what kind of activities and/or work (paid or unpaid) they have done, and group members help to identify the (key) skills. <p>Record responses on flipchart and trainer feedback sheet.</p>	6 - 8 min
Slide 94	<p>Work experience</p> <p>Emphasise: people learn a lot from working: they become experienced in what they do and increase or improve their knowledge and skills – often without thinking about it. Although employers in the UK prefer to see UK work experience, it is still very useful to mention their work experience in other countries when they look for a job!</p>	1 - 2 min

Education

Slide 95	<p>ESOL</p> <ul style="list-style-type: none"> • Explain that knowledge of and ability to speak English is THE most important skill for integration and being able to work in the UK. People can consider finding 'starter jobs' which appear not to require many skills such as cleaning, security work, delivery driver, washing cars but UK law requires that they have sufficient knowledge of English even for these types of 'unskilled' jobs. • Being able to speak, read and understand English is also important to have access to information about all sorts of information which can be useful for them, and it may help them to help children with their school work. 	3 – 5 min
Slide 96 Activity 3 Annex, page 85	<p>Using English in work</p> <p>Using activity sheet 3: "Using English at work", ASK for possible scenarios why people need English language skills.</p> <p>RECORD responses on flip chart/whiteboard and trainer feedback sheet.</p>	5 – 8 min
Slide 97	<ul style="list-style-type: none"> • UK law requires people to understand and act upon health and safety instructions. Make a comparison with foreign/English speaking migrants wanting to work in Syria, Lebanon, Jordan or similar and their possible barriers to work. • Explain that Local Authorities should provide ESOL classes to people from the Vulnerable Persons' Resettlement Scheme and the Vulnerable Children's Resettlement Scheme, but there are many other ways in which people can improve and increase English: <ul style="list-style-type: none"> ◦ Read books from the library (and check their DVDs!). ◦ Listen to British radio stations. ◦ Watch British television (some may have Arabic translations or subtitles). <p><i>Continued on next page</i></p> 	3 - 5 min

Slide 97 cont'd	<ul style="list-style-type: none"> ○ Internet programs and or mobile phone apps, such as Duo Lingo, BBC, British Council. ○ Friends and Neighbours (FAN) groups. ○ Social activities, sport and hobby clubs. ○ Volunteering. ○ Attending refugee support group Drop-ins. 	
Slide 98 Activity 4 Annex, page 87	Use the 'circles of influence' model for the above examples to learn English (what can people do themselves, which things do they need help with from local people or agencies and which things do they depend on Government for?).	5 – 7 min

Work

Slide 99 & 100	<p>The reality</p> <ul style="list-style-type: none"> • Mindful of participants' journey, inform them about the basic requirements/conditions for working in the UK: <ul style="list-style-type: none"> ◦ Entry level 3 English (speaking, reading writing). ◦ UK acknowledged qualifications/diplomas/ certificates UK work experience. ◦ UK and possibly overseas references. ◦ Relevant, preferably UK work experience: volunteering, job- shadowing, work experience sessions/programs. • Inform participants that people can also choose to be self-employed/start their own business. They can get help with this – their case worker will be able to provide information or signpost them to this. It may appear an easier option, but people will still need to be able to have sufficient command of English and draw up a business plan to demonstrate that they have the necessary skills and experience to run a business. If they need a loan they are likely to need references. • Acknowledge that this journey may not be what they hoped for and can leave people frustrated and feeling helpless/ unable to achieve. Explain that these feelings are normal and legitimate, but also cost a lot of energy. • Suggest that they can consider channelling their energy in small positive steps towards reaching their goal. • Explain that if people find paid employment, they need to be aware that employers must pay a minimum wage. For 2017/2018 this is: <ul style="list-style-type: none"> ◦ £7.50 per hour for people 25 years and over, ◦ £7.05 per hour for those between 21 and 24, ◦ £5.60 per hour for people from 18-20 and ◦ £4.05 per hour for people under 18. <p>For apprentices – about which we will talk later, it's £3.50 per hour.</p> <p>More information: http://www.minimum-wage.co.uk/ http://www.equalpayportal.co.uk/the-law/</p>	5 – 8 min
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Slide 101 Activity 5 No sheet	Discuss in small groups: Consider the job they would like to do in the UK as the destination of a journey. Think what steps they would need to take to reach their destination? What hopes and fears do they have? Trainer can suggest using the circles of influence model or 'steps' model.	5 - 8 min
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Volunteering

Slide 102	<p>Volunteering</p> <p>ASK participants what the term 'volunteering' means in their country of origin, and whether they did it. People may have done things for neighbours or other people in the community because they did something for them (reciprocity), and not consider this 'volunteering'.</p> <p>Explain</p> <ul style="list-style-type: none"> • Volunteering in the UK is similar to paid work; people agree to be at a certain place for an agreed number of hours and agreed start and finish time. • People should know what is expected from them and they should be able to talk about things they can't understand, find difficult or need help with. • Volunteers will not get paid but should get basic 'expenses' such as travel costs reimbursed. <p>Depending on the hours people Volunteer, they may get a basic lunch and <u>some organisations are able to pay for child care</u>.</p> <ul style="list-style-type: none"> • If people are on universal credit or any other benefit, these usually limit the number of hours they can volunteer: first discuss with their case worker and the Job Centre how many hours they are allowed to volunteer. 	3 - 5 min
Slide 103 Activity 6 No sheet	<p>(Dis) advantages of volunteering</p> <p>ASK participants to give three positives and three negatives about volunteering.</p> <p>Write the answers on a flip chart; check the <u>advantages</u> include:</p> <ul style="list-style-type: none"> • Gain work experience. • If a certificate or reference is given, this is valuable evidence of their skills and contribution. • Increase skills. • Improve English. • Show reliability. • Demonstrate good time keeping. • Meet people who can give a reference for employment. • Increased 'social networks'. 	5 - 8 min

<p>Slide 103 cont'd</p>	<ul style="list-style-type: none"> • Training opportunities. And: they may feel good because it helps to get a routine and gives them a purpose! <p><u>Disadvantages</u> are likely to be:</p> <ul style="list-style-type: none"> • No pay – explain this is 'short term pain for long term gain. • Travel cost/time. • Need for child care – discuss whether it is possible to agree to share responsibilities between partners or friends (but keep child safety in mind!); in some cases, the volunteer host organisation may reimburse child care, - or discuss with their Local Authority and Job centre. • Lack of confidence re English language – explain that people appreciate it if participants try to speak English; fear is often very different than reality, discuss worst case scenario and how to prepare: possibly other participants may have ideas too! <p>If people say that they are unsure about volunteering and that it may interfere with other/priority appointments and commitments – explain that it is not a problem to have priority commitments, but people need to inform the organisation they are volunteering for when they are unable to attend.</p>	
<p>Slide 104 video clip Annex page 98-92</p>	<p>Volunteering video clip: <u>click through to YouTube</u></p> <p>Print a few copies of the list of famous refugees, in the Annex on page 89-92, and circulate among participants. The list includes people from all walks of life, throughout history. Philosophers, inventors, musicians, entrepreneurs – ASK: can anyone name a famous refugee?</p> <p><i>Steven Jobs (Apple computers) was a son of Syrian refugees</i></p> <p><i>Mona Hatoum – Well-known British painter, Palestinian-Lebanese refugee.</i></p> <p><u>http://refugeeweek.org.uk/resources/facts-figures-and-contributions/famous-refugees</u></p>	<p>9 - 12 min</p>

Slide 105	<p>Where can people volunteer?</p> <p>There are many places people can volunteer in their area. Nursing homes, shops, gardening projects, schools, hospitals and so on. Most areas have a <u>voluntary association</u>, which has a lot of information about volunteering options. Their case worker will be able to help them find an organisation which can arrange a volunteering activity which is suitable for them.</p>	3 - 5 min
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Education, training/apprenticeships

Slide 106 & 107	<p>Education, training and apprenticeships</p> <ul style="list-style-type: none"> • Community Learning Centres, universities and colleges have a variety of full time and part time vocational education and training, as well as academic courses for adults. Some are free, others need to be paid for. • Remind participants that all will require that people speak a certain level of English before they can enrol in training or education. People need to discuss with the job centre and their case worker what number of hours study is permissible in relation to their welfare benefits. • People may be eligible for an apprenticeship: this is a contract where people will learn through supervised work and go to college for one or two days. They need to meet criteria similar to working. 	3 - 5 min
Slide 108	<p>Important!</p> <p>People always need to discuss with their case worker and especially Job Centre staff if they are eligible for education, training or apprenticeships. <u>Stress</u> that there are more people who want to do an apprenticeship than there are places, to manage their expectations.</p>	1-2 min

Work (2)

Slide 109 Activity 7 Annex, page 93	Journey to work <ul style="list-style-type: none"> • Reflecting on activities 4, 5 and 6, ASK participants to discuss in small groups (depending on the background and interests of participants it <i>may</i> be useful to have gender-based groups) what job they'd like to do in the UK and map out what steps they need to take to achieve their goal. • Explain that determination is needed to reach the goal, and progress can seem slow – stress that this is a phase and not the outcome! – and refer to role models/earlier discussion of famous refugees achieving their dream. • Record responses on flipchart and trainer feedback form. 	5 - 8 min
Slide 110	Recap: ASK participants what they learned in session 5 and record on flipchart/whiteboard and trainer feedback form.	5 – 8 min
Slide 111 Handouts: Annex, Page 95 Page 99 & 100 Page 101	<ol style="list-style-type: none"> 1. Hand out participant feedback sheets to be completed, upon completion: 2. Information sheet 3. Congratulate people with finishing the course, hand out certificates and wish them well! 	5 -7 min (cert handout not included!)