



OVERVIEW

INTRODUCTION

The use of digital technology is an important component of daily life in the United States, from staying connected with family and friends to applying for employment or completing school assignments. While refugees arriving to the United States may have a range of experience with digital technology, there are certain basic digital skills which could benefit all refugees. Cultivating these skills will ultimately contribute to self-sufficiency.

KEY MESSAGES

- Refugees may encounter digital technology in many different settings as they resettle into their new communities, including accessing public benefits and community-based services, searching for jobs, managing finances and banking, engaging with their Resettlement Agency or the school, and submitting changes in address.
- Basic digital skills that would benefit refugees to develop include setting up an email account and navigating the internet.
- Other digital skills that may be advantageous for refugees to develop include, how to apply for jobs online, paying bills online, scheduling appointments, and accessing school websites and language learning resources.
- Refugees should understand there are risks in accessing digital technology and should learn how to mitigate some of these risks, including accessing reputable online resources, identifying scams, and not sharing private information on non-secure websites.

LESSON OBJECTIVES

After this lesson, refugees will be able to:

- List ways they may encounter digital technology in the United States as a part of their resettlement process, including, accessing public benefits, managing finances and banking, searching and applying for jobs, engaging with school, and submitting changes in address.

APPLYING SUPPLEMENTAL LESSON PLANS

This supplemental lesson plan is not required, but may assist Cultural Orientation (CO) providers who are looking for ways to enhance their existing CO curriculum. CO providers and their supervisors can decide to incorporate this lesson into their curriculum based on the needs of the refugee populations they serve.

The lesson plan is a suggested guide and can be adapted according to circumstances and the creative wisdom of CO providers and their supervisors. It can be used in whole, or in part, depending upon need and time available.

The lesson includes the following sections:

- Overview
- Activity Bank
- Appendix
- Additional Resources
- Acknowledgements

This lesson can be used with the following companion resources:

- **Fact Sheet**
- **Podcast**

LESSON OBJECTIVES CONTINUED

- Identify basic actions to take to develop their digital competency, which at a minimum should include setting up and using email.
- Explain potential risks and consequences that they may face when using digital technology.
- Identify reputable online resources they may need to access during their resettlement.

SESSION PLAN

The following is a proposed session plan demonstrating how all three activities provided in this lesson plan can be used together. CO providers may decide to select any number of activities based on other lessons being delivered, the group of participants, and/or time and resources.

Title	Description Overview
Pre-Assessment Questionnaire	Conduct the pre-assessment questionnaire to better assess the digital skills of participants. Then engage participants in a discussion about digital technology they may encounter or have already encountered as a part of their resettlement.
Digital Awareness for Refugees	Use the Digital Awareness for Refugees Fact Sheet and/or Podcast in combination with a case study to explore the risks and consequences of engaging with digital technology. Use the activity to also identify reputable relevant online resources participants can access during their refugee resettlement process (i.e. job search websites, USCIS, CORE's Resettlement Navigator).
Creating an Email Account Activity	Guide participants in the steps of setting up an email account and work with them to identify what activities may require them to use their email address. As appropriate and as time allows, elect additional activities that engage them in developing digital skills drawing from additional resources.

SESSION PREPARATION

- Review the key vocabulary for the lesson

MATERIALS NEEDED

- **Digital Awareness for Refugees Fact Sheet** (1 per participant) (optional)
- Speakers and media player for **Podcast** (optional)
- Computer with projector (optional)
- Flip-chart
- Post-it notes
- Markers

KEY VOCABULARY

- Browser
- Computer
- Cookies
- Digital
- Download
- Email
- File
- Internet
- Internet Service Provider
- Laptop/Notebook Computer
- Login
- Online
- Password
- Security
- Smartphone
- Technology
- URL address

ACTIVITY BANK

PRE-ASSESSMENT QUESTIONNAIRE

PURPOSE

To assess participants' digital skills and to identify ways participants may encounter or have already encountered digital technology as a part of their resettlement.

INSTRUCTIONS

1. Ask participants the following question: "Does digital technology matter for you? Why or why not?"
2. Conduct the pre-assessment questionnaire with participants. This pre-assessment questionnaire focuses on basic computer skills. [See Appendix for Pre-Assessment Questionnaire.](#)
3. Review the answers of the pre-assessment questionnaire with participants and ask the follow-up questions in the Appendix. Some of the content from the follow-up questions are repeated in the Digital Awareness for Refugees Activity.
4. After reviewing the answers, make a list with the participants of ways they may encounter or have encountered digital technology as a part of their resettlement. As needed, use the images in the Appendix to assist with creating the list. Possible answers may include: signing up for public assistance, scheduling doctor's appointments, registering for Selective Service (if applicable), paying bills, managing banking and finances, applying for jobs, accessing school websites, learning English, submitting changes of address.
5. Go back to the original question of "Does digital technology matter for you? Why or why not?" Ask participants if they would like to add or change anything about their original responses.

MODIFICATIONS & TIPS

- You may conduct the questionnaire orally with the group or have participants complete it independently. Be aware that when conducting the pre-assessment questionnaire you may observe gender gaps on digital technology abilities.
- The pre-assessment is designed to help you understand the existing experience of participants. This information can then be used to help guide other activities in this lesson. This pre-assessment does not include social media use. Depending on your context, you may modify the pre-assessment to include this aspect of digital use.
- For participants that have children, it may be useful to lead a discussion around the importance of monitoring their children's digital use in terms of security and privacy. Information on this topic is available under **Additional Resources.**
- For participants that have more advanced skills, you may direct them to websites with more advanced assessments, such as those listed under **Additional Resources.**

DIGITAL AWARENESS FOR REFUGEES

PURPOSE

To explore the risks and consequences of engaging with digital technology and to identify reputable and relevant online resources participants can access during their refugee resettlement process.

INSTRUCTIONS

1. Provide participants with the following scenario:

_____ (name) is new to the United States and is looking for a job to become self-sufficient. S/he has gone to the local public library to access free computers and apply for jobs. While at the library, s/he finds a job that says it pays \$100/hour and includes a \$1,000 bonus for signing a contract. The application asks for banking information. S/he downloads the application and completes the information, saving it to the computer desktop. S/he must leave for an appointment, but will come back later. S/he logs off the computer, but remains signed into email.

2. Ask participants, "Did _____ (name) make any mistakes in the scenario?" Note their answers. Then provide participants with either the **Digital Awareness for Refugees Fact Sheet** or play the **Podcast**.

3. Use the Digital Awareness for Refugees Guided Worksheet to guide participants in learning about digital awareness in the United States. See [Appendix for Digital Awareness for Refugees Guided Worksheet](#). Some of the content from the worksheet is also covered through the Pre-Assessment Questionnaire.

4. After completing the worksheet, go back to the scenario. Ask participants if there are any other mistakes they can identify in the scenario? In reviewing the mistakes in the scenario, the discussion should also highlight how the job posting is an example of a scam.

5. Complete the debrief questions with participants.

DEBRIEF QUESTIONS

1. What advice would you give a newly arrived refugee about using digital technology in the United States?
2. When using digital technology what are some security measures you can take?

MODIFICATIONS & TIPS

- You may adapt or modify the scenario to better fit your given context.
- You may add additional case studies, as relevant for your given context (i.e., population, location).
- During this activity, if resources allow, you may want to teach participants how to access the CORE Resettlement Navigator website or download the *Settle In* app.
- Participants may ask how to complete certain tasks on the internet, such as privacy settings. You can provide them with links to items listed under **Additional Resources**.

CREATING AN EMAIL ACCOUNT ACTIVITY

PURPOSE

To guide participants in the steps of setting up an email account and work with them to identify what activities may require them to use their email address.

INSTRUCTIONS

1. Ask participants to define the word “email.” The definitive answer should include that email is short for “electronic mail” and is a way to send and receive messages over the internet. Explain that email can be sent from any computer and there are free websites where you can create an account. Ask participants whom they would want to send an email to? And why?

2. Write an example email address on the board (mariam1@gmail.com). Explain that email addresses have three parts. Diagram the three parts: (1) username; (2) @ (pronounced ‘at’); (3) an email service provider. Note that popular email service providers in the United States include gmail.com, yahoo.com, and live.com.

3. Ask participants to create their own email addresses. They can write these down or share with the CO provider to record. Ask them to label the parts of their email address (username and email service provider). Encourage participants to create professional email addresses and provide examples as necessary.

4. Write down an example URL (www.gmail.com). Ask participants if this an email address? Have them explain their answer. Explain the difference between a URL website and an email address.

5. Explain that when creating an email address they will need to create a password. They will use the username and password to log in and access email. Write down the following example passwords: (1) mariam123; (2) 12FlowerS\$; (3) 68FloWeRs!4ever. Ask participants, which password is best and why?

6. Ask them what criteria they should use to create a password. Answers should include: it is not the same as their username; it has a combination of lower case, upper case, numbers, and special signs. Remind participants they should not share their passwords with strangers or people they do not trust and they should not use the same password for all their digital uses.

7. Explain to participants they are going to watch a video on **“How to Create a Gmail Email Account.”** Explain that gmail is one email service provider and that there are others. Keep the video on mute, providing narration for the video, and pausing to ask questions and provide interpretation.

8. Ask participants what skills they might need to use email. Use the end of the **“How to Create a Gmail Account”** video to identify some of these skills. Skills include: opening emails, writing and sending emails, forwarding an email, adding an attachment, deleting emails, retrieving emails, and using caution on email (logging out, identifying scams, downloading attachments, potential computer viruses, sharing private information).

9. Provide participants with additional resources as necessary to create their own email account and/or develop other skills when using email. If time and resources permit, help participants create their own email accounts.

MODIFICATIONS & TIPS

- If you conducted the pre-assessment questionnaire, you may elect to address other basic computer skills based on the participants. Resources to develop other skills have been provided under **Additional Resources**.
- This activity focuses on setting up an email account. There are other skills associated with using email. If time permits, see **Additional Resources** for more guidance.
- Note that all adults, and even older children, may find it useful to have their own email accounts.

APPENDIX



PRE-ASSESSMENT QUESTIONNAIRE (PROVIDER VERSION)

Have participants consider the following statements and identify whether they agree or disagree. After they complete the questionnaire, ask the additional follow-up questions as appropriate. Follow-up questions can be discussed as a group or in pairs. You may choose to go through each statement and ask the follow-up questions, or use only a few statements that are most relevant. CO providers may adapt questionnaire based on client need.

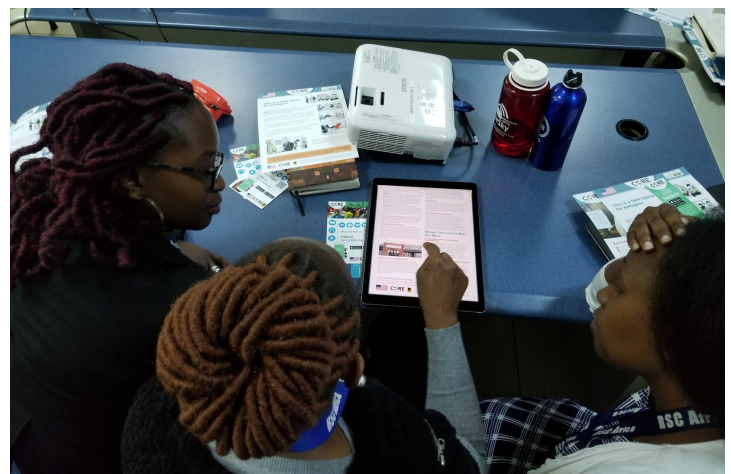
Statement	Suggested Follow-Up Questions
I can use a computer.	<ul style="list-style-type: none">• How comfortable are you in your use of these devices?• Please share your experiences with using these devices.• For those participants who cannot use these devices: Which devices are you interested in learning more about?
I can use a laptop.	
I can use a tablet.	
I can use a smartphone.	
I know how to connect to WiFi.	<ul style="list-style-type: none">• What are others ways you can connect to the internet?
I have an email address.	<ul style="list-style-type: none">• How often do you use email?• How comfortable are you using email? (For example, writing emails, sending emails, forwarding?)• For those participants with email: What is your experience with email?• For those participants who do not have an email address: Are you interested in having an email address? Do you have any concerns about using email?
I know how to create a secure password for logging into websites.	<ul style="list-style-type: none">• What makes a password secure?• Why is it important to have a secure password?• Should you share your password with others?• Should you always use the same password?
I know the difference between a URL address and an email address.	<ul style="list-style-type: none">• What is the difference between a URL address and an email address?
I know how to search for information on the internet.	<ul style="list-style-type: none">• What has been your experience searching for information on the internet?• For those participants who do not know how to search for information on the internet: What might be information you could find on the internet?
I have completed and submitted a form on the internet.	<ul style="list-style-type: none">• What kind of form have you submitted?• What was challenging about completing the form?
I know how to download and open files from the internet.	<ul style="list-style-type: none">• What kind of documents have you opened and downloaded• What device did you use to download the document (i.e. computer, phone, tablet)?• What are the risks of downloading items from the internet? Are they the same for all devices?
I know how to protect my security while using the internet.	<ul style="list-style-type: none">• What can you do to protect your security?• How can you identify risky emails? Websites?

PRE-ASSESSMENT QUESTIONNAIRE (PARTICIPANT VERSION)

Consider the following statements and identify whether you agree or disagree.

Statement	Agree 	Disagree 
I can use a computer.	<input type="checkbox"/>	<input type="checkbox"/>
I can use a laptop.	<input type="checkbox"/>	<input type="checkbox"/>
I can use a tablet.	<input type="checkbox"/>	<input type="checkbox"/>
I can use a smartphone.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to connect to WiFi.	<input type="checkbox"/>	<input type="checkbox"/>
I have an email address.	<input type="checkbox"/>	<input type="checkbox"/>
I know to create a secure password for logging into websites.	<input type="checkbox"/>	<input type="checkbox"/>
I know the difference between a URL address and an email address.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to search for information on the internet.	<input type="checkbox"/>	<input type="checkbox"/>
I have completed and submitted a form on the internet.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to download and open files from the internet.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to protect my security while using the internet.	<input type="checkbox"/>	<input type="checkbox"/>

IMAGES OF DIGITAL TECHNOLOGY USE DURING RESETTLEMENT



DIGITAL AWARENESS FOR REFUGEES GUIDED WORKSHEET (PROVIDER VERSION)

If using the **Fact Sheet** or **Podcast**, the following worksheet can be used to guide participants in understanding the materials. Providers may add additional statements and information based on client needs.

PART I: TRUE OR FALSE/AGREE OR DISAGREE

Ask participants to answer the following questions. You may first ask them to answer without the **Fact Sheet** (or **Podcast**), and then provide them with the **Fact Sheet** (or **Podcast**) to check themselves. You may give them the statements to complete independently, or in groups, or read them out loud.

1. Companies can collect information about your online activities. (True)
2. Digital devices offer features for users to control their privacy on the internet. (True)
3. You can share your passwords with people you do not know. (False)
4. It's recommended to have the same password for all your accounts. (False)
5. Digital devices have parent control settings to monitor children's internet activity. (True)
6. You should consider consequences on your budget before purchasing phones, computers, and internet service. (True)

PART II: DISCUSSION QUESTIONS

Depending on the group, ask participants the following discussion questions. They may generate responses in pairs or groups and report back, or you can have them respond directly to you. The answers provided are based on the **Fact Sheet** and **Podcast**, but you may add to the lists.

1. What are some ways you can use digital technology in the United States?

- Answers:**
- Apply for a job
 - Pay bills
 - Manage your bank account
 - Keep track of assignments and events at your child's school
 - Access information and services provided by the government or other agencies
 - Go shopping
 - Learn new things
 - Enjoy entertainment

2. Why should you keep your phones locked with a security code or fingerprint?

- Answers:**
- Prevents strangers from accessing information stored on the device such as photos, email or message content, and account information.

3. What is important for children to know when using the internet?

- Answers:**
- How to exercise good judgment about sharing photos or information about themselves
 - How to make good use of their time on the internet
 - How to protect their privacy and information

4. Where can you access additional information about Cultural Orientation outside of CO sessions?

- Answers:**
- CORE Resettlement Navigator website
 - *Settle In* mobile app

DIGITAL AWARENESS FOR REFUGEES GUIDED WORKSHEET (PARTICIPANT VERSION)

PART I: TRUE OR FALSE/AGREE OR DISAGREE

Identify whether the following statements are True or False. Circle the correct answer.

1. Companies can collect information about your online activities. True False
2. Digital devices offer features for users to control their privacy on the internet. True False
3. You can share your passwords with people you do not know. True False
4. It's recommended to have the same password for all your accounts. True False
5. Digital devices have parent control settings to monitor children's internet activity. True False
6. You should consider consequences on your budget before purchasing phones, computers, and internet service. True False

PART II: DISCUSSION QUESTIONS

Use the **Fact Sheet** or **Podcast** to answer the following questions.

1. What are some ways you can use digital technology in the United States?

2. Why should you keep your phones locked with a security code or fingerprint?

3. What is important for children to know when using the internet?

4. Where can you access additional information about Cultural Orientation outside of CO sessions?

ADDITIONAL RESOURCES

GENERAL INFORMATION ON DIGITAL TECHNOLOGY

- Digital Skills for Life and Work
- Digital Promise
- DigitalLiteracy.gov
- Integrating Digital Literacy Into English Language Instruction
- A Lifeline to Learning: Leveraging Technology to Support Education for Refugees

DIGITAL SKILLS ASSESSMENT

- Northstar Digital Literacy Project (various assessment available)
- Microsoft Digital Literacy Standard Curriculum (available in Arabic, French, Russian)

DIGITAL TECHNOLOGY AND SECURITY

- Using the Internet
- Mozilla Learning: Privacy Basics: Protect Your Data

CHILDREN INTERNET SAFETY

- Child Online Protection
- The United States Department of Justice, "Children Internet Safety"
- Federal Trade Commission, Consumer Information, "Protecting Kids Online"

USING EMAIL

- Beginning E-mail Four-Session Class
- Northstar Using Email Module 4

OTHER DIGITAL LEARNING OPPORTUNITIES

- Basic Mobile Internet Skills Training Toolkit (available in English, Kinyarwanda, Swahili, and French)

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