



Trauma-Informed EAL

PIRS Teacher's Guide to Trauma-Informed
English as an Additional Language

This document was designed for double-sided printing.

Beyond Trauma: Language Learning Strategies for New Canadians Living
with Trauma
Trauma-Informed English as an Additional Language Curriculum

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Trauma-Informed EAL

Beyond Trauma: Language
Learning Strategies for New
Canadians Living with Trauma

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Last and not least, PIRS would like to thank the women from our Refugee English as an Additional Language Burnaby Program (Edmonds program) who first inspired the development of this curriculum.

Learn more and donate to:

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Vancouver, British Columbia

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PIRS Teacher's Guide to Trauma-Informed English as an Additional Language

Introduction

PIRS is a community-based, non-profit organization serving immigrant and refugee women and their young children since 1975. We support women with multiple barriers and vulnerabilities with programs designed to help women progress and contribute to Canadian society.

PIRS is committed to supporting women in the community with programs such as Refugee English as an Additional Language (EAL) classes with licensed child minding services. Our program model provides women with awareness and key facts about their community, elements that are necessary to achieve community involvement and integration that are the aspirations of our participants.

The community English classes for refugee women are generally multi-level classes that use trauma-informed practice to create safe spaces for women who may have experienced trauma. Our program schedule is based on the school year and runs for three terms with continuous intake. Along with an EAL instructor, we have childminding services on site and very young children (up to age 2) can join the mothers in the EAL classroom. We also have a PIRS Outreach Worker who can be on hand to support students with other needs such as transportation subsidy, information on food banks, and other community services.

About Diana Jefferies

For the past 15 years I have worked with refugee women in various capacities in London, England and here in BC, Canada. My experience has taught me that teachers in the EAL sector, who also work with refugee students, require a certain skill set unique to a typical EAL classroom.

Teacher's note: Please feel free to photocopy from this document at your leisure. We suggest you cover the teacher's note when photocopying for your students.

The PIRS classes for refugee women are designed not only to teach the English language, but also help foster a sense of mental health, social inclusion, and provide information on social adaptation in order for newcomer women gain a greater sense of mental wellbeing.

It is my hope that you will take these skills and concepts and apply them to your teaching practice. Working with refugee women is an opportunity for you as a teacher to embrace a commitment towards social justice for all our community members. Using your own knowledge, skills, and abilities as an educator and community activist you have a great opportunity to participate in the enhancement of women's lives who join you in your classes.

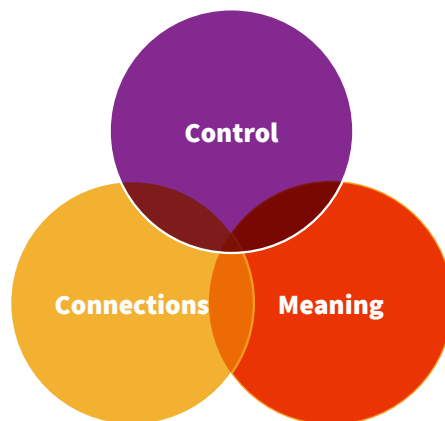
The Framework: Three Core Themes for Teachers Working with Refugee Women

As these English as an Additional Language (EAL) classes are for refugee women, we recognize that many students may have experienced trauma and loss. Whether it be through the experience of migration and leaving family and friends behind in a less peaceful and more precarious situation in their first country, more direct loss such as losing family members, experiences of violence, or witnessing oppression and atrocities. These experiences can result in trauma, and victims of oppression (abuse and sexual exploitation, war, gender inequality, racism or poverty) might have a less formed sense of identity and individuality.

The students in your class may experience feelings of worthlessness, or anxiety. They may have difficulty articulating their emotions through words or actions, or they may not be able to control their feelings and emotions. They may struggle with isolation, loneliness, haunting memories, fear, and depression. These factors can form a huge barrier in building a sense of control, a feeling of connection, and a desire for meaning in an individual's life.

Judith Herman's book *Trauma and Recovery: The Aftermath of Violence – From Domestic Abuse to Political Terror* (1997) suggests there are three core themes for responding to trauma: control, connection, and meaning.

Therefore this curriculum is designed to apply the three core themes for responding to women who have experienced trauma.



“Traumatic events overwhelm the ordinary systems of care that give people a sense of control, connection and meaning. Traumatic events are extraordinary, not because they occur rarely, but because they overwhelm the ordinary human adaptations to life. They confront human beings with the extremities of helplessness and terror and evoke the responses of catastrophe.”

—Judith Herman
Trauma and Recovery
1992, Page 33

Control: Trauma can rob individuals of their sense of control and power over their lives. One of the first steps in supporting people with trauma is to provide a sense of safety and to equip them with the language to identify their feelings and experiences.

Find language tasks in the curriculum that help students to think about and articulate how they feel and then apply the techniques to manage and control negative feelings that can be easily triggered daily life.

Connection: Trauma can destroy the bonds between an individual and their community. The language classes are often the only social experiences the women have during the week that is focusing on their needs rather than the needs of their family members in general.

Support students with trauma by providing an opportunity to connect with others. With the materials and activities you can help to foster connections between teacher and students, and also for the women to connect with each other in the class.

Meaning: Trauma can dismantle an individual's sense of value and self worth.

Help students gain a sense of hope so they can look forward to their future rather than ruminating on the past. A key component is fostering participation in the wider community. This may take time for lower language learners but projects, guest speakers, field trips, and volunteer opportunities can foster a sense of meaning that takes them beyond the classroom experience.

How does Trauma Present Itself in the Classroom?

You might wonder how to tell when a student might be suffering from the effects of trauma. Some emotions, challenges, and behaviours can serve as a clue. The following is a list of some common emotions, challenges, and behaviours that students with trauma might exhibit.

Emotions

- Irritability and or anger
- Depression or long periods of sadness and despondency

- Anxiety – feeling like things can't come quick enough or things will go wrong and all will be lost

Challenges

- Gaps in memory
- Forgetfulness, which can be caused by medication such as antidepressants
- Difficulty focusing on tasks, which can also be caused by medication, high levels of anxiety or lack of sleep

Behaviours

- Long absences from class
- Demanding undivided attention
- Unable to organize and plan
- Exhibiting physical health issues such as self-harm or sleep deprivation
- Substance abuse

Refugee women often have a heavy load of responsibilities for their family members. In their first country they may have had the help of family members and community but here, in their new community, they are often isolated and lack social and emotional support.

Therefore learn to be aware of students who display signs of trauma, but do not take any challenging behaviour personally. Continue to show compassion and patience throughout your teaching practice.¹

Teaching Strategies

Light Stretching and Mindful Breathing:

Spend 5 minutes at the start of every class to release tension, help focus and build classroom unity. To begin, invite your students to stand, if able, and make some space so they can move freely.

Stretching Exercises:

1. Swing your arms side to side and count to 10.

¹ This section comes from a document that Diana Jeffries and Dr. Anea Wilbur created for LISTN http://cmascanada.ca/wp-content/uploads/2016/09/1467063427_01_beyond_trauma_complete_1.pdf

Teacher's note: I cannot begin to tell you the positive effect of starting every class with light stretching and mindful breathing has made on my students and my teaching practice. If I ever skip this exercise due to time restraints or a guest speaker, I am quickly reminded by students that this activity should never be missed! Students find it fun, but it also helps to calm the central nervous system, ground the students in the present moment, and energetically engage the group as a whole to feel connected to one another.

While we are doing our stretches, I might ask them some questions, talk about my day, or mention the topic we will cover in our lesson. During the mindful breathing, I say very little other than to promote a sense of calm and relaxation.

2. Raise your arms up to the ceiling and let them fall down with an exhale through the mouth.
3. Stretch your fingers.
4. Extend one leg forward and bend to stretch out the hips. Repeat with other leg.
5. Bend over and let your arms fall like a rag doll.
6. Gently tilt your head up and down and side to side (ear to shoulder).
7. Rotate your shoulders.

Mindful Breathing:

1. Close your eyes (wait for the room to be quiet).
2. Breathe in through your nose.
3. Breathe out slowly through your mouth (make a hissing noise so they understand what kind of breathing to do).
4. Repeat 3 times.

Important: Be careful with the breathing! Deep breathing can trigger traumatic memories so do not demand students do this when they are not comfortable in deep breathing.

Additional Teaching Strategies

1. Kinesthetic experiences such as using balls, marbles, coins and bills for counting. Broad physical movements such as stepping on or tapping on letters and words for word recognition and spelling. Drawing pictures on the board, cutting and pasting, etc. can also be helpful. Often women with little formal education need to do something rather than sit and work on task sheets. Think out of the box and have your students physically move if able.
2. Create alternative learning spaces. For example, arrange tables and chairs so students can do rotate stations and work on the skills they feel most comfortable with. Visit parks in the warmer months and have students sit at picnic tables or on blankets on grassy areas for the lesson. Go for walks and invite students to point out important landmarks in the area.

3. Art projects such as collage, baking, card making etc. help with identifying feelings and providing support to each other for emotional wellbeing.
4. Optional activities with guest speakers and in-class projects.
5. For higher level students invite them to write journals about their life and experiences, future plans and goals or the things they feel grateful for. These reflections can be invaluable in gaining and maintaining a sense of control.



Theme
Home



Theme – Home

The lesson plans include tasks and handouts for teachers to photocopy and use in the classroom. On the first day of the month you can do a **Needs Assessment**. Following the Needs Assessment, there are lessons and handouts for you to use throughout the month as you see fit. Use the **Evaluation** at the end of the unit to review student learning.

One of the first steps in supporting individuals with trauma is to provide a sense of safety and control over their personal lives. The home is often where we can address that need for control by providing strategies and approaches that focus on familial surroundings, family members, and personal identity.

Remember to tailor to the particular needs of the students. This curriculum serves as a guide. Choose topics that are most suitable for the class, such as:

- Relationships
- Feelings
- Roles of family members
- Household safety
- Neighbours and neighbourhood
- Parenting
- Family problems

Home, family, relationships with partners and other family members are explored in this unit. We also explore some topics on parenting. In each unit, there may be an Optional Activity such as a guest speaker or field trip idea for you to choose and arrange with your students. Based on the Needs Assessment you can plan accordingly.

Handouts

1. Needs Assessment: Home (use at the start of unit)
2. Evaluation: Home (use at the end of unit)

Needs Assessment: Home

Name _____

Date _____

Teacher's note: Use at the start of the unit.

Choose 3 topics that you want to learn. Circle YES or NO.

- Relationships with partner and family
- Feelings
- Roles of family members
- Parenting
- Family problems
- Neighbours and neighbourhood
- Household safety



Relationships with partner and family

Yes – No



Feelings

Yes – No



Roles of family members

Yes – No



Parenting

Yes – No



Family problems

Yes – No



Neighbours and neighbourhood

Yes – No



Household safety such as earthquake preparedness

Yes – No

Lesson 1 – British Royal Family Tree

Objective

To help students understand the vocabulary of family relationships and genealogy. It can help students understand their own family trees.

Introduce Lesson

1. Who is the person on the back of Canadian coins?
2. What is the queen's name?
3. Is the queen a mother?
4. How many children does she have?
5. What is her husband's name?
6. Does she have grandchildren?
7. Does she have great grandchildren?
8. Does she have brothers or sisters?
9. Are any of the queen's children divorced?
10. Are any of the queen's children remarried?

Hand out the Royal Family Tree and let students look at it for a few minutes. If possible have the paper on large sheets so it's easier for students to read.

Students can work together. Ask students to listen and circle or highlight the names they hear on the Royal Family Tree handout.

1. Circle the name of the queen.
2. Circle the name of her husband.
3. Circle the names of her sons.
4. Circle the name of her daughter.
5. Circle the name of her grandchildren.
6. Circle the name of her great grandchildren.
7. Circle the name of her daughter-in-law.
8. Circle the name of her son-in-law.
9. Circle the name of her sons' ex-wives.
10. Circle the name of Prince Charles's nieces.
11. Circle the names of Prince Charles's nephew.
12. Circle the names of Prince William's cousins.

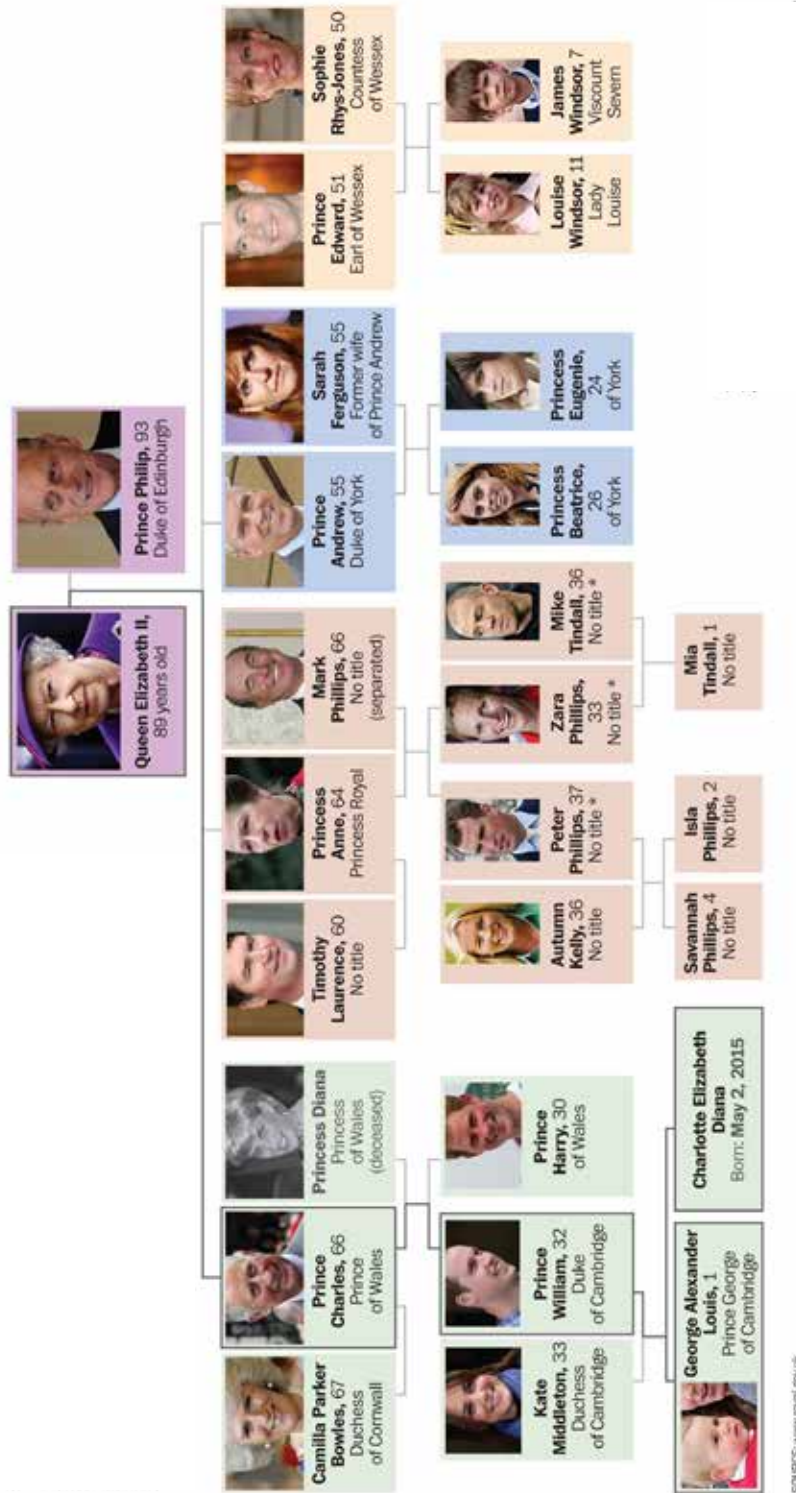
Teacher's note: The use of the British royal family is a helpful way for students to discuss family without personalizing it in discussion. Some students will have trauma related to the loss of family members so personal sharing is not required in this lesson.

Teacher can mention that Queen Elizabeth is the official head of state of Canada.

Handouts:

1. Handout - The British Royal Family Tree
Let students look at it for a few minutes
2. Handout – Names
Students can use this handout to practice copying names and answering questions about the British Royal Family Tree.
3. Handouts– Spelling
Use these handouts to learn vocabulary and practice spelling related to family members.
4. Handout – Unscramble the Words
Use this handout to practice spelling related to family members.
5. Handout – Roles in the Family
Ask a few questions to introduce the exercise:
 - a. Do you know what is a “role”? What about “family role”?
 - b. What are family roles?
 - c. Does a role depend on culture, gender, age? Other?

Handout 1 – British Royal Family Tree



Handout 2 – Names

Copy the names of the royal family members using the family tree to answer the following questions.

Who is the queen? _____

Who is her husband? _____

Who are her sons? _____, _____, _____,

Who are her daughters? _____

Who are her grandchildren? _____,
_____, _____, _____,

Who are her great grandchildren? _____,

Who is her daughter-in-law? _____

Who is her son-in-law? _____

Who are her sons' ex-wives? _____,

Who are Prince Charles's nieces? _____,
_____, _____, _____,

Who is Prince Charles's nephew? _____

Who are Prince William's cousins? _____,
_____, _____,

Handout 3 – Spelling

1. husband _____
2. wife _____
3. brother _____
4. sister _____
5. son _____
6. daughter _____
7. in-law _____
8. niece _____
9. nephew _____
10. cousin _____

Handout 4 – Unscramble the Words

1. uoscin _____
2. whenep _____
3. ecine _____
4. ni wal _____
5. ghtauder _____
6. nos _____
7. ssitre _____
8. erthrob _____
9. fwie _____
10. sbuhnad _____

Handout 5 – Roles in the Family

In your culture who...

Cleans the house	Husband	Wife	Children	Extended family
Pays the bills	Husband	Wife	Children	Extended family
Works outside the home	Husband	Wife	Children	Extended family
Helps with cleaning	Husband	Wife	Children	Extended family
Drives the car	Husband	Wife	Children	Extended family
Changes the baby's diaper	Husband	Wife	Children	Extended family
Feeds the baby	Husband	Wife	Children	Extended family
Invites your family to parties	Husband	Wife	Children	Extended family
Goes to weddings	Husband	Wife	Children	Extended family
Washes the dishes	Husband	Wife	Children	Extended family
Does the laundry	Husband	Wife	Children	Extended family
Takes the children to the park	Husband	Wife	Children	Extended family
Goes grocery shopping	Husband	Wife	Children	Extended family

Teacher's note:

Ask a few questions to introduce the exercise:

1. Do you know what is a "role"?
What about "family role"?
2. What are family roles?
3. Does a role depend on culture, gender, age? Other?

Takes the children to the doctor	Husband	Wife	Children	Extended family
Buys presents for the family	Husband	Wife	Children	Extended family
Helps the family with money problems	Husband	Wife	Children	Extended family
Pays for children's education	Husband	Wife	Children	Extended family
Decides who the children should marry	Husband	Wife	Children	Extended family

Lesson 2 – Relationships with Partner and Family

Remember if students have or are experiencing difficulty in their relationships at home or have lost their partner, tread carefully! It may not be appropriate to do all these activities. Use discretion.

Objective

This lesson is designed to help students understand their own family dynamics, their role as a partner, and their relationships with extended family members.

Introduce Lesson

Go around the group and ask how they feel. Ask about the weather and any other housekeeping tasks or announcements. Explain today's lesson will be on relationships with their partners (husbands) and family members.

Handouts

1. Handout – Discussion Questions
While students are still standing, hand out the Discussion Questions. Students talk to the students standing beside them. When they are finished they can sit down.
2. Handout – Reading
Students match the two parts of the sentences with a partner. After they have completed exercise, ask each pair to read out the full sentences.
3. Handout – Writing
Students copy the sentence strips into their notebooks. Think of two more expressions of love that they think are important in relationships.
4. Handout – Nicknames
A fun way to end the session is to invite student to think of nicknames we use in English to describe how we are feeling about our partners. Have students say the expressions with their

partner. Invite students to share expressions from their first language.

5. Handout – Feelings/Drawing
Using drawing as a way to learn vocabulary and express feelings and emotions.
6. Handout – Writing/Prepositions
Copying sentences, learning prepositions and reflecting on relationship with partner.
7. Handout – About You
Learning vocabulary and reflecting on student’s own personal qualities.

Handout 1 – Discussion Questions

Discuss with your partner(s):

1. What is the best age to get married for women?
2. What is the best age to get married for men?
3. Do you think it is okay for teenagers to date?
4. What is a good man to marry?
5. What is a good woman to marry?
6. Do you think single people are happy?
7. Do you think beauty is important?
8. Do you think a couple should have money saved before they get married?

Handout 2 – Reading

Cut the cards with each clause and match to make a full sentence.

1. Love is being	honest about my feelings
2. Love is making	time for my partner
3. Love is forgiving	myself when I am wrong
4. Love is showing	my feelings and needs to my partner
5. Love is having	my own interests
6. Love is understanding	that everyone needs love

Handout 3 – Writing

Grammar: Love is + Verb + -ing

Copy the 6 sentences.

1. Love is _____

2. _____

3. _____







4. _____

5. _____

6. _____

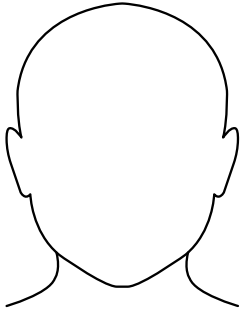
Handout 4 – Nicknames

We can use nicknames for our partners to show love. Can you guess what they are?

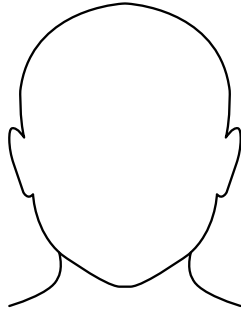
	Hello, honey bunny
	Hello _____
	My _____ My _____
	Hello _____
	Hello _____
	You are my _____

Handout 5 – Feelings/Drawing

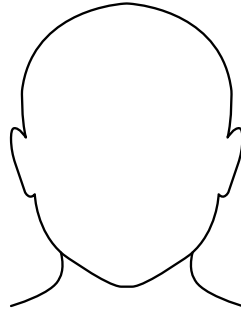
Sometimes I feel...



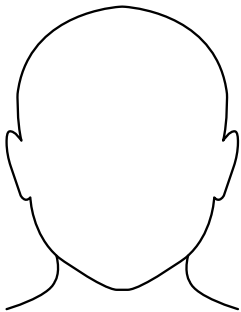
love



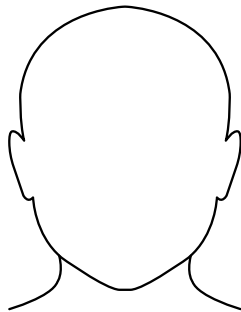
happy



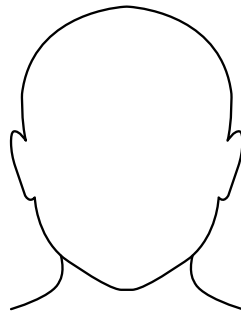
peaceful



angry



hurt



afraid

Handout 6 – Writing/Prepositions

Copy the sentences.

Sometimes I feel love **for** my husband.

Sometimes I feel happy **with** my husband

Sometimes I feel sad **for** my husband

Sometimes I feel angry **at** my husband

Sometimes I feel hurt **by** my husband

Sometimes I feel afraid **of** my husband

Handout 7 – About You

What do you like about yourself? Circle three:

My humour	My kindness
My strength	My ambition
My looks	My honesty
My style	My intelligence
My faith	My compassion

Write the 3 things you like about yourself.

I like _____

I _____

Lesson 3 – Difficult Relationships with Partner

There are consequences to opening this discussion so be careful and ready to respond and refer students who may be in abusive relationships that they want to escape from. If someone does disclose an abusive situation at home, actively listen to what the student is saying, and do not dismiss the disclosure even if it seems relatively insignificant.

Ask the student to wait for you after class so that you can talk about options such as going to a shelter, calling social services, or calling the student's close friend. Although spousal abuse is illegal in Canada and your student needs to know her rights, it is completely normal and acceptable for a woman not to want to report or leave an abusive relationship. There are many reasons she may not want to leave, even if it is unhealthy and dangerous to stay. You need to follow her lead on what she wants to do and make yourself available if and when she wants to talk to you further about the situation. Take the situation seriously and take action according to the student's need.

Objective

Learn vocabulary and help students understand that there are options available if they feel their relationship is not healthy and they need support.

Introduce Lesson

Start the lesson with a grounding breathing exercise. Once the students are focused write the word **Relationship** on the board. Ask the students who we all have relationships with. The students can call out, for example, friends, parents, children, husbands, boyfriends etc. Have the students write down any of the words they do not know while you hand out the first handout. Explain that today's lesson will focus on relationships with partners.

Handouts

1. Handout – Vocabulary
Pre-teach vocabulary.

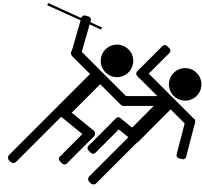
2. Handout – Conversation Questions
Small group discussion.

3. Handout – Reading
Story about a woman in an unhappy relationship.
 - a) Low level – Copy the sentences
 - b) High level – Comprehension questions

4. Handout – Calling For Help
Information about Community Services – who to call in the community.

5. Handout – Discussion Questions

Handout 1 - Vocabulary



physical abuse _____



emotional abuse _____



women's shelter _____



don't report _____



court house -
family court _____

Handout 2 – Conversation Questions

Leaving an Abusive Relationship



These are difficult questions. Breathe in and breathe out. Relax.

1. What can a woman do if she is being abused by her husband?
2. Where can a woman go if she feels scared to stay at home with her husband?
3. Can a woman take her children away from her husband if she is scared they will get hurt?
4. Does a woman need to report abuse to the police?
5. Does a woman need to go to court to get her children to live with her?
6. Do the police and court provide interpretation services?
7. If a woman is scared of her husband or he yells at her all the time, do you think that is abuse?
8. Does a woman need to get money from her husband before she leaves her husband?

Handout 3(a) – Reading (copying sentences)

Name _____

Date _____



This is Marta.

She is married to Nasser.

They have 2 children together.

Nasser abuses Marta.

Marta wants to leave Nasser.

Marta calls Victimslink 604-875-0885.

Handout 3(b) – Reading (comprehension questions)

Name _____

Date _____



This is Marta. She is married to Nasser. They have two children together. When Marta and Nasser came to Canada, they had to start their life over but they were happy to be in Canada because their children can get a good education and have good jobs.

Moving to Canada was difficult. Nasser had a good job in his country, but in Canada, he can't find a good job. He works in a warehouse and he is not happy.

He is not happy with Marta or the children. He says mean things to Marta, and he sometimes hits her across her face. Marta always hopes that Nasser will get a better job and then he will feel happy. He won't hurt Marta when he gets a good job.

Marta feels scared when Nasser comes home. He eats his dinner alone. He goes out with his friends and he never goes out with Marta. She wants to take an English class but Nasser says "No!" She must stay home. She is not allowed to go outside.

Marta wants to leave Nasser. She calls Victimlink 604-875-0885. They have people who speak her first language. Marta is scared and embarrassed, but she can't live with Nasser anymore. She takes her children to a shelter. She gets help.

Handout 4 – Calling For Help



You can get help from:

Police/Emergency – Call 911

Say your name. (My name is...)

Say your language. (I speak Farsi.)

The police will come to your house. They will ask your husband to leave. The police will write a report. They will stay with you until you are safe.

Victimlink – Call 604-875-0885

Say your name. (My name is...)

Say your language. (I speak Farsi.)

Victimlink will contact a shelter or other support services for you. They will call you back and give you information on where you can go for help.

Extra Information

First language Resources for Students

Internet: Abuse is Wrong in Any Language: Family Violence Initiatives – Government of Canada

Farsi: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/dar.pdf>

Arabic: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/ara.pdf>

Chinese: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/chi.pdf>

Somali: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/som.pdf>

Tamil: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/tam.pdf>

Spanish: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/spa.pdf>

Korean: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/kor.pdf>

Russian: <http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/fe-fa/pdf/rus.pdf>

Handout 5 – Discussion Questions

1. What can she do?
2. Who can she call to help her?
3. Do you think she should stay with her husband?
4. Do you think she can take her children to a shelter?
5. Do you think the Canadian government will deport her husband?
6. How does Marta feel?
7. What would you do?
8. Where would you go?

Lesson 4 – Parenting

What do your students need? They need information about school systems, laws, customs, and values. They may also need support in encouraging their own children to retain their cultural identity and some may have to acquire skills in coping with cultural conflicts, which emerges in the parent-child relationships.

Some students have children while others may not have children of their own, but we can invite all students to share their own experiences and observations of parenting from others.

Teachers need to understand the effects of acculturation on children and the impact it has on parents and their roles in the family. Often children are plunged into the new culture and parents may want their children to integrate quickly but also fear their children will lose their sense of tradition and cultural identity.

Children usually want to establish a sense of belonging in their peer group, and English will be the language of communication between cultural groups at school. The classroom for adults will provide an opportunity for your students to explore how family members can retain their cultural traditions and identity while helping to bridge the divide between the culture of their new home and the one they have left behind.

Objective

Students explore how family members can retain their cultural traditions and identity while helping to bridge the divide between the culture of their new home and the one they have left behind.

Introduce Lesson

Start the lesson with a grounding breathing exercise. Once the students are focused write the word **Relationship** on the board. Ask the students who we all have relationships with. The students can call out, for example, friends, parents, children, husbands, boyfriends etc. Have the students write down any of the words they do not know while you hand out the first handout. Explain that today's lesson will focus on relationships with partners.

Handouts

1. Handout – Conversation Questions
Class and small group discussion.
2. Handout – Children
Practice writing about children/parenting.
3. Handout – Child Abuse
Learning vocabulary about child abuse.
4. Handout – Reading and Writing
Reading a story, listening to questions and practicing writing.

Extra Information

More recently there has been an interest in parent education programs for literacy and EAL students. For additional resources you can find information and help from:

Nobody's Perfect from the BC Council of Families provides information and resources on positive parenting, <http://nobodysperfect.ca/home/>

The Canadian Red Cross Society (BC /Yukon) has produced curriculum materials on the subjects of child abuse and dating violence, <http://www.redcross.ca/>

Section 43 of the *Criminal Code* says:

Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

This means that, under some circumstances, when parents, caregivers, or teachers use **reasonable** force to control a child or keep the child or other children, safe, they may not be found guilty of a criminal offence.

However, section 43 is not a defence for every action a parent, teacher, or caregiver may take. A parent, teacher or caregiver may only use

reasonable force. And they may only use that reasonable force when it is connected to their duties to the child. Section 43 cannot be used as a defence, for example, when a child has been harmed or abused.

1. The child must be between two years old and twelve years old.
2. The force used must be reasonable and its impact only "transitory and trifling".
3. The person must not use an object, such as a ruler or belt, when applying the force.
4. The person must not hit or slap the child's head.
5. The seriousness of what happened or what the child did is not relevant.

Handout 1 – Conversation Questions

1. What are good things about having children?
2. What are some problems?
3. Do you think Canada is a good place to have children?

Handout 2 – Children

What are your fears for your children in Canada?

What are your hopes for your children in Canada?

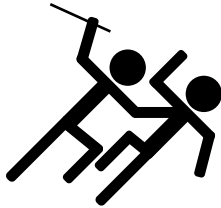
Handout 3 – Child Abuse

What is child abuse?

Write the words with the picture.

<i>burning</i>	<i>not showing love</i>	<i>cutting</i>	<i>incest</i>
<i>not holding/ cuddling</i>	<i>criticizing a lot</i>	<i>hitting</i>	<i>rape</i>
<i>not supervising</i>	<i>not giving food</i>		<i>not caring</i>

Physical abuse



Emotional abuse



Sexual abuse



Neglect



Handout 4 – Reading and Writing

Sarah is waiting for the bus with her three-year-old child Alex. They are going home. Sarah is tired. She didn't sleep very much last night. Alex is also tired. He is crying.

Sarah gives him a cookie. Alex throws the cookie on the ground. Sarah holds Alex, but Alex pushes and kicks Sarah. Alex cries and screams. People look at Sarah and Alex. Sarah feels so angry and embarrassed.

Alex screams really loud and finally Sarah hits Alex on the head. Alex stops crying and screaming. A woman at the bus stop tells Sarah: "You can't hit your child here! You can't hit your child in Canada!"

Questions

Where are Sarah and Alex? _____

Why is Alex crying? _____

Why is Sarah angry at Alex? _____

When does Alex stop crying? _____

What does the other woman tell Sarah? _____

How does Sarah feel? Why? _____

Do you understand Sarah's feelings? _____

About you...

How do you feel when your children don't listen to you? _____

What do you do when your children don't listen to you? _____

What would you do if you were Sarah? _____

Can you hit children in Canada? _____

Evaluation: Home

Name _____

Date _____

Teacher's note: Use at the end of the unit.

You learned about your relationships at home.

Did you like the topics? Yes – No

Did you learn some new words? Yes – No

Did you learn about family services? Yes – No

Do you feel safe in Canada? Yes – No

Do you feel your family is safe? Yes – No

Vocabulary Questions

My husband's sister is my _____

My daughter's brother is my _____

My mother's brother is my _____

What is the number you call if you need the police? _____

Should you call the police if you are scared of your husband? Yes – No

Where can a woman go if she can't stay with her family? _____

When a parent hurts a child it is _____



Theme

Learning and
Developing



Theme – Learning and Developing

Students in your class may or may not have had previous classroom education experiences. If they have, they will probably adapt to the regular routine of classroom learning, but if they have had no previous formal education or have had a lot of interrupted learning then the classroom can feel like a daunting place. Use the **Needs Assessment** at the start of the unit and the **Evaluation** at the end of the unit.

Recognize who your students are by asking them directly about previous education or finding out through outreach and settlement workers who your students are as individuals. By having a basic understanding of who your students are, you will be able to tailor your lessons accordingly.

Students who have experienced trauma can feel a deep sense of isolation and dislocation. They might be quite different from a typical learner who has had the rights to an education. It is important that the classroom experience provides every student an opportunity to connect with you as a teacher and to their classmates in meaningful ways.

The classroom can provide a real sense of belonging and connection for students. This will be their opportunity to learn and develop some classroom skills that they might not get from a regular English language class where the teacher can assume that the students do not hold any barriers to learning. Fostering an inclusive classroom is imperative for each student's ability to learn and develop as an English language learner. This unit will focus on using a variety of tools to help students identify their unique style of learning.

Help create a community of learning in your classroom by recognizing the unique needs of your students. Examples of some tools that help to build a community of learning can be creating a group classroom agreement and writing it on a flip chart, recognizing and celebrating special days for the students such as birthdays and holidays. Consider using alternative learning structures such as:

- Stations for independent learning
- Art projects such self-actualization collages (using magazines)
- Graffiti murals
- Picture journals

It will be up to the discretion of the teacher to choose the topics that are most suitable for the class. Topics to consider are:

- Dates
- Seasons
- Feelings
- Places in the community
- Learning how I learn
- Places of refuge
- How I can overcome negative feelings

In this unit students will continue to foster a sense of control over their lives by exploring their own identity through learning about feelings, people and places they feel a connection to at home or in the community, and how they learn and develop themselves at a personal level. Embedded in these topics are important day-to-day literacy skills such as weather, seasons, and important dates.

Students will also focus on self-reflection to better understand their unique and best ways to learn English. For example many of our learners retain more vocabulary through kinesthetic learning activities. Some prefer copying and writing, while others are best with visual aids. Therefore provide a variety of learning styles so that students can reflect more on what works best for them when learning English in a classroom.

These self-reflection tactics will foster a sense of control and help to decrease the effects of trauma (e.g. spacing out in class, agitation, aggression, and despondency) and empower our learners by learning more about their identity and building on self-agency, which will lead better mental wellness.

Handouts

1. Needs Assessment: Learning and Developing (use at the start of unit)
2. Evaluation: Learning and Developing (use at the end of unit)

Needs Assessment: Learning and Developing

Name _____

Date _____

Teacher's note: Use at the start of the unit.

What do you want to learn this month?

Days, dates, and numbers

Yes – No



Weather and seasons

Yes – No



Feelings

Yes – No



Places in the community

Yes – No



Learning how to learn

Yes – No



Lesson 1 – Months of the Year

This listening lesson is based on students identifying dates and months of the year. Some of your students will be literacy learners and they will struggle with reading and writing basic information even though many will be able to verbally articulate it.

Objective

Learning to write and spell correctly will help students identify important information such as dates. This will further help them to gain a sense of control over their lives by recognizing important dates for appointments, school closures, friends and family birthdays, etc. Having a sense of personal agency so that they can begin to move freely in their daily lives will help students build confidence and independence.

Introduce Lesson

Start this lesson by eliciting the months of the year. Ask them what month it is today. Then ask what was last month and what is next month. Explain that today's lesson will focus on learning and spelling the months of the year in sequence.

Self-reflection: After the students have finished the exercises, ask if they liked the running around, clapping, and marching. Did it make a difference? Can they see how using the whole body for learning is really helpful?

Handouts

1. Handout – Calendar Months

Use materials in for group activity. Tape the calendar months in order on one wall. Invite students to come to the front of the class and then give them the following instructions:

- a. Stand in front of this month _____. (Whole class moves to the month)
- b. Stand in front of last month of the year. (Whole class moves to the month)
- c. Stand in front of next month. (Whole class moves to the month)

- d. Stand in front of the month of your birthday. (Students move to their birthday months)
- e. Stand in front of the month of your first child's birthday.
- f. Stand in front of the month of your partner/husband's birthday.

Students form pairs and give the directions to each other.

Spelling: Mingle with the students and ask them to spell the name of the month of their birthday.

Change positions: Take the calendar months off the wall and put them on the floor in order. Have the students step on each month and say the name of the month as they step. Then march single-file around the room clapping while saying the name of each month.

Months-numbers: Write numbers 1 through 12 on the board. Have the students write (as a group) the name of each month with the board pens.

2. Handout – Writing
Writing the months of the year in order.
3. Handout – Reading and Writing
Learning ordinal numbers and writing months.
4. Handout – Dates
Class activity to practice organizing dates chronologically.

Handout 1 – Calendar Months

To be designed as individual pages for exercises

January

February

March

April

May

June

July

August

September

October

November

December

Handout 2 – Writing

Copying the months of the year in order.

January (01) _____

February (02) _____

March (03) _____

April (04) _____

May (05) _____

June (06) _____

July (07) _____

August (08) _____

September (09) _____

October (10) _____

November (11) _____

December (12) _____

Handout 3 – Reading and Writing

Reading ordinal numbers and writing the months.

The first month of the year is January

The second month of the year is _____

The third month of the year is _____

The fourth month of the year is _____

The fifth month of the year is _____

The sixth month of the year is _____

The seventh month of the year is _____

The eighth month of the year is _____

The ninth month of the year is _____

The tenth month of the year is _____

The eleventh month of the year is _____

The twelfth month of the year is _____

Monday is the first day of the week.

_____ is after Monday.

Wednesday is before _____

Thursday is after _____

Friday is after _____

Handout 4 – Dates

Class activity:

1. Cut the dates.
2. Give each student one date.
3. Review what the date is.
4. Have students organize the dates chronologically in a line.

19/05/90	30/10/99	17/12/08
02/06/91	31/10/99	27/09/10
22/08/91	01/03/00	22/11/11
21/09/95	03/01/00	09/11/12
24/10/95	20/01/01	01/12/13
25/10/95	03/03/03	02/12/13
03/17/98	03/04/03	21/03/14
05/06/98	04/05/06	29/04/14
07/08/99	15/06/07	30/04/14

Teacher's note: Just as learning dates and times, it is also helpful for students to learn seasons. This will help with building vocabulary that fits into different seasons such as things we wear in summer and not in winter, how weather and nature changes with seasons, and how our sense of well being can alter in dark, colder months compared to light summer months.

Lesson 2 – Seasons

Objective

Learn about the four seasons through group discussion.

1. Ask what is the current season?
2. Ask what their favourite season is and why?



Introduce Lesson

Start the lesson by asking student what their favourite season is in Canada and what is their favourite season is in their first country. Explain that today's lesson will focus on the four seasons we have in Canada.

Handouts

1. Handout - Vocabulary
Learn vocabulary and practice writing.
2. Handout - Seasons
Discussion questions

Handout 2 – Seasons

Copy the words on the line.

Winter



Spring



Summer



Fall



Questions

1. What season is cold? _____
2. What season is hot? _____
3. What season do the flowers come out? _____
4. What season do the leaves fall from the trees? _____

Lesson 3 – Feelings and Moods

Objective

Discuss feelings and moods. Provide information on tools students can use to manage self-care when experiencing mood swings.

Introduce Lesson

Start the lesson by asking the students if the weather can affect people's mood. Elicit from the students things that put them in a bad mood. Write the words they say down on the board. Explain that today's lesson will be about feelings and moods.

1. Ask how students felt after the first part of the lesson.
2. Ask how they feel on Mondays, on weekends, or in various seasons.
3. Introduce and explain “mood swings” and write the phrase on the board.

Handout

1. Handout – How do you feel today?
Learn vocabulary and discuss seasons, feelings and moods

Handout 1 – How do you feel today?



Happy



Angry



Sad

Do your feelings change everyday?

Yes – No

Monday

Tuesday

Wednesday

Thursday

Friday



Do your feelings change every month?

Yes – No

January



February



Do your feeling change every season?

Yes – No

Winter



Spring



Do you have mood swings?

Yes – No



Lesson 4 – Balance Feelings

Objective

Learn vocabulary and suggestions to navigate through the ups and downs of daily life.

Introduce Lesson

How do you make yourself feel happy when you feel sad or get depressed?

Write their ideas on the board. Then give some other ideas such as:

- Make a list of activities for the day. Having a plan helps you feel in control.
- Forgive yourself for making mistakes.
- Take a few moments for yourself and breathe and stretch.

Close Listening

Students listen to the teacher and fill in the missing words from the story. Then work in pairs and read the story to each other and answer the comprehension questions below.

Handouts

1. Handout – Listening and Comprehension
Practice listening and comprehension.

Teacher's Copy of Story

Meena came to Canada 3 years ago. She lives in Burnaby with her 3 children and her husband. They live in a very small apartment. The children sleep in 1 bedroom and Meena and her husband sleep in 1 bedroom.

Meena always feels sad in the winter. She can't take the children to the park. She doesn't go to school in December. She is stuck at home with the 3 children alone. Her husband goes to work every day. Meena gets depressed in winter. Meena waits for spring. In the spring Meena goes to the park with her children, but in the winter, Meena stays inside with the children. Meena is depressed in winter.

2. Handout – Reading together

Teacher's note: We can often focus on the negative aspects of our daily lives without offering any solutions to feeling better about our situations. Ask students how to balance feelings while recognizing that everyone has moments of happiness and sadness.

Handout 1 – Listening and Comprehension

Listen to your teacher. Write the missing words you hear.

Meena came to _____ 3 years ago. She lives in _____ with her 3 children and her husband. They live in a very small apartment. The children sleep in one _____ and Meena and her husband sleep in another bedroom.

Meena always feels _____ in the winter. She can't take the children to the _____. She doesn't go to school in _____. She is stuck at home with the 3 children alone. Her husband goes to work every day. Meena gets depressed in _____. Meena waits for _____. In the spring Meena goes to the park with her children, but in the winter, Meena stays inside with the children. Meena is _____ in winter.

Questions

How does Meena feel? _____

Why does Meena feel sad? _____

When does Meena feel sad? _____

What can she do? _____

Handout 2 – Reading Together

Read the story with a partner. Answer the questions with your partner.

Story

Sarah is happy on Monday.

Sarah is angry at her children on Tuesday.

Sarah is happy on Wednesday because she is with her classmates.

Sarah is sad on Thursday because for 3 days she doesn't go to school.

Sarah has mood swings. On Monday she is happy. On Tuesday she is angry. On Wednesday she is happy again. On Thursday she is sad.

Sarah's feelings change every day.

Questions

How does Sarah feel on Monday? _____

How does Sarah feel on Tuesday? _____

How does Sarah feel on Wednesday? _____

How does Sarah feel on Thursday? _____

Lesson 5 – Finding Refuge

Teacher's note:

1. If you feel comfortable, tell the students the places you find refuge in.
2. Elicit from the students some possible places they also might find as a refuge.

Objective

Students explore the people or places that can help them find a sense of peace in unhappy times. Elicit on the board the word “refuge”.

Introduce Lesson

Explain that refuge means a safe place.

Handouts

1. Handout – Finding Refuge
Read the story and match to pictures.
2. Handout – Vocabulary
Learn vocabulary about places of refuge.
3. Optional Activity: Art Project
Facilitate a collage mural art project.

Handout 1 – Finding Refuge

Read the story. Match the sentences to the pictures.

Today is a hard day.



Your husband is angry at you.



Your children do not listen to you.



You didn't go to school today.



It is cold and raining outside.



You feel angry all day.



Handout 2 – Vocabulary

Circle the words that you use as a refuge when you feel sad or depressed.

Where do you go for refuge?

park	gym	school	friend's house	
forest	mountain	mall	my bed	library
closet	bath	a book	coffee shop	walk in the city
my children's bed		my car	TV	my husband
Quran	Bible	Mosque	Church	

Questions

What is a refuge? _____

A place I find refuge is _____

Evaluation: Learning and Developing

Name _____

Date _____

Teacher's note: Use at the end of the unit.

Spelling

Write the months in order

Write the 4 seasons

What is the date?
01/22/99

12/11/07

05/19/2015

Self-reflection questions

Do you feel supported in the classroom?

Yes – No

What do you like about the students in this class? _____

Do you learn by

- moving around in the class?
- watching and looking at pictures?
- listening to the teacher and students?
- reading stories?

I learn by _____

What is the best way for you to learn? _____

Where do you go for refuge? _____

Teacher's Comments about your learning _____



Theme
Wellbeing



Theme – Wellbeing

Students in your class may struggle with daily lifestyle habits that help them gain and sustain a sense of wellbeing. They may neglect their own needs and sacrifice for the sake of their family members. They may have come from cultures where taking care of their health has never been seen as a major priority. They may not be familiar with Western ideas of self-care and do not regard “me time” as important or necessary. Use the **Needs Assessment** at the start of the unit and **Evaluation** at the end of the unit.

Recognize there is a privilege for those of us who can prioritize self-care and create “me time”. We all have various responsibilities that don’t include time for self-care and students do not need to feel guilty for not having access or spending time of self-care. If students can address some of their concerns such as lack of sleep, poor nutrition, stress and anxiety, then they may find the resources useful.

These are some lessons to help teach the value of self-care and give the students guidelines as to how they can incorporate a healthy lifestyle, which can possibly stave off depression and anxiety. Additional online resources can be found to expand the unit.

Students can explore how nutrition, exercise, and sleep can affect mental wellbeing. This unit embeds the language in the lessons about various foods, food shopping, daily routines, exercise options, and emphasizes the benefits of good nutrition and sleep to enhance a sense of wellbeing in the world.

The teacher can decide which activities are most suitable for the class.

Topics to consider are:

- Sleep habits
- Daily exercise and meditation
- Food and nutrition
- Creating a positive outlook on life
- Daily routines
- Optional Activity: Yoga Class

Handouts

1. Needs Assessment: Wellbeing (use at the start of unit)
2. Evaluation: Wellbeing (use at the end of unit)

Needs Assessment: Wellbeing

Name _____

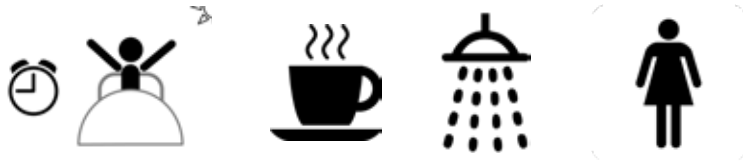
Date _____

Teacher's note: Use at the start of the unit.

What do you want to learn this month?

Daily routines

Yes – No



How to get a good sleep?

Yes – No



Food and nutrition

Yes – No



Exercise and meditation

Yes – No



Having positive feelings

Yes – No



Lesson 1 – Health Eating

Objective

Learn vocabulary related to healthy eating.

Introduce Lesson

Pre-teach the following words:

- Too much
- Should
- Diets
- Happy versus unhappy
- Gain weight
- Relaxed versus stressed

Handout

1. Handout – Healthy Eating Quiz
Use quiz to see how much students know about healthy eating.

Teacher's note: Students come from a different backgrounds and may have varying cultural values when it comes to food and healthy eating habits. Students who may have experienced trauma may express different beliefs related to eating, food, nutrition, abundance, scarcity. Understand that you are working with a marginalized group who is more than likely to live below the poverty line. Therefore do not “force” the issue of proper food and diet.

Handout 1 – Healthy Eating Quiz



I eat too much because...

- A) I don't sleep.
- B) I don't eat breakfast.
- C) I feel stressed.
- D) All of the above (A, B and C)

I should always eat breakfast.

- A) Yes
- B) No

I eat dinner with my family. I feel...

- A) Happy
- B) Unhappy

Diets are good.

- A) Yes
- B) No

I don't eat lunch. I feel...

- A) Stressed
- B) Relaxed

Which drink has a lot of sugar?

- A) Coca Cola
- B) Fruit juice
- C) Both

Lesson 2 – Nutrition

Objective

Understand what foods to eat and what foods to avoid. By providing the information on proper nutrition and sleep, students will hopefully become inspired to make some good choices for themselves.

Introduce Lesson

Start the lesson by eliciting from the student's foods that are healthy and nutritious and unhealthy or not nutritious. Write the words they say down on the board. Explain that today's lesson will be about nutrition for balancing the mind and body.

Handouts

1. Handout – Reading
Reading story and filling in words.
2. Handout – Reading and Writing
Practice reading and writing with pictures.

Teacher's note: Certain foods may help promote wellbeing and alleviate symptoms of depression and anxiety while other foods can do the opposite. Important note! Understand that you are working with a marginalized group who is more than likely to live below the poverty line. Therefore do not "force" the issue of proper food and diet. It is equally important that you do not judge students for the less than optimal choices they make. They are more than likely dealing with their children and families. They may lack control over the food choices and have limited cooking options available to them. These exercises are to inspire students, not make them feel guilty. Offer some suggestions to students who are overwhelmed with their daily lives.

Handout 1 – Reading

Read and fill in the missing words.

Nassa _____ (🕒) very early in the morning. She
_____ (🍳) breakfast for her family. Nassa doesn't have time
to eat. She _____ (👤) her children to school. Nassa comes home
from the school and the house is quiet. She _____ (📺) TV,
drinks tea with sugar and eats cookies. Nassa feels depressed.

Nassa doesn't eat lunch. She drinks tea with sugar. She _____ fast
food (🍷🥤) and _____ Coca Cola for dinner. After, Nassa walks to the
school to pick up her children.

Nassa is happy when the children are at home but the children
are _____. (🔊)

At 5:00 pm her family eats the fried chicken, French fries, and drinks Coca
Cola. After dinner she watches TV. Nassa is very _____ (👁️)
but she can't sleep. She watches TV until 12:00 am. Tomorrow Nassa wakes up
at 6:00 am. Nassa is depressed all the time now

Questions

1. How does Nassa feel? _____
2. Why? _____
3. Does Nassa have a good diet? _____
4. Does Nassa sleep well? _____
5. What can Nassa do? _____

Handout 2 – Reading and Writing

No food stops depression but some foods can help you feel okay. Which foods help you feel okay?

Copy the words in the boxes.



I feel good



I feel bad

_____	_____
-------	-------



white sugar



whole grains



apples



apricots



oranges



cake



potato chips



leafy greens



kiwi



tomato



carrots



lentils



nuts



Seeds



cookies



alcohol



coca cola



seafood



fried chicken



fast food



cellery



avocado



caffeine

Lesson 3 – Sleep

Depression and sleep are often linked and helping students to practice good sleep habits can sometimes help alleviate the symptoms of depression. However, like most mothers with young children, sleep is often hard to get.

Whether it's building a sleep routine or some helpful hints to get to bed as early as possible, these activities are intended to help students and not make them feel guilty for not following the recommended guidelines by sleep experts. Therefore, do not judge students for perceived lack of self-care or to use expressions like “you must...” when working on these activities. Be an active listener and give suggestions along the way.

Objective

Inspire students to find some practical ways to develop good sleep habits.

Introduce Lesson

Have students pair up and ask each other about their sleep habits using the handout Discussion Questions.

Then pre-teach the grammar point. Explain what the word “should” means and the grammar structure. **Subject + Modal Verb + Verb**

1. Write the word **should** on the board and elicit from the class what the word means.
2. Draw a circle around the word **should**, and then an underline beside it. Write the word **sleep** and elicit the word sleep by gesturing.
3. Ask the students how many hours we should sleep.
4. Under the word **sleep**, write the word **go**. Elicit from the class at what time you should go to bed.
5. Write the word **eat** under the word **go**, and elicit from the class how many fruits should you eat a day.
6. Write the word **drink** under the word **eat** and ask the class how many glasses of water should you drink a day.

Elicit from the class other sentences with **should** and have students answer yes or no.

1. You should go to school every day.
2. You should watch TV in English
3. You should drink alcohol every night.
4. You should eat vegetables
5. You should take a shower one day a month
6. You drink coffee at night
7. You should exercise

Handouts

1. Handout – Discussion Questions
Student pairs ask and answer questions about sleep habits.
2. Handout – Sleep Habits
Read and practice writing about sleep habits.

Handout 1 – Discussion Questions



Ask your partner:

1. How many hours do you sleep at night?
2. What time do you go to bed?
3. What time do you wake up?
4. Do you feel very tired in the morning?
5. Do you feel very tired at night?
6. Do you drink hot milk before bed?
7. Do you drink coffee in the evening?
8. Do you sleep in sometimes?
9. Does your husband snore?
10. Do you snore?
11. Do you sleep on the floor or on a bed?
12. Do you sleep with a duvet or sheets and blankets?
13. Do you dream?
14. Do you sleep walk?
15. Do you have insomnia?

Handout 2 – Sleep Habits

Read the sentences with a partner. Then copy the sentences.

What can help you to sleep?

You should take a hot bath before bed.



You should go to bed at the same time every night.



You should breathe slowly.



You should exercise.



You should eat whole foods.



You should drink decaffeinated coffee and tea.



You should write down your feelings.



You should take 10 breaths in and 10 breaths out.



Lesson 5 – Listening

Teacher's note: This is a closed listening. It's a nice change from the regular language class and music. Music can always help to lift spirits. You will need access to the Internet and a laptop to play the song in the class unless you have a recording.

Jimmy Cliff – “A Bright Sunshiny Day” <https://www.youtube.com/watch?v=81aY9aHz-Ro>

Objective

Using music as learning tool.

Pre-teach the following vocabulary:

- see clearly
- dark clouds
- rainbow
- praying for
- bright
- obstacles
- pain
- blue skies
- bad feelings
- gonna – (going to)

Introduce Lesson

Start this lesson by asking students if they like the music from North America and Europe. Do they have any favourite bands, or singers. Explain how music can help students to improve their English. Have students first work in pairs to match the vocabulary and then work independently when they listen to the song and fill in the missing lyrics.

Handouts

1. Handout – Matching Words
Match pictures to some words of song.
2. Handout – A Bright Sunshiny Day
Fill in missing words of lyrics.

Handout 1 – Matching Words

Match the pictures to the words.

see clearly	
rainbow	
dark clouds	
praying for	
bright	
obstacles	
pain	
blue skies	
bad feelings	
gonna – (going to)	

Handout 2 – A Bright Sunshiny Day

Fill in missing words of lyrics.

I can _____ now the rain is gone

I can see all obstacles in my way

Gone are _____ that had me blind

It's gonna be a _____ (bright)

Bright (bright) sunshiny day

It's gonna be a bright (bright)

Bright (bright) sunshiny day

Oh, yes I can make it now the _____ is gone

All of the _____ have disappeared

Here is that _____ I've been praying for

It's gonna be a bright (bright)

Bright (bright) sunshiny day

Look all around, there's nothing but _____

Look straight ahead, there's nothing but blue skies

I can see clearly now the rain is gone

I can see all _____ in my way

Here is that rainbow I've been _____

It's gonna be a bright (bright)

Bright (bright) sunshiny day

It's _____ be a bright (bright)

Bright (bright) sunshiny day

Bright (bright), bright (bright)

Bright sunshiny day

It's going to be a bright (bright)

Bright (bright) sunshiny day

It's gonna be a bright (bright)

Bright (bright) sunshiny day

It's gonna be a bright (bright)

Optional Activity: Yoga Class

Pamela Ferman is an excellent yoga teacher who generously offers free yoga classes (or if possible will take an honorarium) to our PIRS students. Please contact Pamela at 778-846-YOGA (9642) or check her website at <http://yoga4heartnsoul.com/author/pamela/>



Teacher's note: This would be a good month to have the students participate in an on-site yoga class. Invite a yoga teacher to lead a class. You can find mats by calling any yoga studio and asking if it would be possible to get a certain number of mats for your class. It would require you to pick them up but if it is possible, go for it! If not, ask the teacher to choose poses that could be either done standing and/or sitting on chairs.

Evaluation: Wellbeing

Name _____

Date _____

Teacher's note: Use at the end of the unit.

1. What are 3 foods that help you feel good?

2. What are 3 ways to help you sleep?

3. Write two sentences of advice for a friend.

You should _____

You should _____

Do you look after yourself? Yes – No

Do you think you have more positive feelings now? Yes – No

Comments _____



Theme
Community



Theme – Community

Belonging to a community is helpful for establishing meaning and having a positive outlook, and a sense of safe in an otherwise insecure world. For many refugee women, finding a place in the wider community is a huge challenge. Women are often busy with home and children and many have little access to building community connections outside of their own immediate family. Use the **Needs Assessment** at the start of the unit and **Evaluation** at the end of the unit.

Other family members sometimes discourage connecting to the community and the women themselves may feel unsure about how to reach a wider community beyond their own cultural group. Even though Canada attempts to be an inclusive society in theory, it is a difficult concept to practice. However, it is an important element when helping refugee women who have experienced trauma. Belonging to the wider community will help provide a sense of belonging and a chance to look forward to participating and integrating with a larger community.

Help students begin engagement with the wider community. The activities support learning English and build the student’s capacity to feel more included within the neighbourhood.

It will be up to the discretion of the teacher to decide which activities are most suitable for the class. Topics to consider are:

- Places in the community
- Prepositions
- Time
- Money
- Community Centres
- Neighborhood Houses

Class materials – cardboard boxes and markers

Handouts

1. Needs Assessment: Community (use at the start of unit)
2. Evaluation: Community (use at the end of unit)

Teacher's note: Students may have been relatively isolated and have little classroom experience. Gaining control of their lives and taking steps to participate in a local community can help increase meaningful connections and positive experiences.

Needs Assessment: Community

Name _____

Date _____

Teacher's note: Use at the start of the unit.

What are you interested in learning about your community?

Names of places in the community

Yes – No



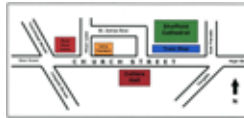
Grammar – Prepositions of place

Yes – No



Asking for directions in the community

Yes – No



Reading the time

Yes – No



Money

Yes – No



Community Centres

Yes – No



Neighbourhood House field trip

Yes – No



Lesson 1 – Community

Objective

Using boxes and group activity to learn about community places and resources.

Introduce Lesson

Start the lesson by eliciting places in the community around the school. Ask closed questions such as “Is there a bank around here?” “Where?” and have the class answer. Then explain to the class that in today’s lesson they will be creating their own community using materials provided.

Activity 1: In this activity the class will build a model community.

This works well when done on a table that can be left in the class for a couple of days. Setting it up in this way allows class members to refer to it for a number of subsequent activities. An example of what your model community might look like.

Supplies required for this project:

- image print outs (supplied)
- scissors
- glue stick
- card stock
- small boxes
- markers
- toys (cars, trees, people)

Activity 2: Building the community

1. Print the sample place images (in the Making Connections, Student Materials section) or enlarge pictures from the Oxford Picture Dictionary. These show common places in a community.
2. Supply a pair of scissors and a glue stick for each student.
3. Have students cut out the photocopied images of places.
4. Have students glue each image to the back of a small box (or a piece of cardboard).
5. Take long pieces of card stock and write the names of 4 streets. It

is best to use names of streets that surround your school.

6. Clear a table in the classroom and set your “streets” on it.
Teacher's note: The quality of materials for this project is not as important as what you do with the project. Be casual and let the students have some fun with this activity.
7. Invite students to come up to the table with the “places” they are holding.
8. Ask a student to name the place he/she is holding. Then move to the next student and do the same. (Repeat.)
9. Explain that the students will now act as community planners.
10. Invite the class to set their places somewhere on the table.
11. You can also invite students to decorate the community they have created with trees, toy cars, and toy people.

Take the boxes and have the students work together to build a community. Students decide where they want to buildings to be placed. When they have finished, invite them to listen while you ask the following questions:

Activity 3:

1. Elicit names of places in the community.
2. Elicit prepositions (beside, between, across from, behind, in, in front of).
3. Gather the class around the table with the community built in Activity 2.
4. Ask students the following questions; allow anyone to answer.

Questions

1. Where do you buy bread?
2. Where do you buy flowers?
3. Where do you buy food?
4. Where do you go for walks?
5. Where do you buy a book?
6. Where do you get a bus?
7. Where do you get a train?
8. Where do you pray?
9. Where do you like to go after school?
10. Where do you like to go on the weekend for fun?

Practice this all week. If possible find a place in the classroom to have the model community displayed so that students can refer to it as often as they need.

Handouts

1. Handout – Community
Learn vocabulary about places in a community.
2. Handout – Reading and Writing
Practice reading and writing vocabulary about community.
3. Handout – Spelling Practice
Practice spelling about places in a community.
4. Handout – Discussion Questions
Students interview each other.

Handout 1 - Community

Name _____

Date _____



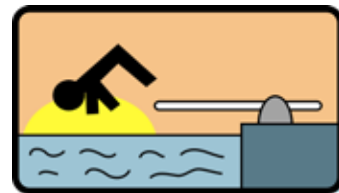
Places in the community



park



café



community centre



grocery store



book store



florist



library

Questions

1. Where do you walk? _____

2. Where do you drink coffee? _____

3. Where do you swim? _____

4. Where do you buy a book? _____
5. Where do you buy flowers? _____
6. Where do go swimming? _____
7. Where do you borrow a book? _____
8. Where do you buy food? _____

Handout 2 – Reading and Writing

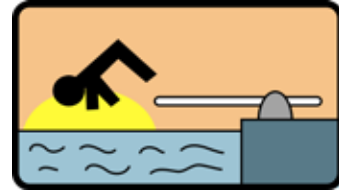
Read the sentences and write the words on the line.



park



café



community centre



grocery store



book store



florist



library

1. After school I like to walk in the _____
2. After school I like to drink coffee at the _____
3. After school I like to swim at the _____
4. After school I like to buy books at the _____
5. After school I like to buy flowers at the _____
6. After school I like to study at the _____
7. After school I like to shop at the _____

Handout 3 – Spelling Practice

Word	Copy	✓ or x	Practice
park			
café			
community centre			
centre			
bookstore			
florist			
buy books			
buy flowers			
swim			
walk			
drink coffee			
borrow books			
study			

Handout 4 - Discussion Questions

Interview your partner.

1. Do you like to walk in the park? Yes, I do – No, I don't
2. Do you like to swim at the community centre? Yes, I do – No, I don't
3. Do you like to buy books at the bookstore? Yes, I do – No, I don't
4. Do you like to buy flowers at the florist? Yes, I do – No, I don't
5. Do you like to drink coffee at the café? Yes, I do – No, I don't

Lesson 2 – Review Community Places and Prepositions

Review the places in the community with the class. Invite the class to build the community again using the boxes. Use the handouts to teach prepositions of places.

Objective

Review vocabulary and using prepositions.

Introduce Lesson

Start the lesson by explaining that today’s lesson will be reviewing places in the community and prepositions such as above, beside, behind, etc. Elicit words for places in the community. For example “Where do I buy bread?” and have the class answer as a group. Explain that today’s lesson will review places in the community and the prepositions of place for giving directions.

Review

Ask the questions from Lesson 1.

1. Where do you buy bread?
2. Where do you buy flowers?
3. Where do you buy food?
4. Where do you go for walks?
5. Where do you buy a book?
6. Where do you get a bus?
7. Where do you get a train?
8. Where do you pray?

Prepositions

Go back to the model community and ask the class where the places in the community are using the four prepositions of place. Example: What is beside the bookstore?

Review what the places are again.

1. Where do you buy bread?
2. Where do you buy flowers?
3. Where do you buy food?
4. Where do you go for walks?
5. Where do you buy a book?
6. Where do you get a bus?
7. Where do you get a train?
8. Where do you pray?

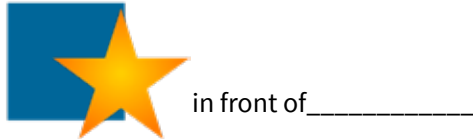
Handouts:

1. Handout – Prepositions of Place
Learn prepositions with pictures.
2. Handout – Writing Prepositions
Practice using prepositions.
3. Handout – Listening Exercise
Students pair up and practice prepositions of place.

Handout 1 – Prepositions of Place

Draw the star and square on the board.

Elicit preposition of place.



Handout 2 – Writing Prepositions

Copy the prepositions.



Handout 3 – Listening Exercise

Have the students form pairs and have Student A read the sentence and the Student B point to the place in the model community.

<i>Student A</i>	<i>Student B</i>
1. The place you buy bread...	[point]
2. Beside the...	[point]
3. The place you study...	[point]
4. Between the... and the...	[point]
5. The place you buy food...	[point]
6. The place you pray...	[point]
7. The place you get the train...	[point]
8. Across from the park...	[point]
9. The place you buy flowers...	[point]
10. The place you walk...	[point]

Lesson 3 – Asking for Directions

Practice as a group and use the model community to aid students.

Objective

Learn to ask for directions and practice using prepositions of place.

Introduce Lesson

Pre-teach the functional language.

Have the students practice the phrase as a class and then pair students and have the students practice asking where places are in the community. Other student answers using prepositions of place. Repeat with other places in the community.

Example:

Question: Excuse me, where is the post office?

Answer: It's beside the bank.

Lesson 4 – Community Centre

Community Centres are one of the best places for students to access services, make new friends, and enroll children or themselves in extracurricular activities. It is not easy for newcomers to feel comfortable asking for information at a front desk when they don't have a good grasp of the language. It is also difficult to read through brochures and guides and understand schedules.

Look for community centre brochures for your area. You can easily get a class set and create worksheets on reading a swimming schedule, or finding a gymnastics class for a child. They can also find out what free services might be available too.

Objective

Help students understand what community centre can offer. You can easily change the location to suit the needs of your class by finding the local community centre, and providing directions on how to get there from your classroom.

Introduce Lesson

Start the lesson by eliciting from the class where you can exercise, swim, take art classes, language classes etc. Once they say the word **Community Centre**, ask them if there is a community centre in the neighborhood. Do they use the community centre. Have the students then copy the word community centre into their notebooks. Explain that today's lesson will focus on the Community Centre.

Handouts

1. Handout – Directions to Community Centre
Having students memorize the name and address of a community centre may be useful, but it is more important that students can access the community centre using public transportation and recognize directions through landmarks etc. rather than knowing the exact address of a public building.

If possible, take a walk to the community centre. Have students

walk in pairs and explain the directions to each other. Get them to look at and read the street signs. Have them physically follow the instructions and time how long it takes to get to the community centre.

2. Handout – Spelling
Practice spelling and writing community centre vocabulary.
3. Handout – Fees
Learning about community centre fees.
4. Handout – Community Centre Times
Learning about community centre times of operation.

Handout 1 – Directions to Community Centre

Below you will find information on how to get to Edmonds Community Centre from Edmonds Community School.



Name _____

Date _____

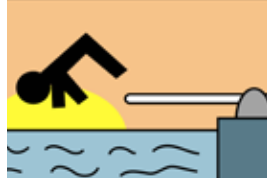
Instructions

Walk in pairs and explain the directions to each other.
Look at and read the street signs. Follow the directions and time how long it takes to get to the community centre.

- Go out of the school and turn left and walk up Canada Way.
- At the corner of Canada Way and Edmonds Street, turn left.
- Walk down on Edmonds Street for about 7 minutes.
- Edmonds Community Centre is on the corner of Edmonds Street and Humphries Avenue on the right hand side.

Handout 2 – Spelling

Copy the words they see on the lines.



pool



gym



child



youth



student



adults



family

Handout 3 – Fees

Name _____ Date _____

Match – draw a line



student

child

family

adults

Drop-In Gym Fees

	Drop-In	Non-Peak Time
Peak time	\$5.62	\$2.57
Children/Youth/Students	\$2.86	-

Match – draw a line



Questions

How much for a child or youth? \$ _____

How much for a student \$ _____

How much for an adult \$ _____

How much for a senior \$ _____

How much for a family \$ _____

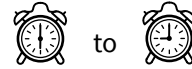
Handout 4 – Community Centre Times

Name _____

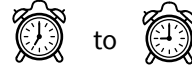
Date _____

Circle the times for the pool and gym.

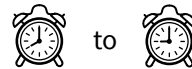
Monday to Friday 6:00 am to 9:00 pm



Saturday 7:00 am to 9:00 pm

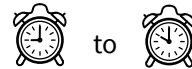


Sunday 8:00 am to 9:00 pm



Women and Girls Only Swim and Gym:

Tuesday and Thursday: 9:00 pm to 10:00 pm



Pool and Gym Times:

Monday to Friday ___:___ to ___:___

Saturday ___:___ to ___:___

Sunday ___:___ to ___:___

Tuesday and Thursday
(Women and girls only) ___:___ to ___:___

Optional Activity: Field Trip Ideas

Local Community Centre

Most community centres will offer tours for free. Find your local community centre and organize a tour. Remind the tour guide that these are EAL students so language needs to be graded according to the level of the students' ability.

For higher level students, try and get them to ask questions on the tour. You can practice the questions they have in class before you go.

Neighbourhood Houses

Throughout Metro Vancouver there are a variety of neighbourhood houses that help residents connect to the community. Like community centres, a neighbourhood house responds to community needs. They help to provide a warm and welcoming environment for people from a variety of backgrounds and, for higher level language learners, may offer volunteer opportunities.

Neighbourhood houses will offer a tour and talk about the programs and activities they offer in the community. They often gear programs to newcomers so it is worth a visit. If you are unable to do a field trip then you can ask someone from the neighbourhood house to give a presentation on programs and activities during your class time.

Handouts

1. Handout – Burnaby Neighbourhood House
This is a lesson on Burnaby Neighbourhood House. Use the internet to find your local neighbourhood house and adapt the materials to fit the needs of your students.
2. Handout – Discussion Questions
Discuss community centres and neighbourhood houses.

Handout 1 – Burnaby Neighbourhood House



Burnaby Neighbourhood House
460 Beresford Street
Burnaby, BC

Family Place

Offers a number of Family Drop-in programs throughout the community for parents/caregivers with children 0-5. Family drop-ins provide a variety of opportunities for families to socialize, to have a safe and fun place to play and learn and to get parenting information.

Monday through Thursday, 9:30 to 11:30 am
For information on this program, please contact
Maheen Khorram at 604-431-0400.

Sharing Cultures Nights

Monthly nights are organized by a committee of local residents at various locations throughout Burnaby. Each dinner features a cultural theme and is a great place to relax, and meet your neighbours. Cost is \$3 for adults and \$2 for children. Reservation is required. Call our office at 604-431-0400 for tickets.

Read the information about Burnaby Neighbourhood House and answer the following questions.

Burnaby Neighborhood House address is:

- A) 640 Beresford Street, Burnaby
- B) 460 Beresford Avenue, Burnaby
- C) 460 Beresford Street, Burnaby

The bus to Edmonds Skytrain Station is

- A) 160
- B) 106
- C) 601

The Burnaby Neighbourhood House Family Place offers

- A) Childcare
- B) Drop-in for mums and dads and caregiver with children 0-5
- C) Drop-in for mums and dads. Not for children

Call Maheen Khorram

- A) 604-431-0400
- B) 604-431-4000
- C) 604-341-0400

Sharing Cultures Night is

- A) Dinner with your neighbours someplace in Burnaby
- B) Dinner for a committee someplace in Burnaby

Sharing Cultures Night costs

- A) \$5.00
- B) \$3.00 for adults and \$2.00 for children

Sharing Cultures Night is

- A) Every night
- B) Every month

Handout 2– Discussion Questions

1. Do you use the community centre?
2. Do your children use the community centre?
3. Do you like the community centre?
4. What is a Neighbourhood House?
5. What are two things you can do at Burnaby Neighbourhood House?
6. Can you give me directions to the Community Centre?
7. Are you going to sign up for classes at the Community Centre?
8. Why are community centres good?
9. What don't you like about community centres?
10. Is there a Neighborhood House in your community?

Evaluation: Community

Name _____

Date _____

Teacher's note: Use at the end of the unit.

1. What is the name of your Community Centre?

2. What is the name of your Neighbourhood House?

3. Do you use the Community Centre?

4. Do you go to the Neighbourhood House?

5. Do you feel comfortable in the community? _____ Yes – No

6. Do you feel you can go out in the community alone? _____ Yes – No



Theme

Hobbies and Interests



Theme – Hobbies and Interests

In this unit students will have a chance to explore some of their own interests that are not exclusively related to taking care of their family members. Aside from cooking what else do students like to do? Perhaps they have some talents that they have never talked about. Perhaps they would like to talk about some of their interests and explore ways they can explore and develop their interests on a more regular basis. Use **Needs Assessment** at the start of unit and **Evaluation** at the end of unit, and teacher can add Evaluation of Optional Activity: Field Trip to visit hobby supplies shop.

Often refugee women are very busy with the responsibilities they have to family. Time can be limited for interests, hobbies and personal development. Furthermore, students who have experienced trauma can often feel a deep sense of isolation and dislocation. They may also feel quite different from other students in the class due to race, class, lack of formal education, etc. By offering students an opportunity to talk about their own hobbies and interests it can help build self confidence and personal identity. And help create a sense of belonging to others with similar interests and hobbies in and out of the classroom.

The teacher can decide which activities are most suitable for the class. Topics to consider:

- Vocabulary of hobbies
- Vocabulary of sports
- Functional language to talk about interests: In my spare time...
- Learning a hobby e.g. meditation
- Writing about the things you enjoy doing
- Optional Activity: Field Trip to visit a hobby supplies shop in the area

Handouts

1. Needs Assessment: Community (use at the start of unit)
2. Evaluation: Community (use at the end of unit)

Needs Assessment: Hobbies and Interests

Name _____

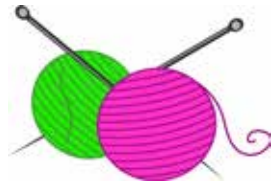
Date _____

Teacher's note: Use at the start of the unit.

What do you want to learn?

Fabric Arts

Yes – No



Sports

Yes – No



Meditation

Yes – No



Field trip to hobby shops

Yes – No



Cooking

Yes – No



Baking

Yes – No



Lesson 1 – Vocabulary

Start with vocabulary that relates to hobbies and sports. Find out if any of your students practice sports or have hobbies they do at home. Take the time for discussion questions so that you can find out if they are interested in pursuing new hobbies or sports.

Objective

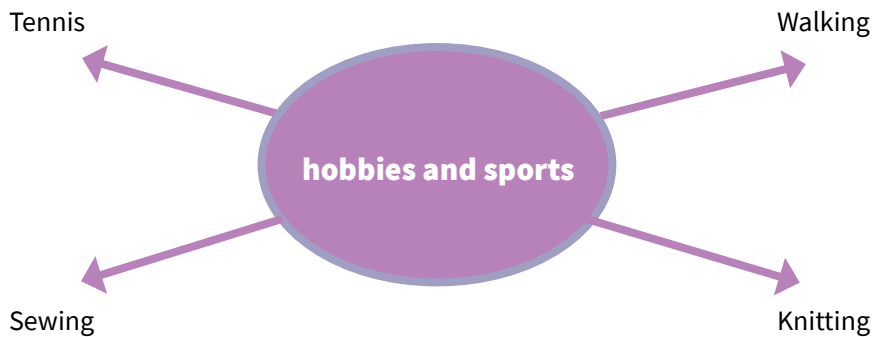
Learn vocabulary about hobbies and sports.

Introduce Lesson

Draw a circle on the board and elicit any hobbies or sports the students can think of.

After write at the top of the board Hobbies and Sports. Have the students put the hobbies in one category and sports in the other.

Example

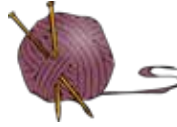


Handouts

1. Handout – Vocabulary
Matching vocabulary with pictures.
2. Handout – Writing
Practice writing vocabulary.
3. Handout – Discussion Questions
Discuss hobbies and interests.

Handout 1- Vocabulary

Knitting



Sewing



Needlepoint



Baking



Walking



Ping pong



Weaving



Tennis



Volleyball



Reading



Dancing



Singing



Poetry



Drawing/painting



Bike riding



Hiking



Fishing



Basketball



Yoga



Handout 3– Discussion Questions

With your partner, ask each other the following questions.

1. Do you have any hobbies?
2. Do you do any sports?
3. Do you want to learn a new hobby?
4. Which hobby or sport do you like?
5. How much time do you have at home for hobbies and sports?
6. Do you want to do a hobby or sport alone or with your family?
7. Where in the neighbourhood can you play sports?
8. Do you have a friend you can do a hobby with?
9. What do you need for your hobby?
10. Did you have a hobby or sport in your first country?

Lesson 2 – Mindfulness and Meditation Practice

Teacher's note:

Practicing mindfulness and meditation benefits overall health and wellbeing. This can become a new interest for students too.

Have the students follow the instructions for a group meditation practice. Then using the handout, students can instruct a partner through a meditation practice.

Start this practice at anytime and I encourage you to keep using mindfulness during class time.

Objective

Like breathing techniques, mindfulness will keep your students focused and grounded, helping them become more self aware and relaxed.

Introduce Lesson

Start the lesson with a mindful meditation. Follow the example below and have students listen to your instructions. It will probably be quite a new thing for students but it can become a really helpful way to support students who are feeling stressed and anxious.

Mindfulness Practice – Instructions to students

1. Sit comfortably on a chair, away from the desk.
2. Put your hands on your knees.
3. Take a moment to get comfortable. Close your eyes and recall a few things in the room.
4. Focus on your fingers and toes. Then shoulders, chest and then belly.
5. Watch your breath as your belly inflates and deflates when taking in air.
6. Count your breath. Breathe in 1 and breathe out 2, breathe in 3 breathe out 4. When you get to 10 start over again.
7. When they start thinking about something else, go back to just counting. The purpose of this is to focus on counting the breath and resting the mind.
8. When you have finished, you can open your eyes slowly and take a stretch before returning to your desk.

Handout

1. Handout – Picture Sequencing
Put pictures of instructions in order.

Handout 1- Picture Sequencing

Put the pictures in order. Then glue into your notebook and copy or write the instructions under each picture.

Mindfulness Practice Pictures



Lesson 3 – Hobbies at Home

Teacher's note:

This lesson helps students explore interests that they might have. Exploring hobbies is helpful for students to feel a sense of autonomy and provide an expression for their unique character. Again, many students are busy moms and hobbies may not be an option right now. Talking about hobbies may inspire your student to pick up a new skill (other than English) and start on a project that reflects who they are and what they find interesting and meaningful.

Objective

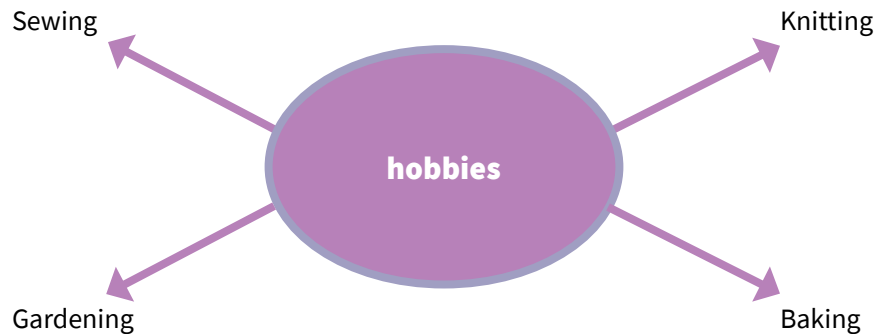
Learn vocabulary for hobbies at home and places in the community where students might find resources for their hobbies.

Introduce Lesson

Start the lesson by writing the words hobbies and interests on the board. Elicit from the group if any of the students have hobbies or interests. Tell your students what your hobbies and interest are. Explain that in today's lesson they will learn about what hobbies and interests they might have or want to explore.

Pre-teach the phrase “In my spare time...”

Brainstorm with your class for types of hobbies. Elicit from the students and write the words on the board.

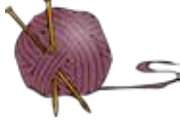





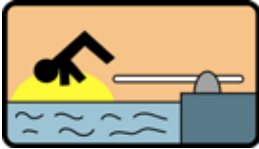










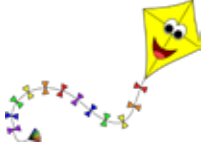

Handouts

1. Handout – Vocabulary
Match vocabulary with pictures.
2. Handout – Writing and Speaking
Practice writing and using vocabulary about hobbies.
3. Handout – Evaluation of Field Trip

Handout 1- Vocabulary

Draw a line to match the words with the pictures.

Gardening		
Knitting		
Sewing		
Baking		
Singing		
Drawing		
Walking		
Swimming		
Crocheting		

Fashion		
Scrapbooking		
Watching movies		
Yoga		
Kite flying		
Shopping		
Playing cards		
Reading		
Flower arranging		
Quilting		

Handout 2- Writing and Speaking

What are your hobbies? Write down your hobbies and then read your hobbies to your classmate.

I enjoy _____

I enjoy _____, _____,

and _____ in my spare time.

Where to find resources for hobbies in Burnaby and New Westminister:

Michaels Arts and Craft Store

Market Crossing Shopping Centre
Unit 300 – 5771 Marine Way, Burnaby
Hours: 9:00 am to 9:00 pm
Tel: 604-629-8124

For other locations check out the website:

<http://locationsca.michaels.com>

Brick and Mortar Shop

42 6th Street, New Westminister
Tel: 604-553-0289
Hours: 11:00 am to 6:00 pm (closed Monday and Tuesday)

The River Market in New Westminister has a number of arts and crafts shops for creative inspiration – The River Market is located one block south of the New Westminister Skytrain station

Jolene’s Handmade Soap (River Market)

Hours: 11:00 am to 5:00 pm (closed Tuesday and Wednesday)
Contact: Jolene_des@hotmail.com

Cosy Yarn (River Market)

Hours: Only open during class times
Tel: 604-220-4794 to make appointment

The Needle and I Quilt Shop

7870 6th Street, Burnaby
Hours: Tuesday to Friday 10:00 am to 5:00 pm
Tel: 778-397-8001

Evaluation: Hobbies and Interests

Name _____

Date _____

Teacher's note: Use at the end of the unit.

1. Write down 2 hobbies

2. Write down 2 sports

3. Do you have time for hobbies or sports? Yes – No

4. Do you want to start a hobby or sport? Yes – No

5. How can you find information about a hobby or sport?

- A) Ask your teacher.
B) Ask at the community centre.
C) Ask your friend.

Evaluation: Field Trip

Teacher's note: Use for Optional Activity.

1. Where did we go on our field trip?

Did you like the place? Yes – A little – No

How did we get there? Bus – Skytrain – Walk

2. What did you learn about?

Can you go again with your friends? Yes – No – I don't know how.

Do you want to go again? Yes – No

Do you feel inspired? Yes – No

Are you too busy for hobbies? Yes – No, I have time



Theme
Hopes and Dreams



Theme – Hopes and Dreams

As teachers we have the opportunity to help students find meaning in their lives – beyond the English language classroom. Volunteering is an excellent way for students to find meaning and a purpose. For students who have experienced trauma, it can help to bridge them into the wider community and at the same time improve their English and confidence in speaking to others. Use the **Needs Assessment** at the start of the unit and **Evaluation** at the end of the unit.

Volunteering may not suit every student but you might find a few in your class who want to try it. For those not ready or able at the time of this lesson, it provides some opportunity to plan on volunteering in the future.

Below are lessons on local resources and services that are available to newcomer women. Included in the resources is PIRS's own volunteer program and other services provided for women and children. It is a great opportunity for you to book the PIRS Volunteer Coordinator as a guest speaker for your class so students can find out ways that they can volunteer now or in the future in PIRS programs that support other refugee women. There is also a lesson on the Greater Vancouver Food Bank since you will find many of students supplement their income using the Food Bank every week.

For students who are too low a level for volunteering, it is still an opportunity for low level students to begin to learn about future opportunities. They may not be ready yet, but setting a goal to become a volunteer might be very motivating for students to continue with their English classes.

The teacher can decide which activities are most suitable for the class. Topics to consider are:

- Places to volunteer in the Greater Vancouver area.
- Filling out application forms.
- Filling out criminal record checks.
- Writing a volunteer application via email.

Handouts:

1. Needs Assessment: Hopes and Dreams (use at the start of unit)
2. Evaluation: Hopes and Dreams (use at the end of unit)

Needs Assessment: Hopes and Dreams

Name _____

Date _____

Teacher's note: Use at the start of the unit.

What do you want to learn?


Places to volunteer

Yes – No



Application forms

Yes – No


PACIFIC IMMIGRANT RESOURCES SOCIETY
 1124 Kingsway Vancouver, BC V5N 2J7
 Tel: 604-286-5888 Fax: 604-286-7115
 Email: info@pirs.ca www.pirs.ca

General Registration Form
(All questions must be answered unless otherwise indicated)

1. Date of registration: _____ DD / month / yr No. (circle one only)
PIRS Client No.: _____

2. Program/Location

Program	Location
<input type="checkbox"/> Building Bridges	_____
<input type="checkbox"/> ESL	_____
<input type="checkbox"/> ESL Parenting	_____
<input type="checkbox"/> LEAD	_____
<input type="checkbox"/> HPPY	_____
<input type="checkbox"/> Moving Forward	_____
<input type="checkbox"/> Storytime	_____

3. Personal Information

First name _____ Last name _____
 Street address _____
 City _____ Postal code _____
 Phone _____ Email _____
 Country of origin _____

How long have you lived in Canada? Status in Canada:

<input type="checkbox"/> less than 1 year	<input type="checkbox"/> Landed Immigrant
<input type="checkbox"/> 1 to 3 years	<input type="checkbox"/> Refugee Claimant
<input type="checkbox"/> 3 to 5 years	<input type="checkbox"/> Citizen
<input type="checkbox"/> 5 to 10 years	<input type="checkbox"/> Other (please specify): _____
<input type="checkbox"/> over 10 years	

Spoken language(s) _____
 Written language(s) _____

Do you have children? Yes No If yes, how many? _____
 Do you have children in a program? Yes No If yes, how many? _____
 Do you have other children living at home? Yes (age(s) _____) No
 What do you and/or your children hope to gain from the programs? _____

General Registration Form - August 2015 Page 1 of 2

Writing emails

Yes – No



Lesson 1 – Volunteering

Objective

Learn vocabulary of places in the community for volunteering.

Teacher's note: Elicit what volunteering means with the students.

Introduce Lesson

Start the lesson by asking what volunteering is. Working for no money? Why? What are the benefits of volunteering and where can you volunteer in the community? Elicit some ideas from the class and then explain that in today's lesson students will learn about volunteering and the benefits they can give you.

Draw a circle on the board and ask students where people can volunteer in the community.

Brainstorm ideas as to why you would want to do volunteer work.

1. What are the benefits?
2. What are the problems?



Handout

1. Handout – Vocabulary
Matching words with pictures.

Handout 1 – Vocabulary

Match the pictures to the words.

Food Bank



Church



PIRS



BC Muslim Association



Burnaby Neighbourhood House



Lesson 2 – Picture Story

Objective

The purpose of this lesson is to help students find pathways to greater involvement in their community. These lessons are designed to help students gain a sense of purpose and meaning through volunteerism.

Introduce Lesson

Start the lesson by eliciting from the class how they feel when they are lonely and don't feel important. What can they do about it? Write the word **Purpose** on the board and explain what and why this is important. Elicit from the group what gives them purpose? Is it family, friends, the community, learning English? Explain that today's lesson will be reading about a woman who found volunteering in the community and how it gave her a sense of purpose in her new life in Canada.

Below is a picture story about Zainab volunteering at PIRS.

First cut the pictures and have the students put them in the order they think best.

Then have them listen to you read each sentence and put the pictures in the correct order according to what they hear.

Then take it up with the first class. Elicit for the first picture. Show them the first picture and so on.

After they have the pictures in the correct order, give them the cut up sentences. Have them match the correct sentence with the picture.

When they have the correct pictures matched with sentences, have them glue them into their notebooks.

Have them read the sentences with a partner.

Handouts:

1. Handout – Picture Story
Picture story about volunteering.
2. Handout – Writing
Practice writing about volunteering.

Handout 1 – Picture Story



This is Zainab.



She has two children.



Zainab can speak English.



Zainab is alone all day.



Zainab's children are at school.



Zainab volunteers now.



Zainab volunteers in the PIRS office.



Zainab answers the phone.



Zainab has fun.



Zainab volunteers on Mondays and Wednesdays.



Zainab is busy.



Zainab is happy.

Handout 2 - Writing



Lesson 3 – Forms

In this lesson students will have a chance to practice writing a form. There is also the graded criminal record check and PIRS application form for lower level students.

There are 2 sets of forms:

- Criminal record check form
- PIRS volunteer application form

Objective

Familiarize students with forms and learning how to write an application form.

Introduce Lesson

Start the lesson by writing the word **Form** on the board and eliciting what forms they need to fill in here in Canada. School forms, bank forms, application forms, rent forms etc. Explain that in today's lesson the students will learn about writing forms for volunteering.

Pre-teach the following vocabulary for the criminal record check.

- Consent
- Criminal record check
- Vulnerable adults
- Gender
- Additional names
- Volunteer organization

Pre-teach the following vocabulary for the PIRS volunteer application form.

Be sure to give examples. If possible, get students to look at PIRS Website.

1. Participate in
2. Children's programs
3. Board/committee
4. Special events
5. ESL programs
6. Office work
7. Newsletter
8. Translating
9. Other

Teacher's note: There may be students in your class who have the skills to practice writing application forms on the real document. Others will struggle with name and address. Choose the handouts below that best suit the needs of your students.

Handouts:

1. Handout – Criminal Record Check Application Form (simplified)
2. Handout – Criminal Record Check Application Form
3. Handout – PIRS Application Form (simplified)
4. Handout – PIRS Volunteer Application Form

Handout 1 – Criminal Record Check Application Form (simplified)

Surname/Last name Given name/First Name Middle Name

Date of Birth

_____/_____/_____
YYYY MM DD

Gender

M F

Birthplace (Iraq, Afghanistan, Somalia, Iran, China, India, Nepal,
Russia, Syria, Turkey, Colombia, etc.)

Maiden names/Other names

Last name	First name	Middle name

Address	City	Country	Province	Postal Code

Area Code and Phone Number	Drivers License
()	

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[continued from previous page]

Volunteer Organization Name and Address

Name: _____

Address	City	Country	Province	Postal Code

Office phone number	Office fax number
() _____	() _____

Volunteer job with the organization

Signature _____ Date signed _____

Handout 2 – Criminal Record Check Application Form



CONSENT TO A CRIMINAL RECORD CHECK FOR VOLUNTEERS

(WORKING WITH CHILDREN AND/OR VULNERABLE ADULTS)

IMPORTANT: Please read information and instructions on Page 2. To avoid processing delays, ensure all relevant fields are complete and the form is dated and signed.

WORKS WITH (choose one): children vulnerable adults children and vulnerable adults
Please verify with your volunteer organization which "works with" category applies to you.

PART 1: APPLICANT INFORMATION				
Legal Surname / Last name:		Legal Given / First Name:		Legal Middle Name:
Date of Birth:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Birthplace:		
Additional Names (Alias, Maiden Name, etc.):				
Surname / Last Name:		Given / First Name:		Middle Name:
Residential Address:		City:	Province:	Country: Postal Code:
Mailing Address (If Different from above):		City:	Province:	Country: Postal Code:
Contact Area Code & Phone No.			Driver's Licence #:	

PART 2: VOLUNTEER ORGANIZATION INFORMATION				
To be completed by an authorized organization representative				
SECTION A Complete this section if you have been provided an ID number by the Criminal Records Review Program (CRRP).				
Volunteer Organization Name: _____				
Organization Contact Person Name and Title (the person to receive the result of the criminal record check): _____				
ID Number (Provided by the CRRP): _____				
SECTION B If you are unable to provide an ID Number please complete ALL of Section B.				
Volunteer Organization Name: _____				
Organization Contact Name or Title (The person receiving the result of the check): _____				
Mailing Address:		City:	Province:	Country: Postal Code:
Office Area Code & Phone No:		Organization E-Mail Address:		
SECTION C				
Volunteer's position/Job Title with volunteer organization: _____				

CONSENT FOR RELEASE OF INFORMATION AND ACKNOWLEDGMENTS:	
I have read and understand the consent for release of information and acknowledgments on Page 2. I hereby consent to these terms as indicated by my signature below:	
Applicant Signature _____	Date Signed YYYY/MM/DD _____

Phone: toll-free 1-855-587-0185 (Option 2) Fax: 250-953-0408 Email: criminalrecords@gov.bc.ca
Website: <http://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check>

Ministry of Public Safety and Solicitor General
Criminal Records Review Program
Policing and Security Programs Branch, Security Programs Division
PO Box 9217 Stn Prov Govt, Victoria BC V8W 9J1

Handout 3 – PIRS Application Form (simplified)

First Name _____

Last Name _____

Date _____

Address _____

City _____

Postal Code _____

Home phone number _____

Work phone number _____

Email _____

Occupation _____

Student

Yes – No

Where? _____

First aid Certificate

Yes – No

Languages _____, _____, _____

Circle your interests

1. Children’s programs
2. ESL programs
3. Board/committee
4. Special events
5. Office work
6. Parent programs
7. Newsletter
8. Translating
9. Other

Handout 4 – PIRS Volunteer Application Form



PACIFIC IMMIGRANT RESOURCES SOCIETY
 1874 Kingsway Vancouver, BC V5N 2S7
 Tel.: 604-298-5888 - Fax: 604-298-7115
 Email: info@pirs.bc.ca www.pirs.bc.ca



Volunteer Application Form

First name _____ Last name _____ Date of application _____

Address: Street _____ City _____ Postal Code _____

Home phone _____ Work phone _____ Email _____

Who told you about PIRS? _____

Current Occupation _____ Are you a student? Yes No

If you are a student, please indicate where and your program year:

Do you know first aide? Yes No

Please give the times when you can volunteer: _____

Which programs/activities are you interested in volunteering with PIRS? (Check all that apply)

- Children's Program ESL Program Translating
 Board/Committees Office Other (Please specify)
 Special Events/Volunteer Fairs Newsletter

Why do you want to volunteer? _____

Previous employment/volunteer experience (in Canada or your home country)

Volunteer _____

Work _____

Have you participated in a PIRS program? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which program? <input type="checkbox"/> ESL <input type="checkbox"/> LEAD <input type="checkbox"/> Building Bridges <input type="checkbox"/> Storytime Birth place _____ Length of time in Vancouver _____ Languages spoken: _____

Please turn over...

Lesson 4 – Volunteering at Food Bank

Your students may have had months or even years of experience accessing the Food Bank services. Therefore it might be a familiar and interesting way for some of your students to give back to the community. The lesson is about a volunteer position in the warehouse that many of your students would qualify for.

Objective

Learn about vocabulary related to Food Bank volunteer position.

Introduce Lesson

Start the lesson by asking students if they know what the food bank is. Ask the class if there are volunteer jobs at the food bank and elicit what kind of volunteer jobs there are at the food bank. Explain that in today's lesson they will be learning about volunteer jobs available at a food bank and how to apply for them.

Pre-teach the following vocabulary and have the students draft an email to apply for a Food Bank volunteer position.

- Set up
- Warming up food
- Serving
- Cleaning up
- Doing dishes

Elicit the topic of the food bank with the Food Bank logo.

- What is the picture?
- What does the Food Bank do?
- Why do people use it?
- Do a lot of people use the Food Bank?

Handouts

1. Handout – Food Bank Volunteer Job
Fill out volunteer form.
2. Handout – Email Application Form
Practice writing email to send application.

Handout 1 – Food Bank Volunteer Job



Teacher's note: Many of your students will be using the Food Bank on a regular basis. Many of their partners will be working full-time, but it is clear that a person working full-time at a minimum wage job is still living below the poverty line. In fact, 1 in 6 working people in BC still need to access the Food Bank!

Each year, the Greater Vancouver Food Bank (GVFB) warehouse moves over 3.62 million kilos of food in and out of the 33,000 square foot warehouse.

In the warehouse the Food Bank receives food. The Hospitality Volunteer can help in the warehouse in Vancouver at Gordon Neighbourhood House 1019 Broughton Street, Vancouver, B.C.

The volunteer job is on Friday mornings 8:00 am to 2:00 pm. A minimum of 4 to 6 hours per week for 6 months is required. Volunteers must be 19 years or older.

1. Where is the warehouse? _____
2. What day is the volunteer job? _____
3. What time is the volunteer job? _____
4. How many hours a week is the job? _____

Here are the duties and responsibilities. Check the ones you can do.

1. Set up kitchen.
2. Warm up soup and make sandwiches.
3. Serve members and create a warm and welcoming environment.
4. Do dishes and clean up.

What do you want to gain from volunteering at the Food Bank? Check the reasons.

- Help the community we serve.
- Develop new skills.
- Connect and making new friends.
- Request a confirmation or reference letter for volunteer hours.

Handout 2 – Email Application Form

Write an email to the food bank. Apply for the volunteer job.

The email address is: suzys@foodbank.bc.ca

To: _____

CC: _____

Subject: Hospitality Volunteer

Dear _____

I would like to volunteer for _____

Lesson 5 – Guest Speaker

Objective

Even if students are not yet ready to volunteer at this time due to time restraints or other responsibilities, a guest speaker can help students start to think about other ways they can connect to their community.

Introduce Lesson

Start the lesson by explaining to the class that they will have a guest speaker. If you have not already booked a guest speaker, invite the students to decide who they would like to have in the class to give a presentation on volunteering. Elicit some possible community groups that may have volunteer positions. Once you know what the majority of students are interested in, invite a guest speaker to your class.

Below are some of the organizations that students might want to volunteer in the Burnaby and New Westminster areas. Look for locations similar in the community where you teach.

Burnaby Multicultural Society 604-431-4131

www.thebms.ca

- Provides newcomers with a range of services including information, ESL classes, advocacy, short-term counselling, and seniors programs.

YMCA Social and Educational Events 604-685-8066

www.gv.ymca.ca/programs

connections@gv.ymca.ca

- Monthly events help newcomers learn more about the community, make new friends, practice English and have fun! Events are free, but register at www.eventbrite.ca (search YMCA connections). For Permanent Residents only.

Edmonds School District – Elementary/Middle School volunteer application <http://edmonds.sd41.bc.ca/>

- Ongoing volunteer opportunities for parents or community members to help in the school in programs that support field

trips, lunch programs, classroom assistance, or front office assistance.

I Belong Settlement Services for LGBTQ Immigrants & Refugees

604-254-9626

www.mosaicbc.org/i-belong

- I Belong aims to support the LGBTQ newcomers by facilitating discussions around sexuality, gender, race, culture, and class in group and one to one services delivered in English.

Newcomers' Centre for Children and Families 604-636-0120

www.mosaicbc.org/services/family-children-youth

- MOSAIC's family Centre runs programs for families and also help you find more family programs in the community.

Burnaby & Region Allotment Gardens 604-842-8571

www.baraga.ca

- Western Canada's largest allotment gardens. They always look for people to help with garden cleanup and soil preparation along with planting and raking. An opportunity to meet others that are not part of the newcomer community that share the same interests.

Garden site: 7528 Meadow Avenue, Burnaby

Evaluation: Volunteering

Name _____

Date _____

Teacher's note: Use at the end of unit.

1. Do you want to volunteer now? Yes – No

2. Do you want to volunteer in the future? Yes – No

3. What 2 applications do you need to volunteer?

a) _____

b) _____

4. Do you think volunteering can help you? Yes – No

How? _____



Other Themes and Topics to Consider



Other Themes and Topics to Consider

1. **The Truth and Reconciliation Commission of Canada**

www.trc.ca

Go to Resources and you will find Educational Resources on residential schools, treaties, and human rights violations on First Nations Communities across Canada. Resources will need to be adapted for your class and keep in mind, these areas are to be explored with an open heart and trauma-informed teaching practices. Please handle with care.

2. **The People's Law School**

www.publiclegaled.bc.ca

Resources and public speakers are available for civil, criminal, and family law.

3. **Impact – Recycling at work**

www.urbanimpact.com

Offers recycling education school tours. Designed to provide the tools to help students start thinking about how to reduce, reuse, and recycle. They are designed to improve the students' awareness and understanding of the impact of waste and their role in recycling and waste reduction.

4. **Translink – Guest Speaker**

<http://www.translink.ca/>

Translink can offer in service workshops designed to help students understand compass cards, fare charges, and trip planning on the skytrain and bus services.

5. **The Police Department – Guest Speaker**

VPL 604-717-3321

RCMP Burnaby 604-294-7922

RCMP Surrey 604-599-0502



PACIFIC IMMIGRANT RESOURCES SOCIETY
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Email: info@pirs.bc.ca www.pirs.bc.ca

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