

Beyond Trauma

Language Learning Strategies for
New Canadians Living with Trauma

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

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Context summary

In the *Context* section we introduce the project and explain the need for it. We also offer some varying perspectives relating to trauma—and how we can broaden our understanding of it. You will find a quick set of ways to identify possible trauma in students. We also review the three key themes of this project and how to use PBLA in your work with those who have experienced trauma. The section finishes with notes on how to identify and deal with vicarious trauma.

The aim of this resource

Canadians have a long history of welcoming newcomers into our communities. In early 2016, 25,000 Syrians entered Canada as either privately sponsored or government sponsored refugees. The Syrian refugees, like all refugees, are different from other immigrants. They have unique needs and will need special attention as they adapt to their new life in Canada. Many will have experienced life-affecting trauma and bear the scars of immense suffering.

Refugees do not choose to leave their homes; they are forced to. While in flight from persecution they might have lost or been separated from family and friends, suffered torture and persecution, and witnessed immense suffering. These hardships take a great toll on refugees and often result in mental health issues such as Post Traumatic Stress Disorder (PTSD).

Some refugees may have little or no formal schooling. When they arrive in Canada they must adapt to a totally new environment including entering into a new formal education setting such as an English language class. The impact of trauma and the pressures of adapting into a new society in Canada will likely impact their language learning abilities and ability to integrate into Canadian society.

Refugees look to you as a person that can offer them support and understanding. It is important to know that they have more involved needs than some other students: some will be irritable or angry; some will not be able to focus; some will be absent from school for long periods. These challenges will undoubtedly make your job harder.

Beyond Trauma: Language Learning Strategies for New Canadians Living with Trauma provides approaches, strategies, and language goals for the English as an Additional Language student who has experienced trauma. We named this resource *Beyond Trauma* since we feel the objective of the teacher is to support students with trauma as they transition into a hopefully brighter and productive future in Canada.

This guide includes a framework that highlights three separate yet interconnect themes (control, connection and meaning). These themes move from the individual to the relational and then to reflection on how students with trauma see themselves belonging in the greater community.

Teachers note: Many of us have experienced trauma over the course of our lives. The reason we are focusing mostly on refugees in this resource is due to the high rates of trauma among this population.

There is a teachers' guide and student materials for each of the three themes which are divided into three distinct units. These units consist of strategies and approaches to support people with trauma. The strategies and approaches offer instruction, things to consider, and activities and techniques to support your work as a teacher in the English as a Additional Language (EAL) profession.

Each unit contains three distinct lesson plans based on the Canadian Language Benchmarks 1 – 3. These lesson plans include skill building (listening, speaking, reading and writing) and language building (grammar, sentence structure and vocabulary). We have also included extension projects and activities. The activities included in each unit build upon one another so instructors can use the materials to complete a 1 – 2 week unit for each level. Instructors can pull out activities from unit 2 and 3 within curriculum units like family, friends, health and community to help support students, in particular, students with trauma.

For many teachers implementation of Portfolio Based Language Assessments (PBLA) is underway. PBLA is a comprehensive and collaborative approach to assessing students' language proficiency. However, there is little written on how PBLA can affect learners with trauma. We have therefore included some suggestions for teachers working with PBLA so they can better support students who have experienced trauma.

This resource is a starting point. It offers strategies and approaches that can supplement the techniques and processes you already use. We hope it will enable you to better support student with trauma so they can benefit from your valuable instruction.

Broadening our interpretation of trauma

In our society there's a popular way of looking at trauma. This is based on a medical model (sometimes called a deficit model). It puts the focus on the individual's trauma and is useful for helping trauma sufferers access resources and support. However, it has some shortcomings. This mindset typically does not look at the full situation that caused the trauma.

In this document we employ a broader definition¹ of trauma. This approach requires us to understand our students. We need to ask who they are (culture, history, values)—and where they came from. Equally important is for us to gain awareness of what they have experienced and if certain political injustices led to their trauma.

We need to understand this context because trauma impacts how our students learn. It also affects the classroom. And for you as an instructor trauma can be an instructional barrier that proves difficult to overcome.

Once we better understand our students and the roots of their trauma we are better equipped to do our jobs. This insight helps us shape how we work with individual students. It also allows us to structure lessons that suit the classroom dynamic. Additionally, this understanding will lend you confidence as you will be better equipped to adapt to the varying needs of each individual class.

The American Psychological Association defines trauma as, “an incident of grave threat to life or one’s personal integrity, or unexpected, or violent death of others.”

—*Publication Manual of the American Psychological Association, 6th Edition*
2009, Page 463

¹ This perspective is heavily influenced by the groundbreaking work of Jenny Horsman and Judith Herman who highlighted a more holistic model for working with people who have experienced trauma.

Trauma in the classroom

Teachers note: Although items in this list might point to a student having experienced trauma, they are not definitive. These points can relate to other factors and are not exclusively connected to trauma. However, being mindful of them might enable you to provide appropriate support.

You might wonder how you can tell when someone in your class might have experienced trauma. Some emotions, challenges, and behaviours can serve as clues. Following is a list of some common things to look for.

Emotions

- Irritable and/or angry
- Depressed (Quick to cry)
- Anxious (Easily startled by loud noises/voices)

Challenges

- Gaps in memory
- Forgetfulness¹
- Difficulty focusing² (Staring into space or out the window)

Behaviours

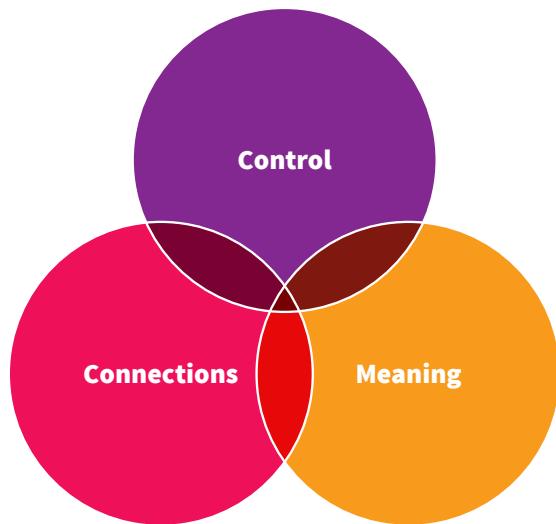
- Absent from class for long periods
- Demand a lot of your undivided attention
- Unable to organize and plan
- Exhibit physical health issues
- Abuse of substances

¹ Forgetfulness can be related to antidepressants and anti-anxiety medication.

² An inability to focus might be due to high levels of anxiety or a lack of sleep.

Our three guiding themes

Judith Herman, in her book *Trauma and Recovery*, suggests three core themes for responding to trauma. We recommend applying these same tenets for creating inclusive classrooms. You can also consider these factors when working individually with students who have experienced trauma. Doing so can better equip you to understand how to support these individuals.



"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 people 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. In this theme we will address strategies and approaches that help students foster a sense of control over their lives.

Connection: Trauma can destroy the bonds between an individual and their community. Therefore, one means of supporting students who have experienced trauma is in providing opportunities to connect with others. Another is to highlight examples of people who have faced experiences similar to theirs. In this theme we will provide strategies and approaches for students to make connections within the classroom.

Meaning: Trauma can dismantle one's sense of value in the world. We need to look at how people can gain a new sense of self and hope—so they can look toward the future. One key step in finding meaning involves participating and integrating with the larger community. In this theme we will provide strategies and approaches for students to find meaning beyond the classroom experience.

Overview of the CLB outcomes in this document

Writing

CLB 1, 2, 3 – I – Writing – Interacting with others
Pg., 130

CLB 1, 2, 3 – III – Getting things done
Pg., 209, 210

CLB 1, 2, 3 – IV – Sharing and comprehending information
Pg., 32, 33, 38, 43, 44, 51, 54

CLB 2, 3 – IV – Writing – Write a few words to...
Pg., 26

Speaking

CLB 1, 2, 3 – I – Speaking – Interacting with others
Pg., 135, 136

CLB 1, 2, 3 – III – Speaking – Getting things done
Pg., 130

CLB 1, 2, 3 – IV – Sharing information
Pg., 34, 35, 41, 196, 197 (CLB 3 only)

CLB 1, 2, 3 – IV – Speaking and listening – Sharing and comprehending information
Pg., 46, 47, 50

Reading

CLB 1, 2, 3 – IV – Comprehending information
Pg., 36, 52, 140 –143, 197, 203

Adapting PBLA when teaching those who deal with trauma

Portfolio Based Language Assessment (PBLA) is often time-intensive; however, it can be useful when working with students who have experienced trauma. By moving away from level testing PBLA helps foster a student's overall learning development. This is accomplished by focusing on the individual learner experience.

The needs assessments and goal setting of PBLA processes help inform individualized learning. Student-teacher interviews build a sense of connection. In addition, students with trauma often benefit from the self-reflections and autobiographies common in this educational approach.

Unfortunately, when you instruct those who have experienced trauma PBLA can also add complication. In fact, implementing PBLA without considering trauma can hinder a student's success. For example, if a rigid approach is employed it may intimidate the students. Additionally, uniform performance expectations can create stress for learners. This added pressure can also make the classroom experience less positive for fellow students.

We recommend a handful of approaches for making PBLA work for students dealing with trauma:

Seek understanding

Some students are challenging to teach; however, knowing a student's history can make it easier to show compassion. This knowledge can also shed light on problems in classroom. Of course, it is not always possible to know a student's history. Learners might not be willing to share their past. When you know the possibility of trauma exists we suggest giving your students some extra time and latitude.

Practice patience

Students with trauma tend to learn inconsistently. Some days they will learn quickly—but fail to remember these learnings the next. Students with trauma might also take longer than other students to meet PBLA

Teachers note: Students often face multiple forms of marginalization. These might include poverty, racism, sexism, classism, or digital inequality. (Trauma is often just one part of the story.)

Teachers note: *You are not a counsellor.* If you feel like you are taking on such a role, ask for support.

assessment criteria. Remember that some students possess learning/study skills and can make time to study at home (which expedites success). Others will find it difficult even to focus which will make homework challenging. Allow students to learn at a pace they find safe and comfortable.

Remain encouraging and compassionate

Students with trauma frequently feel inadequate and carry a lot of negative emotions. Be generous in your praise and offer positive feedback to these students—even more so than you normally might. (Doing so helps builds confidence and self-esteem.) Believe in their individual capabilities, help them set goals, and show interest in them as individuals.

Be mindful of language and tone

Students with trauma can be highly anxious and insecure. As such, the way you communicate with them is as important as what you communicate. It's imperative that you avoid showing frustration or judgment. Instead, be gentle, kind, and understanding. You will also benefit from using clear, descriptive, and supportive language.

See your students as individuals

Everyone is different and has individual needs. A student with trauma might struggle with trust. You can foster this through one-on-one discussions. Also, shape your expectations around each student individually. Highlight small steps they can take to continue their learning. It also helps to remember that your student's success trumps being consistent in all matters.

Be flexible in your assessments

Before the assessment do as much scaffolding as possible. At the time of the assessment consider the student's emotional state. (Do not demand that your student participate in the assessment if they are unwell or under stress.) You can always allow students to reschedule the assessment for another time.

What is vicarious trauma?

As you engage with students who have endured trauma their experiences can impact you. This is called vicarious trauma. It is a very real thing that can change you as a person. Vicarious trauma happens when you are exposed to another's traumatic experiences. It can lead you to view and experience yourself, others, and the world around you differently.

Signs that you might have vicarious trauma

- exhaustion
- insomnia
- increased susceptibility to illness
- anger and irritability
- avoidance of students
- emotional exhaustion
- distancing (avoiding friends and family; not spending time with colleagues in a social setting)
- reduced ability to feel sympathy and empathy
- intrusive imagery
- hypersensitivity to emotionally charged stimuli
- insensitivity to emotional material
- loss of hope
- difficulty separating personal and professional lives
- failure to nurture and develop non-work related aspects of life

Source: UBC, *Burnout Prevention: Understanding Vicarious Trauma and Compassion Fatigue* (<https://cstudies.ubc.ca/courses/burnout-prevention-understanding-vicarious-trauma-compassion-fatigue/lc715>)

Ways to practice self care

In order to prevent vicarious trauma you need to take care of yourself. Self care requires you to consciously look after yourself on a daily basis. Your ability to help others is compromised when you are not healthy.

To practice self care and avoid vicarious trauma you might:

- exercise
- get enough sleep

- take a break from your workplace
- eat healthy food
- make time for yourself
- write in a journal
- read something fun
- be curious
- notice your feelings, thoughts, and attitudes
- spend time with people you like
- allow yourself to cry
- play with your children
- spend time outside
- embrace your community or spirituality
- meditate
- take your lunch breaks
- set limits
- develop a community of practice
- look for balance

The above list is adapted from: Saakvitne, K.W. and Pearlman, L.A. (1996). *Transforming the Pain: A Workbook on Vicarious Traumatization*.



Fostering Control
Teacher's Guide



Photo: SIM South Asia, <https://www.flickr.com/photos/122886985@N06/13753960634/>

Fostering Control: Strategies and approaches

Students who have experienced trauma have often lost or never felt they had control over their lives. Additionally, victims of oppression (abuse, war, gender inequality, racism, or poverty) might not have a sense of identity. They could even feel unable to control their own feelings. In the *Fostering Control* section we look at ways you can help students regain a sense of control over their lives.

Your students might feel worthless, scared, or anxious—and be unable to articulate these emotions. Having lived through turmoil/crises they might struggle with isolation, haunting memories, and substantial fear. These factors form a huge barrier to building a sense of control in their lives. You might not want to bring up feelings that could trigger a student's trauma. (Some teachers go so far as to avoid lessons with emotional content.) Although this is understandable, it's important to acknowledge that all feelings are legitimate and OK to have—even in a classroom.

As teachers we have an opportunity to provide real-world tools for our students. We can help them talk about how they feel. We can also share vocabulary that allows them to describe their many feelings. In doing so they are more able to talk to others with a sense of control. They are also better able to communicate who they are and what they want/need.

Key learning in *Fostering Control*

In the *Fostering Control* section you will learn strategies to help students gain control over their lives. These methods will decrease the effects of trauma (e.g., “spacing out,” agitation, aggression, despondency) and empower them through identity and self-agency. Their mental wellness will be better supported as you help them express themselves, self regulate, and identify positive feelings and action. Doing so will help support their mental wellness.

These strategies include:

1. Employing kinaesthetic experiences in the classroom
2. Creating alternative learning spaces
3. Teaching and identifying feelings to promote mental wellness
4. Using art to connect the mind and the body
5. Journaling for self-expression and self-regulation



Image: Evan Chu, <https://www.flickr.com/photos/16371113@N00/22184103108>

1. Employing kinaesthetic strategies in the classroom

Teachers note: This breathing exercise is a collective classroom activity that sets the tone for the class. It's a kind of a natural tranquilizer for the nervous system. Some students might feel lightheaded but this will pass.

If—at any point—your classroom dynamic starts to unravel ask your students to repeat this exercise. Doing so after breaks can refocus students for the second part of your lesson.

Let's explore some breathing exercises. These will help students focus and stay present in the learning environment. These strategies engage the whole body and can minimize certain behaviours associated with trauma (e.g., spacing out and agitation). The strategies can be used at any level CLB 1 – 3 and above as they require little language ability.

Breathing exercise

This breathing exercise is utterly simple, takes little time, requires no equipment, and can be done anywhere. Do it at the very beginning of class when all students are seated and ready to begin the lesson.

1. Have students stand up at their table or desk.
2. Instruct them to close their eyes (if they feel comfortable doing so).

3. Then take a moment to create a quiet sense of calm.
4. Ask students to breathe in deeply—and quietly—through their noses.
5. Have them hold their breath for a second.
6. Tell them to exhale slowly and completely through the mouths. They can make a *woosh* sound as their breath leaves their bodies.
7. Repeat 3 times.

Muscle relaxation exercise

This muscle relaxation exercise supports self-regulation. It also helps students who feel tense and anxious. It grounds the entire class and brings everyone into the learning space collectively.

Ask students to:

1. Tense and relax their hands.¹
 2. Squeeze each hand for about 5 seconds and then release.
 3. Swing their arms from side to side.
 4. Put their hands over their heads. Then look up and breathe as they bring their hands down to their sides.
 5. Rotate their necks in each direction 2 times.
 6. Lastly, shrug their shoulders 5 times.
-
1. This helps students become aware of physical sensations and understand the difference between tensing and relaxing.

Teachers note: The breathing and muscle relaxation exercises should not take more than 5 minutes of classroom time. This short activity is an excellent way to start the class. It focuses you and your students. Additionally, it lends a valuable sense of calm and unison to the classroom.

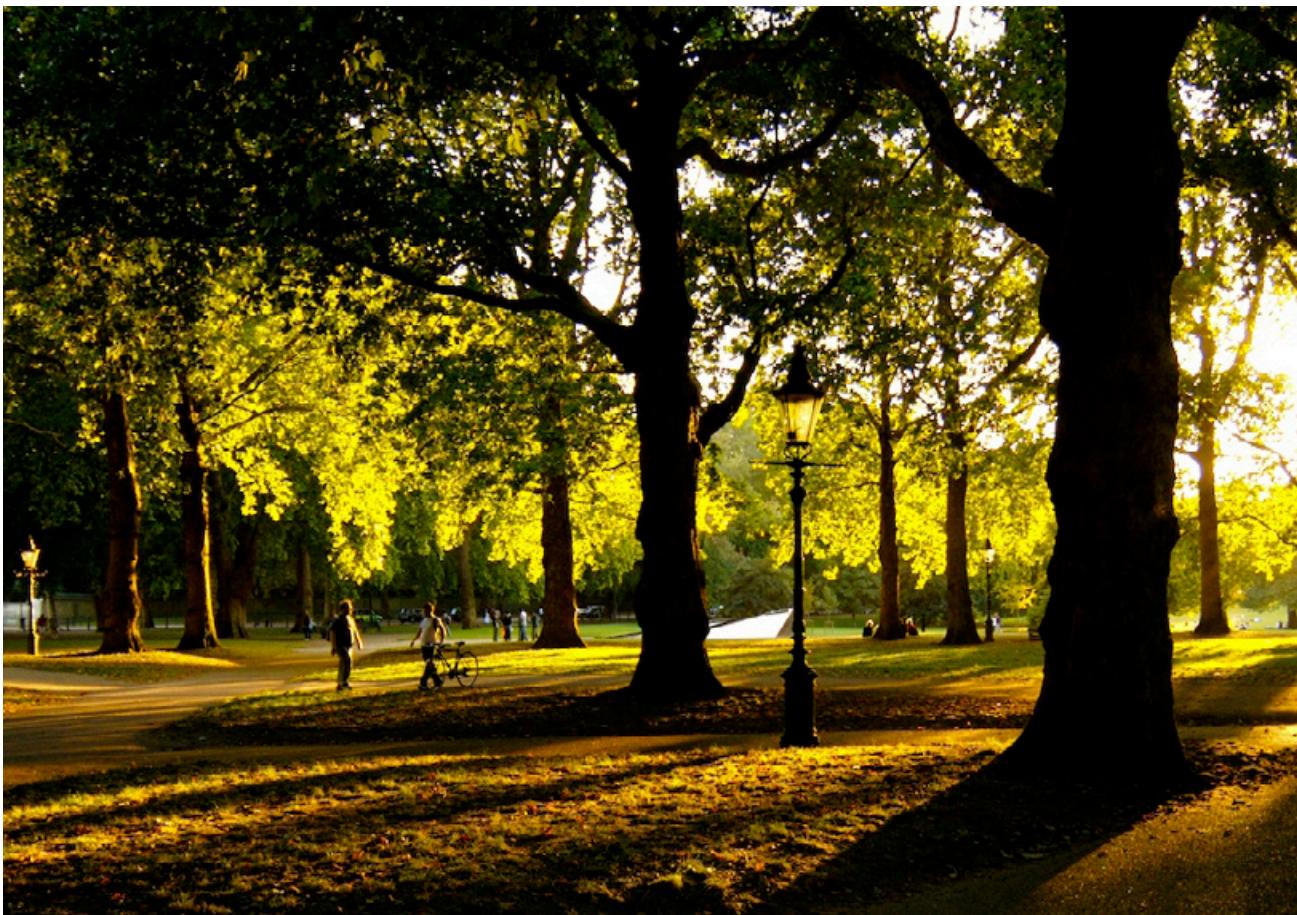


Image: Stephen Barber, <https://www.flickr.com/photos/stephenb/1391446396>

2. Creating alternative learning spaces

For those who have experienced trauma a classroom can be overwhelming. This space can even compromise a student's learning. But you can leave—or change—the classroom to improve the dynamic. An alternative learning environment can allow you to better manage the unique challenges associated with trauma.

Space can reinforce a student's sense of control. It can better enable students to enjoy moments of joy and pleasure—even silliness—free of judgment. A relaxed space can even mitigate the terror some feel about potentially failing in front of others.

Perhaps you will leave the classroom and take students to a park. (This can be done at any CLB Level.) Ample evidence suggests that natural and relaxed settings help people learn. Alternatively, you might divide the

classroom into stations or create individual learning areas. Rethinking classroom space involves a sort of balance. You must recognize learners' needs and ensure that all participants feel a sense of personal agency and control. Meanwhile, the classroom dynamic must remain inclusive for all learners.

Suggested learning space options

Make a place of calm

Is there a quiet space near your classroom that's unused? Ask your manager/supervisor if you can make it available for students from time to time. Use whatever is at your disposal to make this space welcoming. Reading materials and calming pictures are useful. Even a window that looks outside or some plants can give students a place to centre themselves.

Create a time out space

Put a small table and chair in a quiet part of the classroom. Perhaps place a barrier—use a movable flip chart board, another chair, or a room divider—to make it more private. Do not label this space. Simply invite students to use it when they need a little alone time.

Assemble some learning stations

Students often relax and build confidence when they can work at their own pace. Learning stations help facilitate this. Take 4 tables and designate each for a single task (reading, writing, speaking, or listening). Then ask students to choose a table to work at. As they do you can work with them individually. This allows you to give extra time to those with higher emotional needs.

Go outside

If you teach in an area near parks you can use these outdoor spaces as excellent alternatives to the classroom. Take time to smell the flowers and take notice of critters, trees, and plants. If possible bring picnic blankets, a Thermos of tea, and biscuits. Then allow students to partake in their one-hour lesson outside. These experiences create positive lasting memories for students.

Teachers note: Many lessons can be held outside or in the classroom. Parks and green spaces are great but sometimes less accessible. Inside, you can use stations or organize students into small groups to create alternative spaces.

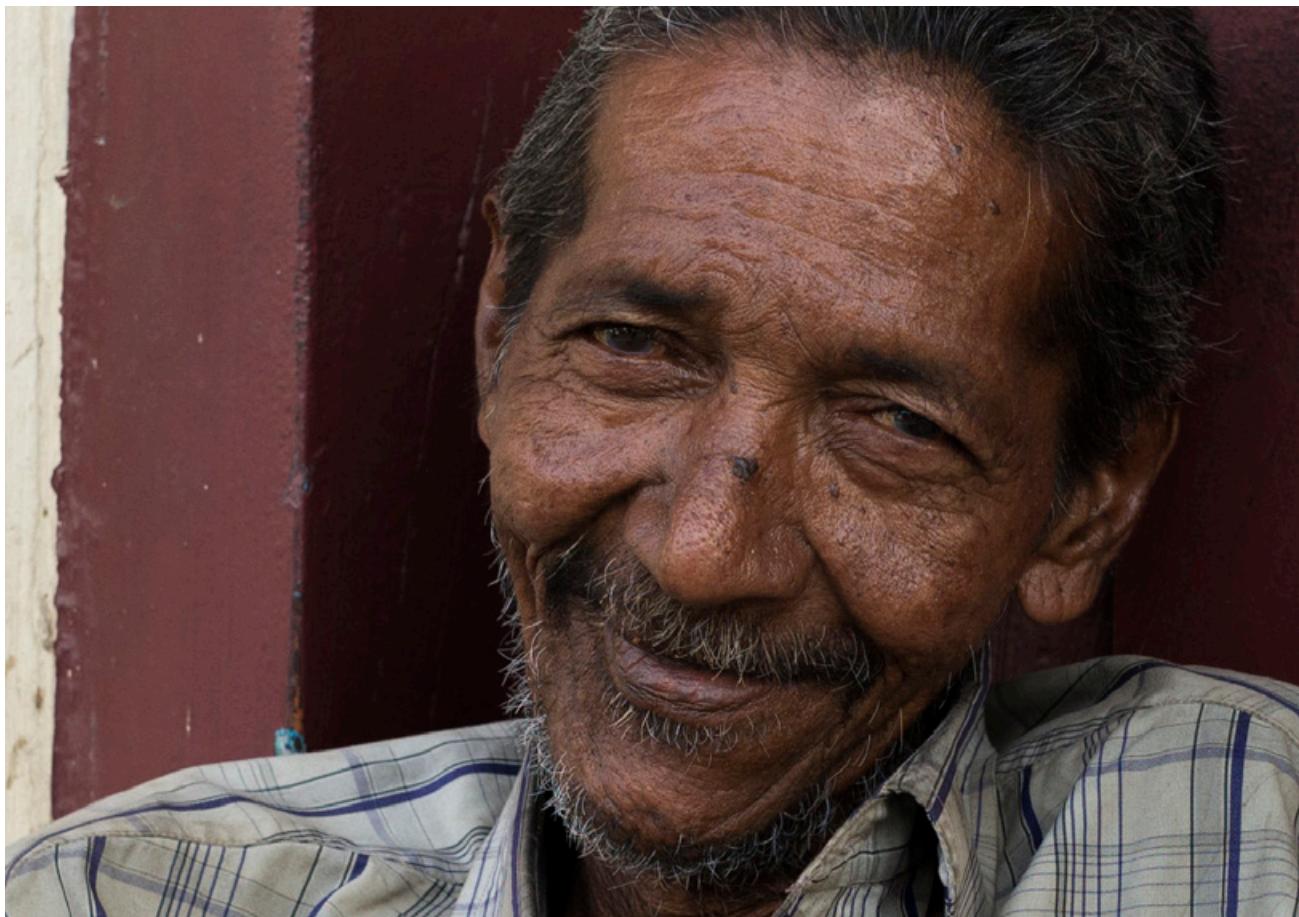


Image: David Baxendale, https://www.flickr.com/photos/david_baxendale/16521713356

3. Teaching and identifying feelings to promote mental wellness

Feelings can aid—or impede—learning. By discussing emotions and their effects you can support those students who have experienced trauma.

Talking about emotions in the classroom can be challenging. Such discussions require you to strike a balance. Not all emotions can be shared in the classroom. So make space for learners' feelings while recognizing that they might not be able to share certain experiences.

When we discuss feelings there's a tendency to focus on physical complaints like feeling tired or sick. Although these are valid feelings they rarely inspire meaningful conversation. Encourage students to consider a broader spectrum of emotions that take into account both mind and body.

It's understandable that you might want to avoid discussing students' painful experiences. Nevertheless, you can equip them to better deal with these hardships. By exploring fear, safety, anger, and other emotions, you can help students gain (or regain) a sense of control.

Work with students to identify and express their feelings. Teach strategies for dealing with these emotions. As you do so, students will build a sense of awareness relating to their feelings. This fosters control and agency over their emotional states. (It also helps minimize barriers to learning.)

In the upcoming *Fostering Control: Lesson Plans* (pg. 30) section you will find three lesson plans you can use to help students identify feelings (both positive and negative). We have also provided a lesson plan that includes positive mental wellness activities.



Image: Almost Engineers, <https://www.flickr.com/photos/almostengineers/16192563886>

4. Using art to connect the mind and body

You might already use images to introduce topics and language items. However, making art is another powerful way to connect the mind and body. We encourage you to further engage students by incorporating their own art-making into the class or curriculum.

Creating art can be motivating and fun because it takes the focus off accuracy. Instead, it emphasizes language fluency and provides an alternate means for students to express their thoughts and ideas. As such, art-based activities afford students a healthy change of pace.

Art-based strategies are particularly useful for students who have experienced trauma. Such activities can liberate those whose progress is otherwise hindered out of a fear of making mistakes. These activities can be helpful for those with low literacy. They can also work well for

students who have hidden talents, which might be overlooked in more conventional EAL classrooms.

Use of creative forms of expression in a class enhances interaction between students, helps build a sense of community, and increases the chances for recovery.

Creating a self portrait with wet and dry media

Supplies required for this project

- smartphone
- overhead transparencies
- projector
- newspapers
- tape
- pencils
- paint and brushes
- pencil crayons
- charcoal
- poster paper or flip chart paper

Instructions for this activity

1. Using a smartphone take a photograph (face and shoulders only) of each student.
2. Print the photographs.
3. Using a photocopier transfer the images to overhead transparencies.
4. Using tape fasten a sheet of poster paper to a flat surface (like a whiteboard).
5. Project each transparency using an overhead projector so the image can be seen on the poster paper. Then adjust the projector to make the portraits as big/small as preferred. (Large portraits tend work well.)
6. Ask each student to trace his/her projected image on to the paper using a pencil.
7. Once the portraits are traced make paint, brushes, pencil crayons, and charcoal, available to your students.
8. Give them time to colour and decorate their portraits in creative ways.
9. Display the completed portraits around the classroom.

Teachers note: Self portraits give students the opportunity for introspection. This activity can provide students with a better understanding of their own identity and what is important for them. It also helps you as a teacher understand how they see themselves.



Image: CountryMouse13, <https://www.flickr.com/photos/20456595@N04/8771791592/>

5. Journaling for self-expression and self-regulation

CLB 2 –3 – IV

Writing – Write a few words to complete a sentence to describe a situation or event.

Writing has been used in therapy for many years to support people who have experienced trauma. Researchers are beginning to see how writing might benefit the immune system.

Personal narratives give students opportunities to practice self-regulation over their feelings. Journaling allows for the exploration of private and personal feelings that a student might not want or be ready to express in class.

Journal writing can help students recognize, understand, and learn from their emotions. It also provides an opportunity for students to vent their emotions and relieve stress—thereby improving their health.

Following is a 5 part instruction plan for teaching and modelling skills on narrative writing. This plan will help your students build writing skills that allow for personal exploration—in whatever context they feel most comfortable. It takes approximately two weeks to complete.

This exercise is best suited for outside of the classroom in the spring or summer. If you must conduct it indoors set the classroom up to feel a little extra comforting.

Teachers note: Journaling is an activity you would usually do with a CLB 2 – 3. Often you students will reveal things in their journals that they would not mention in the class. Journaling can be an important tool for you to understand their experiences and needs.

Instructions for this activity

Part 1: Group participation action

Let's start by getting the students together so they can have a shared experience that can later be recounted. This part of the activity works best outside. To conduct it indoors move desks and chairs to make room for the breathing activity.

1. Ask students to stand in a circle. Tell them to:
 - a. Breathe deeply through the noses;
 - b. Then hold their breath;
 - c. Exhale (slowly) through the mouths.
2. Have students swing their arms side to side with their eyes closed.
 - a. Invite students to feel the elements around them;
 - b. Ask them what they feel (e.g., breeze, sun, water).
 - c. Ask students what they smell. (In a classroom you can bring in things like cinnamon, cardamom, vanilla that provide comforting smells.)
3. Return to the classroom and group students in pairs for gist questions.
 - a. Write the following questions on the whiteboard:
 - i. What did we just do? (Ask students to remember each step.)
 - ii. What verbs did you just use (e.g., breath, swing, stretch, hold)?

Teachers note: The purpose of the pair journaling exercise is to help students identify a sequencing order of events. It also allows students to express their feelings about the event. This can help students with trauma identify their triggers.

- iii. What are the parts of the body (e.g., arms, shoulders, legs, knees, fingers and head)?
- iv. How did you feel (e.g., Relaxed, happy, mindful)?
- b. Ask each pair of students to answer these questions.
- c. Give students 10 minutes to work on the questions.
- d. Discuss responses with the class.

Part 2: Pair journaling exercises

Next have the student pairs write a journal entry. This is important as it allows them to work together, gain confidence, and understand how journaling works.

1. Explain what a journal is and why people journal:
 - a. It's a place to document and remember experiences;
 - b. It affords a means of processing activities (therapeutic);
 - c. It encourages reflection and mindfulness.
2. Present a possible structure for a journal entry:
 - a. What we did:
 - b. What happened:
 - c. What happened after that:
 - d. And what happened after that:
 - e. We feel:
3. Ask the pairs to write a journal entry about today's experience.
4. Have one partner read the entry out-loud to his/her partner.
5. Afterward, have them answer Yes or No to the following questions:
 - a. Does the story reference me and my classmates?
 - b. Does the story explain what we did?
 - c. Does the story note how we felt?

Example of a journal entry:

My classmates and I did some breathing exercises. After that we swung our arms and closed our eyes. I thought about my feelings. Then we went back to our desks and we wrote the new words on paper. I feel happy and relaxed.

Part 3: Individual journaling exercise

Now that the students have experienced journaling in small groups they are ready to work individually. This allows them more latitude to express personal experiences.

1. Ask the students to sit separately.
2. Explain that they will now write individually about an experience.
3. Work with the group to brainstorm times that were happy, relaxing, and calm. (E.g., Going to a park, cooking a meal, visiting a friend, taking a trip, working, meeting someone new, cleaning the house, seeing an animal.)
4. Encourage students to recount the details of their chosen experience. Remind them that this can be an ordinary event. (Writing about daily events/feelings creates comfort and renewal in daily life.)
5. Hand each student a *Journaling worksheet* (in the *Fostering Control Student Materials* section).
6. Give them 10 minutes to work on their entries.
7. Conclude for the day.

Part 5: Daily journaling exercise

Once students are familiar with the concept and practice of journaling we extend the project over a week. Doing so helps illustrate how the habit of journaling can be constructive, relaxing, and healing.

1. Start the class with breathing and exercise techniques in the classroom. (Use the same techniques you did in Part 1.)
2. Recounting the previous day's exercises.
3. Ask students how they feel about journaling.
4. Discuss any problems and answer any questions students have.
5. Explain that journaling is an ongoing activity.
6. Note that the class will journal every day for the next 5 days.
7. Hand out the *5 day journaling worksheets* (in the *Fostering Control Student Materials* section).
8. Give the students 10 minutes to write a journal entry.

Fostering Control: Lesson Plans

In the *Fostering Control* section we provide a series of lesson plans that you can use in your classroom to explore feelings and emotions. In these materials we address both positive and negative feelings. You will also find a lesson plan on how to alleviate stress and promote mental wellness.

Teaching and identifying feelings to promote mental wellness: Lesson plan 1 (Understanding Feelings)

Suggested curriculum units

- Friends and Family
- Health

Learning objectives

This lesson provides students an opportunity to use an arts-based approach to comprehend words for different emotions. It also provides students with the language to identify, understand, and articulate feelings.

About this lesson

This lesson provides important literacy skills. It helps students learn to make shapes and build spatial awareness. The activities provided help all students develop awareness of emotions and feelings. This can help them gain a sense of control over emotions. Some students might find that they have hidden talents (like drawing). For others the activity is lighthearted and fun—particularly for lower level learners.

Lesson outcomes

By the end of this lesson students will be able to:

- practice drawing faces and shapes
- identify the vocabulary for 6 feelings
- articulate their own feelings in past and present tenses
- identify feelings that are shared by others

Provided student materials

- *Faces worksheet*
- *My emotions worksheets*
- *How I feel worksheets*
- *Image/sentence matching worksheet*
- *Cut and order sentences worksheet*
- *Copy the sentence worksheet*
- *Organize the sentences worksheet*
- *Complete the sentence worksheet*

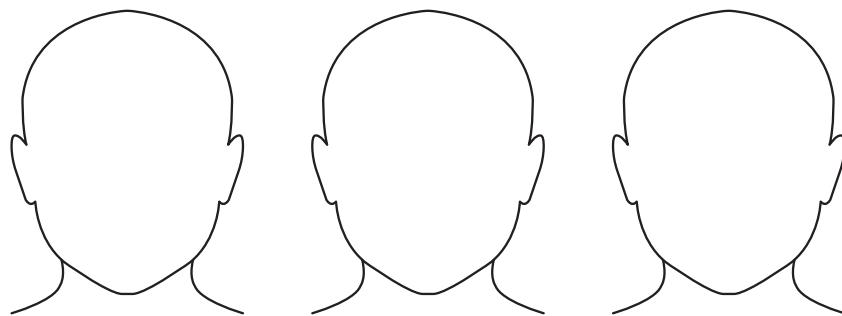
Activity 1

1. Review or pre-teach vocabulary (i.e., sad, happy, tired, angry, afraid, and surprised).
2. Elicit the vocabulary by making associated expressions on your face.
3. Draw the 6 faces with the 6 feelings on the whiteboard; elicit the vocabulary.
4. Hand out the *Faces worksheet* (in the *Fostering Control Student Materials* section).
5. Have the students read the vocabulary below each face and draw the expressions that represent the words.

CLB 1, 2, 3 – IV

Writing – Sharing and Comprehending Information: Write a few words to complete a short guided text.

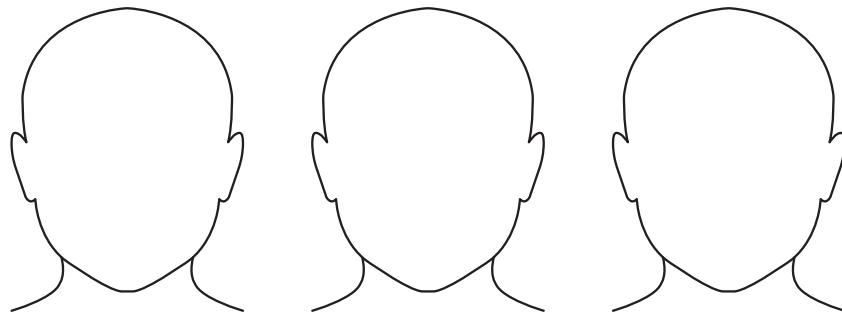
Student material: *Faces worksheet*



Sad

Happy

Tired



Angry

Afraid

Surprised

Activity 2

The activity below encourages students to name/identify their feelings. In doing so they can gain awareness as to why they feel these emotions, in turn becoming more self aware. This activity is an extension of Activity 1. Students use the vocabulary they learned to fill out the short guided text.

CLB 1, 2, 3 – IV

Writing – Sharing and Comprehending Information: Write a few words to complete a short guided text.

Student material: *My emotions worksheets*

Complete the short guided text:

CLB 1

My name is _____.

Today I am _____.

Yesterday I was _____.

Sometimes I am _____.

CLB 2

My name is _____.

Today I am _____.

Yesterday I was _____.

When I watch a scary movie I am _____.

When I don't sleep I am _____.

When I laugh I am _____.

When I cry I am _____.

CLB 3

My name is _____.

Today I am _____.

Yesterday I was _____.

I am happy when _____.

I am sad when _____.

I am tired when _____.

I am afraid when _____.

I am angry when _____.

Activity 3

This activity helps students with fluency practice. It also gives them an opportunity to use the words and phrases from *Activity 2*.

CLB 1, 2, 3 – IV

Speaking – Sharing Information: Give basic personal information in response to direct questions from a supportive listener.

Student material: *How I feel worksheets*

Read the questions and interview a classmate.

CLB 1

Ask your partner these questions:

1. How do you feel today?
2. How did you feel yesterday?
3. How do you sometimes feel in the class?
4. How do you sometimes feel in your home?

CLB 2

Ask your partner these questions:

1. How do you feel in the evening?
2. How do you feel in the morning?
3. How do you feel when you talk to your friends or family?
4. How do you feel when you go for a walk in the park?
5. How do you feel when you study English?
6. How do you feel when you listen to music?

CLB 3

Ask your partner these questions:

1. How are you today?
2. How did you feel yesterday?

3. How do you sometimes feel in the class?
4. How do you sometimes feel at home?
5. How do you feel in the evening?
6. How do you feel in the morning?
7. How do you feel when you talk to your friends or family?
8. How do you feel when you go for a walk in the park?
9. How do you feel when you study English?
10. How do you feel when you listen to music?
11. How do you feel when you lose your keys?
12. How do you feel when you see a snake?
13. How do you feel when you see your classmates?
14. How do you feel when you speak English outside the classroom?
15. How do you feel when you watch the news on TV?

Activity 4

Suggested approach (all levels)

1. Show the students a picture (#3) of Zivko.
2. Ask students how they think Zivko feels.
3. Show the students a picture (#2) of Zivko's daughter.
4. Ask the students:
 - a. Who is this girl?
 - b. How does she feel?

CLB 1, 2, 3 – IV

Reading – Comprehending Information: Understand key information and some basic details.

Student material: *Image/sentence matching worksheet*

CLB 1: Match the pictures with the sentences (handout):



- Zivko arrived in Canada in 2014.
- Zivko came to Canada with his daughter.
- He didn't speak English—he was afraid.
- Zivko's daughter is happy.
- Zivko works a lot. He is tired. He is sad.

Airport image: Thomas Hawk, <https://www.flickr.com/photos/thomashawk/10777810603>

Comprehension questions:

1. When did Zivko arrive in Canada?
2. How did he feel?
3. How did his daughter feel?
4. How does Zivko feel now?

Suggested approach (for CLB 2 or 3)

1. Cut the sentences below into strips.
2. Ask groups of students to put the sentences in order.

Student materials: *Cut and order sentences worksheet*

- Zivko arrived in Canada in 2014.
- Zivko came to Canada with his daughter.
- His daughter feels happy.
- Zivko works in a pizza restaurant.
- The job is difficult.
- Sometimes Zivko feels tired.
- Sometimes Zivko feels sad.
- Zivko does not understand the people in Canada.
- He feels afraid to speak English to people in Canada.

Comprehension questions:

1. When did Zivko arrive in Canada?
2. What is his job?
3. Why is he tired and sad?
4. Why is he afraid?
5. How does his daughter feel?

Activity 5

It is important to review the entire lesson for each level. Afford students time to write and reflect on their own experiences (coming to Canada and the challenges they might face). This gives students with trauma an opportunity to reflect on how their stories might match the provided example.

CLB 1: Learners work collaboratively, copying the sentence beside the picture.

CLB 2: Learners work more independently. Make sure they are following the correct order of the story from the sentence strips in Activity 4.

CLB 3: Learners gap fill the sentences. Also have them infer answers (from the information contained in the story in Activity 4), to respond to the 2 questions at the end of the activity.

CLB 1, 2, 3 – IV

Writing – Sharing Information: Write a few words or sentences to describe a situation.

Student materials: *Copy the sentence worksheet*

CLB 1: Copy the sentences beside the picture from Activity 4



Zivko arrived in Canada in 2014.









CLB 2: Copy the sentences in the correct order from Zivko's story by using the information from Activity 4. (Handout: *Organize the sentences worksheet*)

Teachers note: If your students say Zivko or they are lonely, you might want to discuss what are some things Zivko or they can do to feel less lonely.

CLB 3: Fill in the missing information from Zivko's story by using the information from Activity 4. (Handout: *Complete the sentence worksheet*)

Zivko arrived in Canada in _____.
Zivko came to Canada with his _____.
His daughter _____.
Zivko works _____.
The job is _____.
Sometimes _____.
Sometimes Zivko _____.
Zivko doesn't understand _____.
He feels _____.

Follow up questions

1. Do you think Zivko is lonely?
2. Do you feel like Zivko sometimes?

Airport image: Thomas Hawk, <https://www.flickr.com/photos/thomashawk/10777810603>

Teaching and identifying feelings to promote mental wellness: Lesson plan 2 (Identify Stress)

Teachers note: Avoid trying this activity at the beginning of a curriculum unit or with new classes. This one works best when students have had time and space to connect.

Teachers note: You can gauge students by observing non-verbal communication. Some clues that people might be feeling uncomfortable might include: spacing out, changes in behaviour, rapid breathing, or moving around a lot. This can be particularly true for students who have experienced trauma.

Suggested curriculum units

- Friends and Family
- Health

Learning objectives

This lesson helps students identify and articulate stresses and causes of anxiety. By identifying such feelings students can gain control—and learn strategies to cope with mental health issues.

About this lesson

This lesson works best with students who feel comfortable with one another. Therefore, it's important to consider how long students have been in class together. Additionally, you need to gauge whether your classroom dynamic allows students to feel safe in discussing personal feelings.

Lesson outcomes

By the end of this lesson students will be able to:

- identify and articulate negative feelings
- identify causes of stress and anxiety

Provided student materials

- *Stress and compassion role-play handouts*
- “*What stresses you out?*” worksheets

Activity 1



A



B

Teachers note: This role-play can be used as a student assessment for PBLA. That said, it's important to practice this role-play continuously throughout the unit. We suggest practicing this until students do not need to refer to the handout any longer.

1. Put Picture (A) on the board for the whole class to see. Tell the class the woman's name is Ji-woo.
2. Elicit from the class how this woman feels. (Write the word *stressed-out* under the picture.)
3. Put picture (B) on the board beside picture A. Tell the class this woman's name is Seo-yun.
4. Elicit phrases on how Seo-yun feels (e.g., concerned, worried, et cetera).
5. Tell the class that Seo-yun is worried about Ji-woo.
6. Repeat and demonstrate the word *worried* and have the class recite "Seo-yun is worried about Ji-woo."
7. Elicit questions from the class that Seo-yun would ask Ji-woo. For example: "What's wrong?" and "What's the matter?"
8. Have the students sit across from each other (away from their desks).
9. Hand out the following role-plays (found in the *Fostering Control Student Materials* section) and ask the students act them out.
10. Encourage students to memorize the phrases in use until they no longer need the paper to refer to.
11. Practice, practice, practice!

CLB 1, 2, 3

Speaking – Sharing information: Answer simple questions about personal information and feelings. Asking simple questions using memorized stock phrases.

Student material: *Stress and compassion role-play*

CLB 1: Role-play

Seo-yun: What's the matter Ji-woo?

Ji-woo: I'm stressed out.

CLB 2: Role-play

Seo-yun: What's the matter Ji-woo?

Ji-woo: I'm stressed out.

Seo-yun: Why?

Ji-woo: I can't sleep. I have nightmares. I'm so tired.

Seo-yun: I'm sorry. Talk to your doctor.

CLB 3: Role-play

Seo-yun: What's the matter Ji-woo?

Ji-woo: I'm stressed out.

Seo-yun: Why?

Ji-woo: I can't sleep. I have nightmares. I'm so tired.

Seo-yun: I'm sorry. Talk to your doctor.

Ji-woo: Yes, I will. I'm going to call the doctor's office now.

Activity 2

For this activity it is best for students to draw and write their own words to express what stresses them out.

1. Draw a big circle (like the one pictured below)
2. Write the word *stressed-out* in it.
3. Have students chant this word.
4. Facilitate understanding of this word by acting it out for the class.
5. Elicit what makes them stressed-out. First ask if speaking English makes them stressed out. (You will get a resounding “YES!” from the students.)

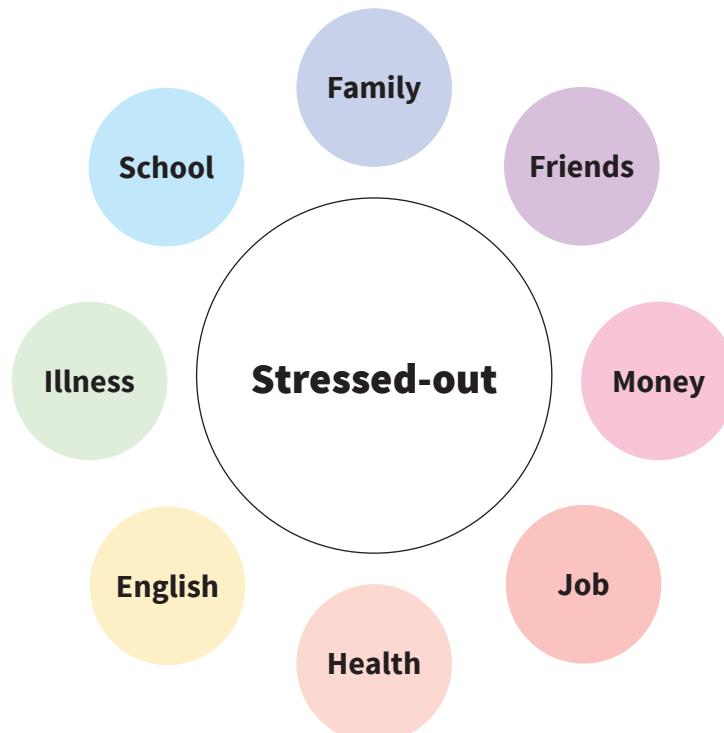
CLB 1, 2, 3 – IV

Writing – Sharing information: Write a few words to complete a short guided text or answer simple questions to describe personal situation.

Teachers note: We chose the term stressed out because it is a broad term. It also allows students to choose the degree to which they want to engage in the discussion. This is particularly important for people with trauma who may not be ready to disclose too much about their lives.

Student material: “*What stresses you out?*” worksheets

CLB 1: Write the things that stress you out, in the small circles:



CLB 2: What stresses you out?

E.g., My job stresses me out.

1. _____
2. _____
3. _____
4. _____
5. _____

CLB 3: What stresses you out? Why?

Teaching and identifying feelings to promote mental wellness: Lesson plan 3 (Promoting positive feelings and well being)

Suggested curriculum units

- Health

Learning objectives

This lesson helps identify activities that promote mental wellness. It is intended to provide students with a sense of control over their overall choices in daily life. This can help foster positive feelings and wellbeing.

About this lesson

This lesson works best with students who feel comfortable with one another. Therefore, it's important to consider how long students have been in class together. Additionally, you need to gauge whether your classroom dynamic allows students to feel comfortable in discussing personal feelings.

Lesson outcomes

By the end of this lesson students will be able to:

- identify, in English, key words that express activities (with *ing* endings)
- identify activities that make them happy—and unhappy
- identify activities that help alleviate stress
- identify aspects of their life they have control over

Provided student materials

- *Happy or unhappy worksheet*
- *Class interviews worksheet*
- *Happy activity selection worksheet*
- *Gratitude worksheet*

Activity 1

1. Ask students to note the feelings of each person pictured.
2. Write down the words elicited from the class.

CLB 1, 2, 3 – IV

Speaking and Listening – Sharing and Comprehending Information:
Give personal information in response to direct questions about everyday activities.

Questions:

- What is she doing?
- Is she happy?
- Does she feel good?
- Why does a bath feel good?

Elicit:

- skin feels soft
- muscles relax
- it's quiet
- I feel clean



Questions:

- What is she doing?
- Is she happy?
- Does she feel good?
- Why does walking feel good?

Elicit:

- fresh air
- bird sounds
- quiet
- exercise



Questions:

- What is he doing?
- Is he happy?
- Does he feel good?
- Why doesn't he feel good?

Elicit:

- tired
- bored
- sad
- alone



Questions:

- What is he doing?
- Is he happy?
- Does he feel good?
- Why doesn't he feel good?

Elicit:

- worried
- nervous
- angry



Image: Open Grid Scheduler, <https://www.flickr.com/photos/opengridscheduler/19915956189/>

Activity 2

1. Draw a line down the middle of the board.
2. Write *Unhappy* on one side and *Happy* on the other.
3. Elicit the meaning of the words.
4. Ask students to note activities that make them happy/unhappy.
5. Write their ideas on the board.

Student material: *Happy or unhappy worksheet*

Choose the activities that make you happy, or not happy, and place them in the appropriate boxes, below.

- walking
- sleeping
- dancing
- taking a bath
- working
- taking the bus
- speaking English
- playing sports
- travelling
- learning English
- cooking
- exercising
- cleaning my home
- doing homework
- shopping
- using the Internet
- paying bills
- driving in traffic

Happy	Unhappy

Write 3 activities that make you happy:

I am happy _____.

I am happy _____.

I am happy _____.

Write 3 activities that make you unhappy:

I am unhappy _____.

I am unhappy _____.

I am unhappy _____.

Activity 3

After students have brainstormed things that make them happy and unhappy, facilitate a student-centered activity. We will do this with a questionnaire about the activities that make them happy.

CLB 1, 2, 3

Speaking and Listening –Sharing and comprehending Information:
Understand simple information about familiar concrete topics,
personal experience, and daily activities.

Student material: *Class interview worksheet*

1. Interview 4 students in class.
2. Write the student's name in the first box.
3. Ask which activities make them happy/unhappy.
4. Circle the activity that makes the student happy.

Student name	1	2	3
	taking the bus	walking	driving in traffic
	playing sports	sleeping	exercising
	cooking	cleaning your home	paying bills
	dancing	shopping	using the Internet
	speaking English	learning English at school	doing homework

Activity 4

Invite students to write the information from the chart into sentences in their notebook.

CLB 1, 2, 3 – IV

Writing – Sharing Information: Write a few words to complete a short guided text to describe personal information about classmates.

For example:

CLB 1

_____ makes me happy.

CLB 2

_____ makes me happy.

_____ doesn't make me happy.

CLB 3

_____ and _____ makes me happy.

_____ and _____ doesn't make me happy.

Activity 5

Teachers note: Some students will think of other things (missing from the handout) that make them happy. This is good—they can use the additional circles to write in these activities.

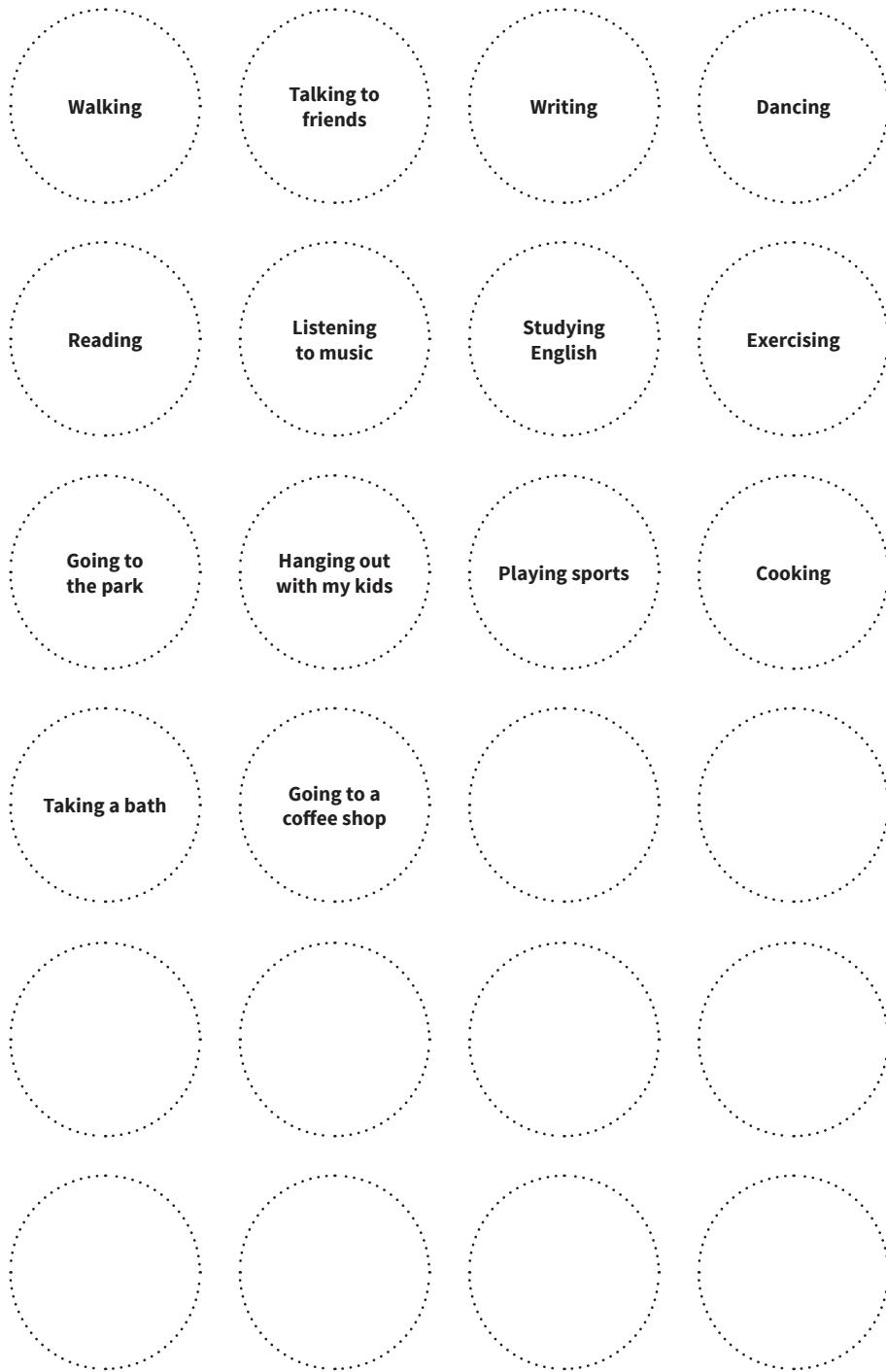
This project is designed for lower level learners. It allows them to practice reading/choosing words that resonate with them. This will help them distinguish activities that support their mental wellbeing. Give students ample time so they fully understand their options—and choose words that best describe their individual personalities and choices.

1. Give each student a coloured piece of paper.
2. Supply students with the *Happy activity selection worksheet* (in the *Fostering Control Student Materials* section).
3. Ask students to read over the items in the handout.
4. Then have them choose—and cut out—the activities that make them happy.
5. Have students glue the cut-out circles, which best describe what makes them happy, on the sheets of paper.
6. Suggest that students post this paper on their fridge at home.

CLB 1, 2, 3 – IV

Reading: Understand the purpose and some basic details in very simple short texts related to everyday familiar personally relevant topics.

Student materials: *Happy activity selection worksheet*



Activity 6

We often focus on the negative aspects of our daily lives. In doing so we sometimes forget all that we can choose to be grateful for.

It's important to facilitate awareness of gratitude in our personal lives. One way to do this is with a *grateful list*. In it you can reflect and build a better sense of your own happiness—instead of ruminating on what makes you unhappy.

Ask your students to complete the guided text on good quality card stock or construction paper. Suggest students keep their *grateful lists* by their beds so they can continue to reflect on which things they are happy about.

None of this is meant to dismiss a student's struggle with mental wellbeing. Rather, we intend it to encourage an optimistic—and more spiritually guided—approach to life.

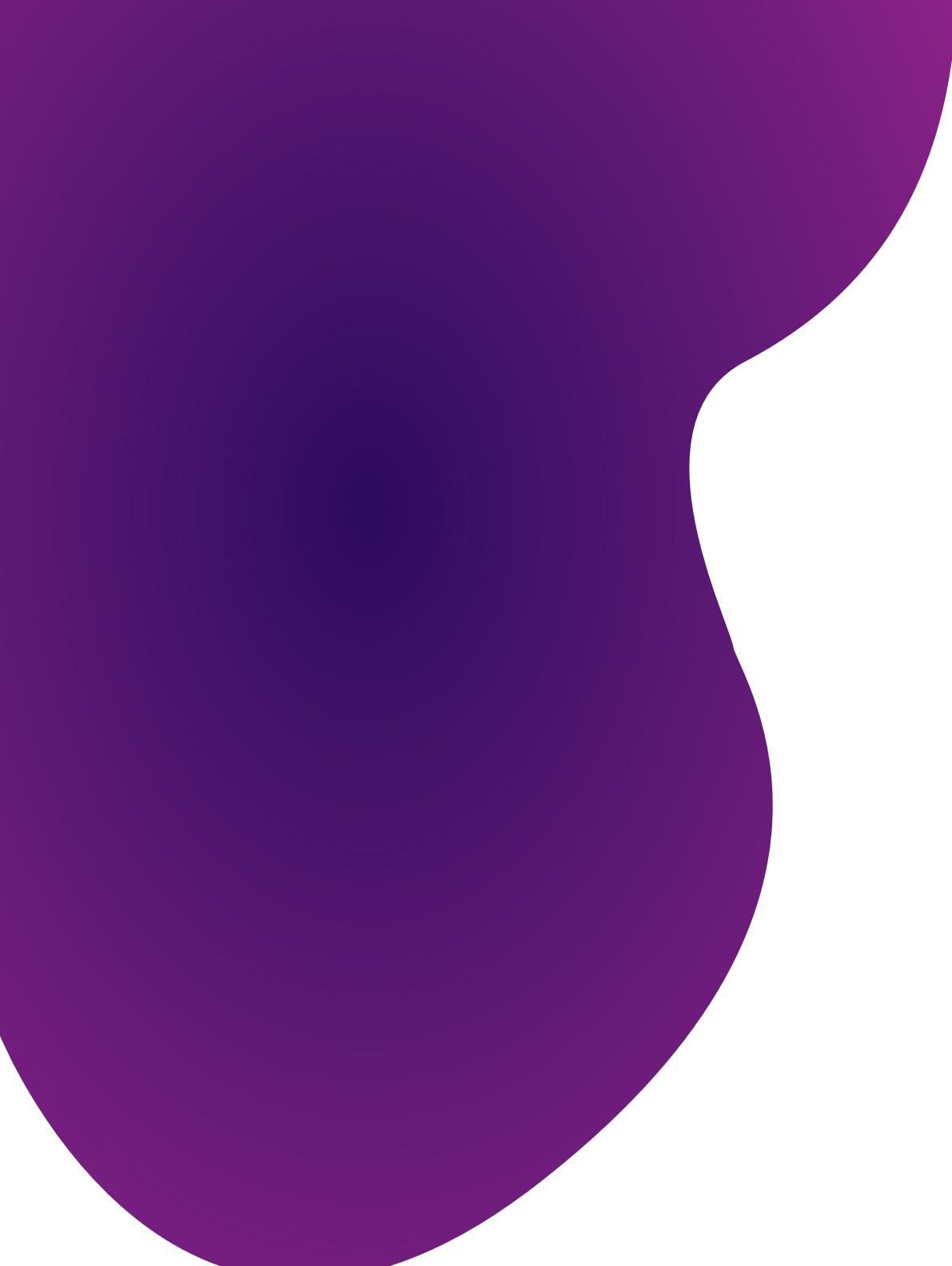
CLB 1, 2, 3 – IV

Writing – Sharing Information: Write a few words to complete a guided text to describe a personal situation.

Student material: *Gratitude worksheet*

Write 5 things you are grateful for.

1. I am grateful for _____.
2. I am grateful for _____.
3. I am grateful for _____.
4. I am grateful for _____.
5. I am grateful for _____.



Fostering Control
Student Materials

Journaling worksheet

Name: _____

Date: _____

What did you do?

Where were you?

Who were you with?

What happened?

What happened after that?

Tell me more:

How did you feel?

5 day journaling worksheet

Name: _____

Date: _____

Day 1

Day 2

Day 3

Day 4

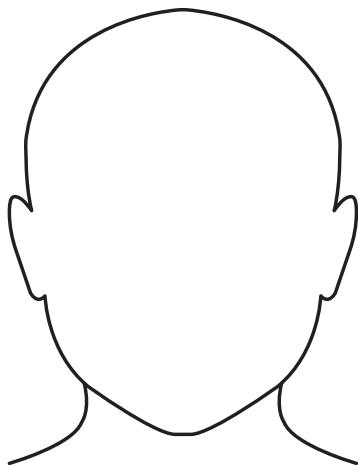
Day 5

Faces worksheet

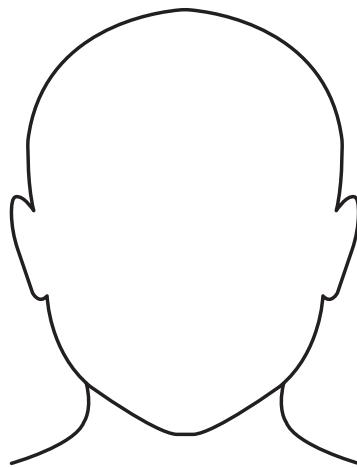
Name: _____

Date: _____

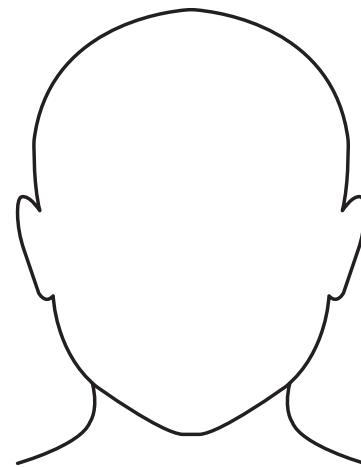
Draw an expression for each face that matches the word beneath:



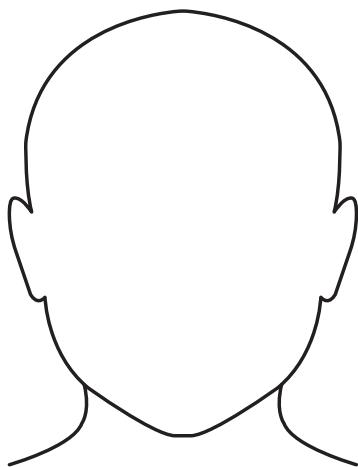
Sad



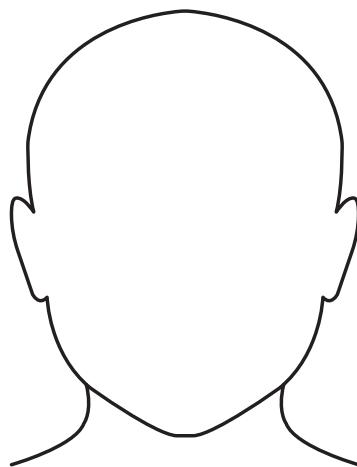
Happy



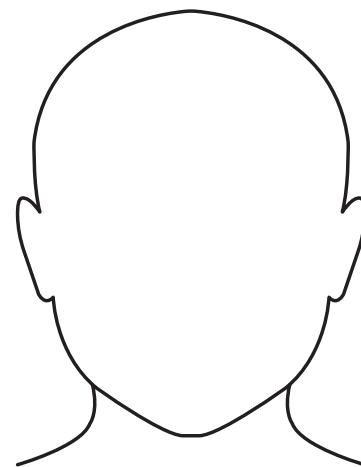
Tired



Angry



Afraid



Surprised

My emotions worksheet (CLB 1)

Name: _____ Date: _____

Complete the following text:

My name is _____.

Today I am _____.

Yesterday I was _____.

Sometimes I am _____.

My emotions worksheet (CLB 2)

Name: _____ Date: _____

Complete the following text:

My name is _____.

Today I am _____.

Yesterday I was _____.

When I watch a scary movie I am _____.

When I don't sleep I am _____.

When I laugh I am _____.

When I cry I am _____.

My emotions worksheet (CLB 3)

Name: _____

Date: _____

Complete the following text:

My name is _____.

Today I am _____.

Yesterday I was _____.

I am happy when _____.

I am sad when _____.

I am tired when _____.

I am afraid when _____.

I am angry when _____.

How I feel worksheet (CLB 1)

Name: _____ Date: _____

Date: _____

Ask your partner these questions:

1. How do you feel today?
 2. How did you feel yesterday?
 3. How do you sometimes feel in the class?
 4. How do you sometimes feel in your home?

How I feel worksheet (CLB 2)

Name: _____ Date: _____

Ask your partner these questions:

1. How do you feel in the evening?

2. How do you feel in the morning?

3. How do you feel when you talk to your friends or family?

4. How do you feel when you go for a walk in the park?

5. How do you feel when you study English?

6. How do you feel when you listen to music?

How I feel worksheet (CLB 3)

Name: _____ Date: _____

Ask your partner these questions:

1. How are you today?
2. How did you feel yesterday?
3. How do you sometimes feel in the class?
4. How do you sometimes feel at home?
5. How do you feel in the evening?
6. How do you feel in the morning?
7. How do you feel when you talk to your friends or family?
8. How do you feel when you go for a walk in the park?

9. How do you feel when you study English?

10. How do you feel when you listen to music?

11. How do you feel when you lose your keys?

12. How do you feel when you see a snake?

13. How do you feel when you see your classmates?

14. How do you feel when you speak English outside the classroom?

15. How do you feel when you watch the news on TV?

Image/sentence matching worksheet (CLB 1)

Name: _____

Date: _____

Match the pictures with the sentences:



- Zivko arrived in Canada in 2014.
- Zivko came to Canada with his daughter.
- He didn't speak English—he was afraid.
- Zivko's daughter is happy.
- Zivko works a lot. He is tired. He is sad.

Cut and order sentences worksheet (CLB 2 or 3)

Name: _____

Date: _____

Cut out these sentences and then put them in order:

Zivko arrived in Canada in 2014.

Zivko came to Canada with his daughter.

His daughter feels happy.

Zivko works in a pizza restaurant.

The job is difficult.

Sometimes Zivko feels tired.

Sometimes Zivko feels sad.

Zivko does not understand the people in Canada.

He feels afraid to speak English to people in Canada.

Copy the sentence worksheet (CLB 1)

Name: _____

Date: _____

Write the following sentences next to their matching image:

- Zivko arrived in Canada in 2014.
- Zivko works a lot. He is tired. He is sad.
- He didn't speak English—he was afraid.
- Zivko's daughter is happy.
- Zivko came to Canada with his daughter.











Organize the sentences worksheet (CLB 2)

Name: _____ Date: _____

Reorganize the sentences below so Zivko's story is in order:

- Zivko arrived in Canada in 2014.
- Zivko came to Canada with his daughter.
- His daughter feels happy.
- Zivko works in a pizza restaurant.
- The job is difficult.
- Sometimes Zivko feels tired.
- Sometimes Zivko feels sad.
- Zivko does not understand the people in Canada.
- He feels afraid to speak English to people in Canada.

Complete the sentence worksheet (CLB 3)

Name: _____ Date: _____

Fill in the missing information from Zivko's story:

Zivko arrived in Canada in _____.

Zivko came to Canada with his _____.

His daughter _____.

Zivko works _____.

The job is _____.

Sometimes _____.

Sometimes Zivko _____.

Zivko doesn't understand _____.

He feels _____.

Complete the sentence worksheet (CLB 3)

Name: _____ Date: _____

Complete the sentences to share your story:

I arrived in Canada in _____.

I came to Canada with _____.

Sometimes I feel _____.

Sometimes I don't understand _____.

Today I feel _____.

Stress and compassion role-play (CLB 1)

Name: _____ Date: _____

Role play with a partner using the phrases below:



Ji-Woo



Seo-yun

Seo-yun: **What's the matter Ji-woo?**

Ji-woo: **I'm stressed out.**

Stress and compassion role-play (CLB 2)

Name: _____

Date: _____

Role play with a partner using the phrases below:



Ji-Woo



Seo-yun

Seo-yun: **What's the matter Ji-woo?**

Ji-woo: **I'm stressed out.**

Seo-yun: **Why?**

Ji-woo: **I'm stressed out.**

Seo-yun: **I can't sleep. I have nightmares. I'm so tired.**

Ji-woo: **I'm sorry. Talk to your doctor.**

Stress and compassion role-play (CLB 3)

Name: _____ Date: _____

Role play with a partner using the phrases below:



Ji-Woo



Seo-yun

Seo-yun: **What's the matter Ji-woo?**

Ji-woo: **I'm stressed out.**

Seo-yun: **Why?**

Ji-woo: **I'm stressed out.**

Seo-yun: **I can't sleep. I have nightmares. I'm so tired.**

Ji-woo: **I'm sorry. Talk to your doctor.**

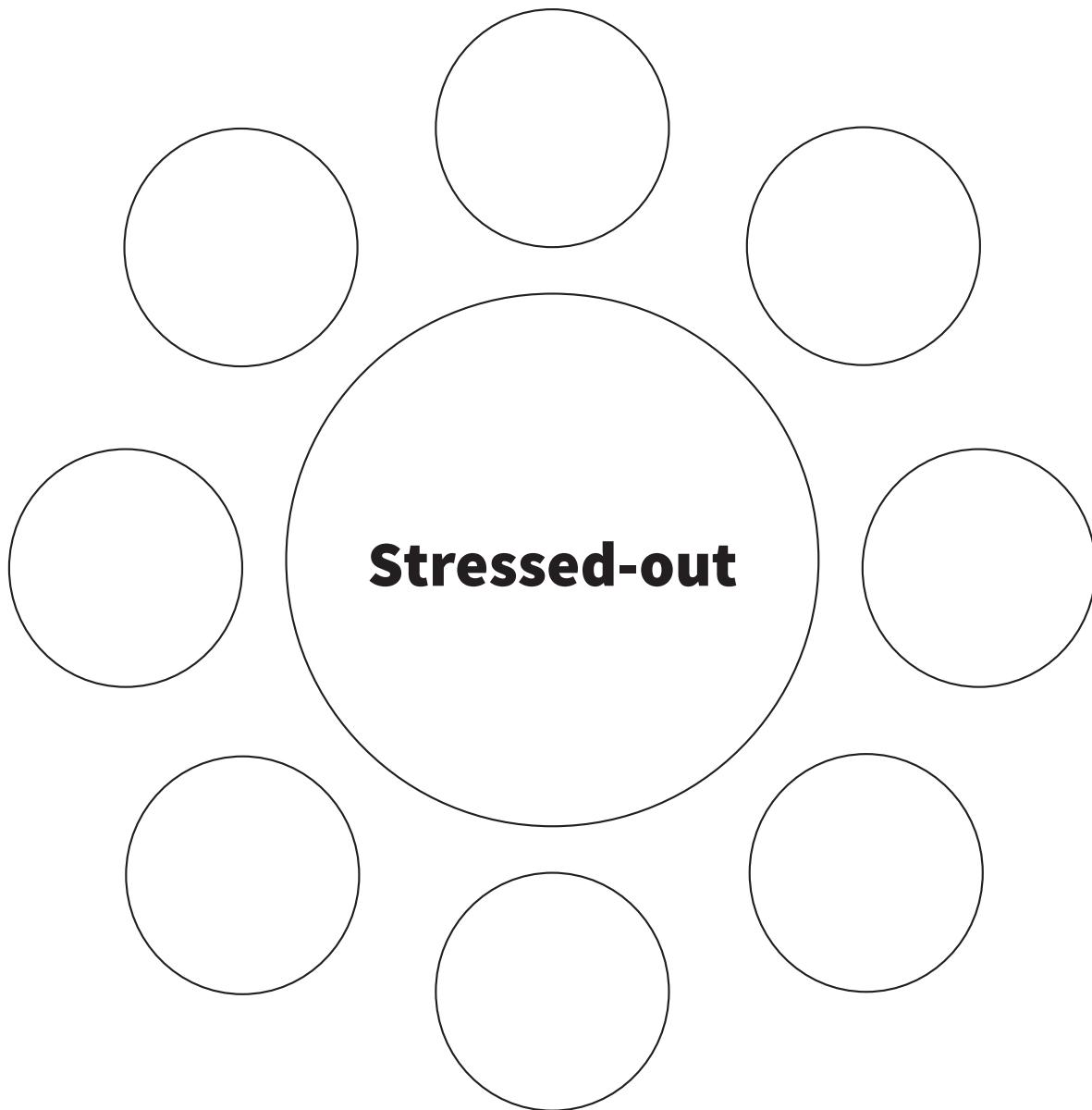
Seo-yun: **Yes, I will. I'm going to call the doctor's office now.**

“What stresses you out?” worksheet (CLB 1)

Name: _____

Date: _____

Think of some things that stress you out and write them in the circles below:



“What stresses you out?” worksheet (CLB 2)

Name: _____ Date: _____

Write down five things that stress you out:

E.g., My job stresses me out.

1. _____

2. _____

3. _____

4. _____

5. _____

“What stresses you out?” worksheet (CLB 3)

Name: _____

Date: _____

What stresses you out? Why?

Happy or unhappy worksheet

Name: _____

Date: _____

Copy the activities that make you happy and not happy into the appropriate box:

- walking
- speaking English
- cleaning my home
- sleeping
- playing sports
- doing homework
- dancing
- travelling
- shopping
- taking a bath
- learning English
- using the Internet
- working
- cooking
- paying bills
- taking the bus
- exercising
- driving in traffic

Happy	Unhappy

Write 3 activities that make you happy:

I am happy _____.

I am happy _____.

I am happy _____.

Write 3 activities that make you unhappy:

I am unhappy _____.

I am unhappy _____.

I am unhappy _____.

Class interviews worksheet

Name: _____

Date: _____

- Find a student in the class to interview.
- Write the student's name in the first box.
- Ask which activities make them happy/unhappy.
- Circle the activity that makes the student happy.
- Repeat this 3 times.

Student name

1

2

3

taking the bus

walking

driving in traffic

playing sports

sleeping

exercising

cooking

cleaning your home

paying bills

dancing

shopping

using the Internet

speaking English

learning English
at school

doing homework

Happy activity selection worksheet

Name: _____

Date: _____

Choose the activities that make you happy. Then cut out your selections and glue the cut-out circles on your sheet of colour paper.



walking



talking to
friends



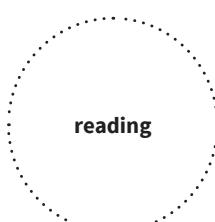
writing



dancing



going to a
coffee shop



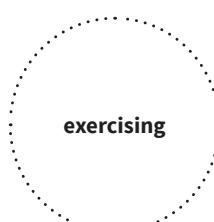
reading



listening
to music



studying
English



exercising



taking a bath



going to
the park



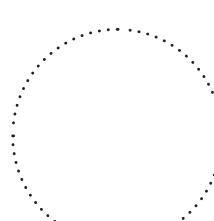
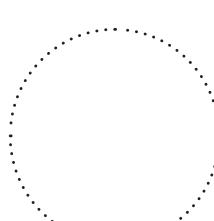
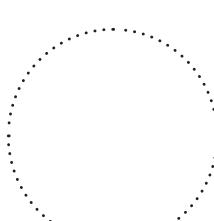
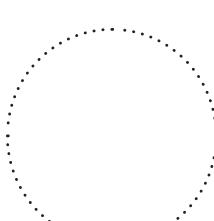
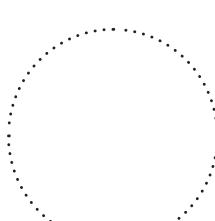
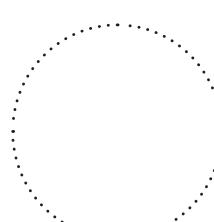
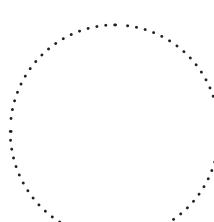
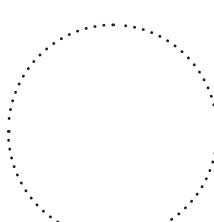
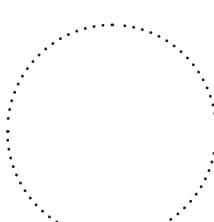
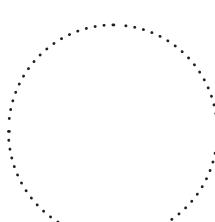
hanging out
with my kids



playing sports



cooking



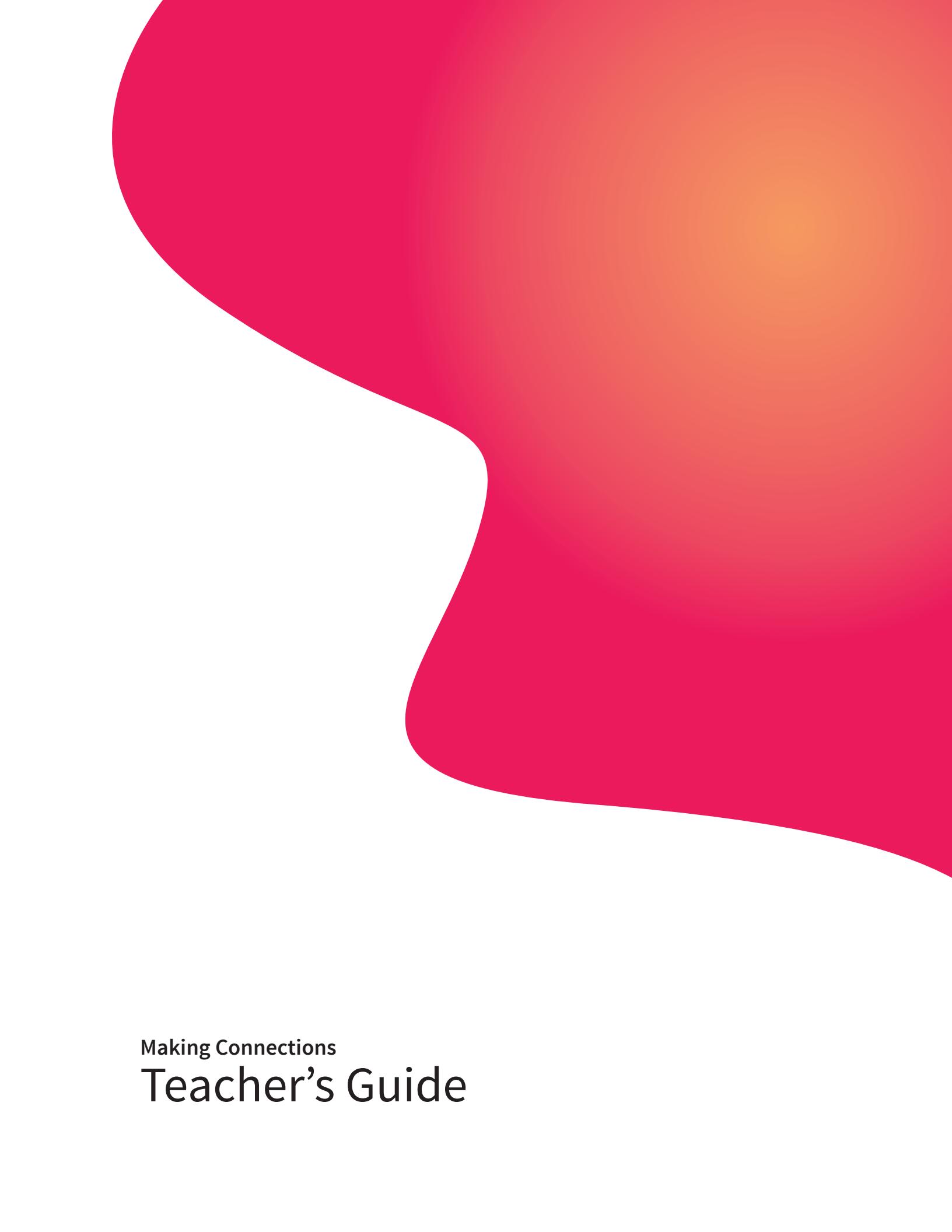
Gratitude worksheet

Name: _____

Date: _____

Write 5 things you are grateful for.

1. I am grateful for _____.
2. I am grateful for _____.
3. I am grateful for _____.
4. I am grateful for _____.
5. I am grateful for _____.



Making Connections
Teacher's Guide

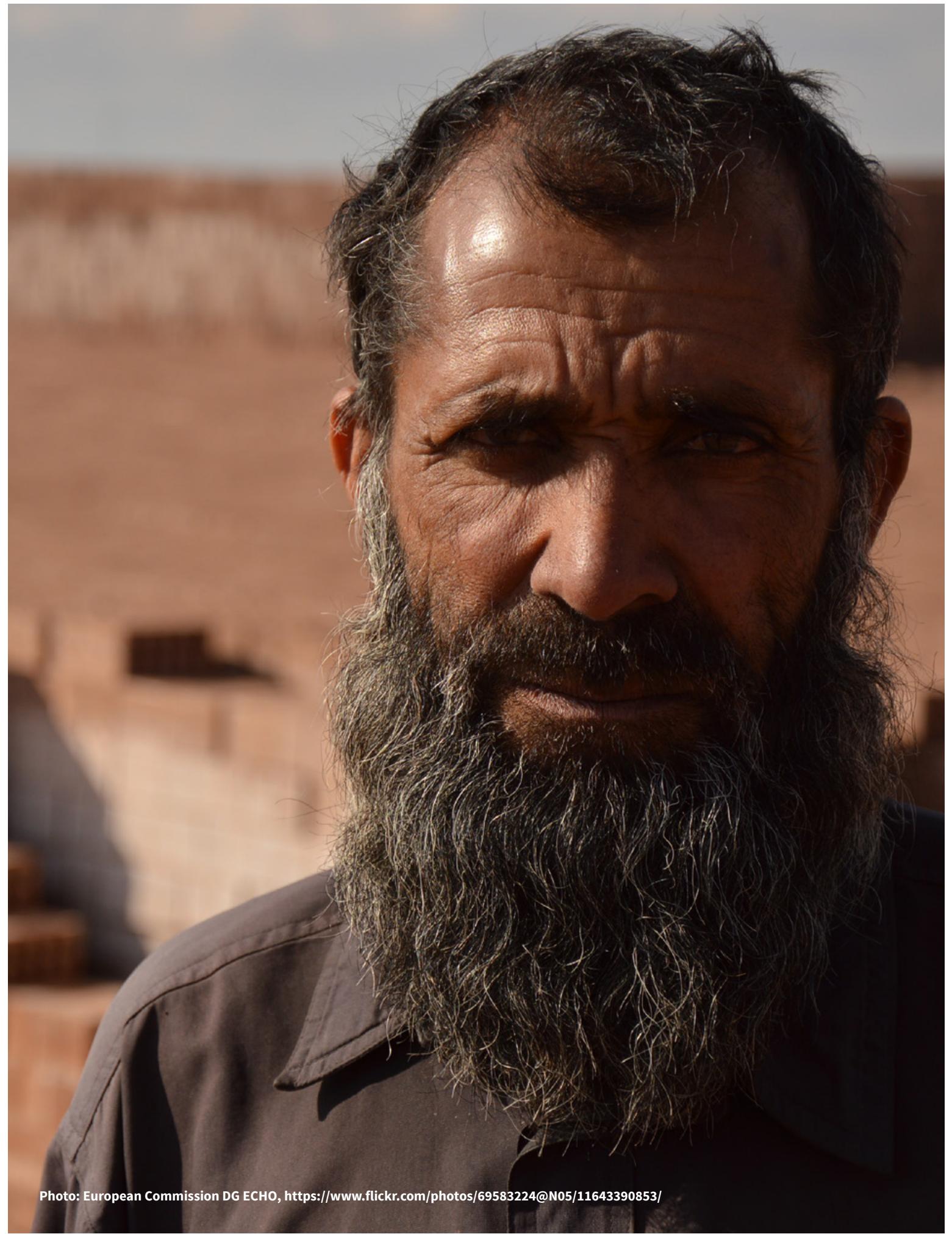


Photo: European Commission DG ECHO, <https://www.flickr.com/photos/69583224@N05/11643390853/>

Making Connections: Strategies and approaches

Students who have experienced trauma can feel a deep sense of isolation and dislocation. They might also be quite different from other students in your classroom—because of race, class, or literacy issues. Therefore, it is important that the classroom experience provide every student an opportunity to connect with others in meaningful ways.

In the *Making Connections* section we look at how EAL students can gain a sense of belonging and connection. We also recognize that this community of learners involves people who have different ways of interpreting the world. This results in unique ways of learning.

Key learning in *Making Connections*

In the *Making Connections* section you will learn a variety of strategies to help students gain a sense of connection with others. We will also provide approaches to remind students that they are not alone in their mental health struggles. Finally we will present creative approaches that enable a sense of community and kinship within the classroom.

These strategies include

1. Art and project-based learning
2. Fostering inclusive classroom practices
3. Using learning stations
4. Promoting understanding through role models
5. Active listening

Teachers note: Employing alternative learning strategies can be challenging. We know you are busy with the day-to-day tasks of lesson planning, administrative responsibilities, marking, and meeting PBLA requirements. However, not all students learn in the same way. The following strategies can help you reach students who might otherwise feel excluded.



Image: Iris Liu, <https://www.flickr.com/photos/iris0327/8528141738/>

1. Art and project-based learning

Asking students to create something together is an excellent way to encourage communication. Art and project-based learning approaches offer students (especially those with fewer language or literacy skills) an opportunity to express themselves in different ways.

Students with low literacy skills are often kinaesthetic or visual learners. As such, connecting visuals to text can be helpful in their learning. Additionally, projects can be relaxing for students as these exercises reduce pressure on any one individual to “perform.” These assignments also provide students with an opportunity to choose what they would most like to work on.

Creating a banner for the classroom

Supplies required for this project

- large piece of banner fabric (purchase at any fabric store)
- other fabric pieces (to cut out for decorations)
- fabric glue or glue guns
- sharpies
- a dowel (a solid wooden rod)
- a hook/nail
- fishing line

Teachers note: This activity can be done throughout the year with various themes. For example: You can use words that reflect the seasons or alternatively words like *respect, love, or friendship*.

Instructions for this activity

1. Ask students to write *Welcome* or *Peace* in their first language on a sheet of paper.
2. Give each student an individually-sized piece of fabric.
3. Ask students to draw on the fabric or cut it into shapes—for inclusion on the banner. Students can draw images that represent these word (e.g., a tree, a dove, or the sun).
4. Gather all students around one table.
5. Have them copy their words (again in their first languages) for *Welcome* or *Peace* on to the fabric using their Sharpies.
6. Ask students to glue their individual fabric designs to the banner.
7. Afford them some additional time to decorate the banner.
8. Using the dowel, hook/nail, and fishing line, help students mount the finished banner to the wall.

Creating a collage with self portrait sketching

Supplies required for this project

Teachers note: This assignment is similar to one we outlined in the *Fostering Control* section; however, by changing the materials/method this assignment allows for a different sort of exploration. Collages allow students to utilize images that represent how they feel about themselves and their place in the community. This activity helps promote themes of control and connection.

- smartphone
- overhead transparencies
- projector
- newspapers
- magazines
- scissors
- glue
- tape
- pencils
- poster paper or flip chart paper

Instructions for this activity

1. Using a smartphone take a photograph (face and shoulders only) of each student.
2. Print the photographs.
3. Using a photocopier transfer the images to overhead transparencies.
4. Using tape fasten a sheet of poster paper (or flip chart paper) to a flat surface (like a whiteboard).
5. Project each transparency using an overhead projector so the image can be seen on the poster paper. Then adjust the projector to make the portraits as big/small as preferred. (Smaller portraits work best for this activity.)
6. Ask each student to trace his/her projected image on to the paper using a pencil.
7. Once the portraits are traced, make newspapers, magazines, scissors, and glue, available to your students.
8. Instruct them to cut pieces out of the newspapers/magazines and glue them to their drawings—to decorate the images.
9. Display the completed collages around the classroom.



Image: Jeremy Wilburn, <https://www.flickr.com/photos/jeremywilburn/5428589423>

2. Fostering inclusive classroom practices

Students who have experienced trauma face isolation on a daily basis. We can help them overcome this feeling by facilitating positive classroom practices. This requires us to build community and create positive connections in the learning environment that create a sense of belonging.

You can help to make this happen by creating classroom agreements, recognizing special days, and considering alternative learning structures. Following are some examples of classroom practices we have found helpful in our teaching practices. We have also included a process to support you when dealing with a student who is disruptive and impacting the class.

Additionally, we have provided a fun lesson plan (pg. 131) that promotes community-building in the classroom. It also helps students link their understanding of place to a broader community.

Creating monthly classroom agreements

Teachers note: It's useful to establish a collective understanding of needs in the classroom. Feel free to reiterate the importance of the classroom agreement on a monthly basis.

Teachers note: In the PBLA program students write a needs assessment at the beginning of each curriculum unit. You might like to repeat the monthly agreement activity at the same time. These open discussions help students feel connected in their classroom. However, this discussion requires your facilitation expertise to be successful. Additionally, this process can be more challenging when students do not possess the skills to make their needs understood. Therefore, you might want to pre-teach common words and/or use non-verbal examples (e.g., listen, talk, break, wait).

Classroom agreements provide a time for collaboration—to achieve common classroom goals. These agreements provide an opportunity for students to express what they need in order to feel included (and heard) in the class. The act of creating a classroom agreement helps promote positive relationships between students. This activity also helps those who have experienced trauma feel safe and supported in the classroom.

Process for creating a monthly agreement

1. Ask students to consider what they want/need in the classroom. You can spur conversation with questions like:
 - Do you want the room layout to change?
 - Do you want more individual learning time?
 - Do you want to sit at the same desk for every lesson?
 - Do you want to move around the classroom?
2. Ask students to discuss what they need from each other in the classroom. Perhaps prompt them to consider words like *respect*, *compassion*, and *understanding*. Also ask them to think about how these words impact all members of the classroom community.
3. Write the students' ideas and thoughts on a piece of flip chart paper.
4. Find a place in the classroom that everyone can see. Hang the paper there so students continually reflect on the classroom culture they have helped shape.

Dealing with disruptive behaviour

Occasionally you may have a student in your classroom who exhibits disruptive or challenging behaviors. Here are a few suggestion for working with the student:

- make eye contact with the disruptive student
- remind the class of the community agreements
- move toward the disruptive student
- be silent and wait for the disruption to end
- acknowledge the input. you might want to say “thanks for sharing” or “how about if we talk about this a little later?”
- move the students around if you think that might help.
- call for a break or try a breathing exercise

Handling Persistent Disruptions

For more serious problems, or if the disruption or challenges persists. We suggest using conflict resolution skills. These can include:

- speak with the student privately
- confront the behavior, not the student
- speak for yourself only, not the class
- seek to understand the reason for the disruption (this is a very important particularly for students with trauma-their outburst may have nothing to do with you)
- ask the student to recommend a solution if they have the language to do so
- review your classroom agreement if necessary
- try to get agreement with the student
- explain any consequences of the continued disruptions
- ask your manager or supervisor for more support

Adapted from: <http://adulted.about.com/od/teachers/a/disruptions.htm>

Celebrating special days for individual students

Teachers note: This activity helps students get to know one another. It builds on their connections as learners of English. It also helps students recognize that they are participating in a rich and diverse world. This ongoing act can be affirming for students—by providing a sense of belonging in the classroom.

A giant calendar on the classroom wall can help remind everyone of upcoming events. These might include student's birthdays, holidays, PBLA assessment dates, or other special events that occur, during the month. Students can refer to the calendar at any time. It also affords an opportunity for students to find common topics of interest during break times—as they will refer to it when they speak with one other.

Approaches for creating a class calendar

1. Draw a calendar on an 11" x 17" sheet of paper. (If possible scan this drawing and put it on the smart board.)
2. Take time out at the beginning of each month for brainstorming. Talk with the students about which days that month are important.
3. Write the names of any students with birthdays that month on the calendar.
4. Also make note of any days off and holidays on the calendar.
5. Ask the students about their cultures and any holidays/events they feel should be added to the calendar—and celebrated.



Image: New Jersey Library Association, <https://www.flickr.com/photos/njla/8224216031>

3. Using learning stations

It is important to accommodate different learning styles in the classroom. Differentiated learning stations engage students by accommodating each of their different learning styles. Learning stations also help participants understand concepts and language through alternative means.

Learning station days provide a chance for students to review what they've learned. These days also allow you to provide one-on-one assistance for those who might benefit from extra help. (If you have access to volunteers it's ideal to have one of them sit at each station table to provide additional help for students.)

Instructions for setting up learning stations

Teachers note: This activity works best when you make the classroom a little extra inviting. Put a kettle on and make a pot of tea for the class. Allow students to take breaks, talk to their classmates, and work collaboratively—on whichever skill they feel most comfortable with. Stations might feel less rigorous than more standard classes. Nevertheless, they afford a great opportunity for learning—which is particularly enjoyable, collaborative, and inclusive.

For students with trauma learning stations can be particularly helpful because they allow more flexibility, one to one support and self determination.

1. Set up four separate tables as skill stations. Assign one for reading, one for writing, one for speaking, and one for listening.
 2. Pick an activity (with language you have covered in class) for each of the four tables.
 3. Ask students to take out a pen, pencil, and eraser.
 4. Then tell them to close their book bags.
 5. Gather the class in a large circle to introduce the stations.
 6. Invite your students to choose a skill area they want to focus on. (They can choose from reading, writing, speaking, or listening.)
 7. Walk the class from station to station. Stop at each learning station to show students the activities they can choose from. *You can ask them to work with a partner or individually.*
 8. Explain that once they finish a station activity you will check their work before they move on to the next station.
 9. Tell the students they can begin.¹
 10. Watch them move from table to table and lend a hand when needed.
-
1. They will probably stand around at first unsure of what they are supposed to do. Avoid providing additional instruction as it's better for them to "get it" on their own. (It typically takes students a few sessions to feel comfortable working at stations.)



Image: Institut Douglas, <https://www.flickr.com/photos/institut-douglas/8090541529>

4. Promoting understanding through role models

In their lifetime, 20% of Canadians will experience some type of mental health issue. Nevertheless, those living with such issues face stigmatization and judgment. We must challenge those stigmas and remind students they are not alone in their struggles.

Those dealing with trauma and mental illness often feel disconnected. Therefore, we need to highlight examples of others who have dealt with similar challenges. *Lesson plan 3* in the *Making Connections* section introduces a prominent Canadian who lives with mental illness. This lesson reinforces that people can make meaningful contributions to society—in spite of mental health obstacles.



Image: Rex Pe, <https://www.flickr.com/photos/goldendragon613/273881072>

5. Active listening

Teachers note: We know that bearing witness to people's personal stories and ensuring that all students' needs are met is challenging. We also know you are not a counsellor. However, you might be the first person a trauma-sufferer feels comfortable sharing their story with. It is important you seek the proper support to help students with trauma.

As a teacher you have undoubtedly spent many hours listening to your students' stories. The simple act of listening is an important part of creating an inclusive classroom. This is doubly-relevant when working with students who have experienced trauma. Being listened to—and heard—can help interrupt a sense of hopelessness for your student.

In working with students who have experienced trauma you must be extra diligent in your listening. Make yourself available. Work to identify those who might need to talk but are uncomfortable doing so. Then listen in an open, patient, and respectful fashion. Your role is to provide a stable and attentive presence that enables students to share what they want.

Remember that you don't need to hear all the details of your students' stories of trauma. Students sharing these stories in the classroom can trigger other students. Additionally, the student who shared the story may later wish they had not shared. It is important for you as an instructor to contain their stories and gently redirect them in the classroom.

Making Connections: Lesson Plans

In the *Making Connections* section we provide a series of lesson plans for your classroom use. There are three distinct lessons plans in the *Making Connections* section. The first looks at places in the community. The second provides activities to plan a classroom party. The final one looks at a person living with mental illness. Our hope is that these lessons will promote a sense of community and connection for your students.

Fostering inclusive classroom practices: Lesson plan 1 (Names and places in the community)

Suggested curriculum units

- Community
- Health
- Employment

Learning objectives

The purpose of this lesson is to develop a sense of belonging in the community. This starts by building an understanding of names and places in the community. It gives students the language to describe locations. (This language includes prepositions of place.)

About this lesson

This lesson involves a project to help with language acquisition and to support a community of learning in the classroom. It also provides an opportunity for learners to “play” together in a model town. This is also an excellent resource for PBLA assessment for speaking and listening/interacting with others.

Lesson outcomes

By the end of this lesson students will be able to:

- name places in the community
- understand prepositions of place in a community
- ask for directions to places in a community
- give directions to places in the community
- comprehend direction to places in a community
- develop a sense of belonging in the community

Provided student materials

- *Matching worksheet*
- *Sample place images*
- *Place worksheet*
- *Preposition worksheet*

Activity 1

1. Organize the students into small groups.
2. Provide each group one *Matching worksheet* (in the *Making Connections, Student Materials* section)
3. Have the groups match the names of the places to the corresponding photographs.

Student material: *Matching worksheet*



bank



supermarket



hardware store



courthouse



bakery



florist



police station



fire station



school



post office



train station



bus station



park



church

book store

Activity 2

Teachers 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. It is important for students who have experienced trauma to see the classroom as fun and joyful.

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)

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.

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.

Sample images for this exercise

Can be found on the *sample place images* sheet (in the *Making Connections, Student Materials* section)

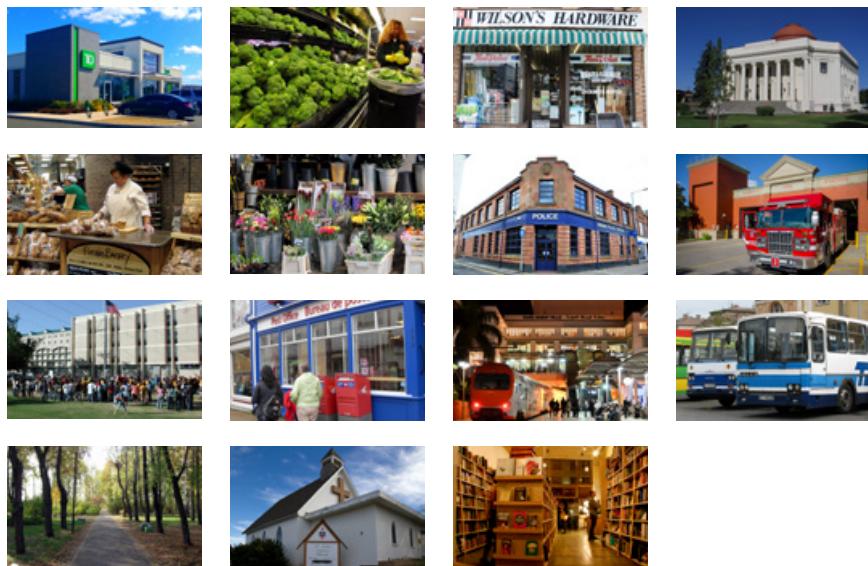


Photo credits: From left to right, top to bottom:

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- ECV-OnTheRoad, <https://www.flickr.com/photos/31218767@N08/7749222358>
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- Olga Bikmullina, <https://www.flickr.com/photos/ninniah/5665371193>
- Tony Hisgett, <https://www.flickr.com/photos/hisgett/8048078110>
- Karol Franks, <https://www.flickr.com/photos/karolfranks/4889909349>

Teachers note: Having the entire class work together can alleviate stress for individual students. This practice also helps enhance the classroom dynamic and build relationships between students. Furthermore, by working as a group students develop scaffolding techniques for memorizing language. This will facilitate learning in the next activity.

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.
 - a. Where do you put your money? (Bank)
 - b. Where do you buy bread and cake? (Bakery)
 - c. Where do you go to buy a stamp? (Post office)
 - d. Where do you buy a hammer? (Hardware store)
 - e. Where do you buy a book? (Book store)
 - f. Where do Christians pray? (Church)
 - g. Where do you go for a walk? (Park)
 - h. Where do you catch a bus? (Bus station)
 - i. Where do you study? (School)
 - j. Where do you board a train? (Train station)
 - k. Where do you buy flowers? (Florist)
 - l. Where do you buy food? (Supermarket)
 - m. Where do firefighters work? (Fire station)
 - n. Where do police officers work? (Police station)
 - o. Where do lawyers work? (Courthouse)

Student material: *Place worksheet*

- | | | |
|------------------|---------------|------------------|
| • courthouse | • school | • bakery |
| • police station | • bus station | • hardware store |
| • fire station | • park | • bank |
| • supermarket | • church | |
| • florist | • bookstore | |
| • train station | • post office | |

Answer the following questions writing your answers in the provided spaces.

1. Where do you put your money? _____
2. Where do you buy bread and cake? _____
3. Where do you go to buy a stamp? _____
4. Where do you buy a hammer? _____

5. Where do you buy a book? _____
6. Where do Christians pray? _____
7. Where do you go for a walk? _____
8. Where do you catch a bus? _____
9. Where do you study? _____
10. Where do you board a train? _____
11. Where do you buy flowers? _____
12. Where do you buy food? _____
13. Where do firefighters work? _____
14. Where do police officers work? _____
15. Where do lawyers work? _____

Activity 4

Preposition of location: *beside, between, across from, behind, in, in front of*

Teachers note: This activity helps students feel a sense of belonging within their classroom. Some will make mistakes or forget names. That's okay. The activity is about having some fun and alleviating the stress of classroom learning.

1. Have the students stand in a circle away from their desk.
2. Go around the circle of students and ask each student to identify him/herself.
3. Review the prepositions (noted above) and write them on the board for the class to see.
4. Ask your students to identify who is standing *beside, between, across, or behind* them. You might phrase these as individual questions like: “Chodo, who is *beside* you?”
5. Have students return to the model community and stand around the table.
6. Ask the group questions like “Where is the bank?” and “Where is the post office?” Responses should include prepositions such as: “*Beside* the police station,” or “*Across from* the school.”

Student material: *Preposition worksheet*

With a partner find a spot near the class’ model community. Answer the following questions using the prepositions noted and the places in the model community. Write your answers down in the available spaces.

- *beside*
- *between*
- *in front of*
- *behind*
- *across from*

1. Where is the bank?
It is _____ the _____.
2. Where is the bakery?
It is _____ the _____.
3. Where is the post office?
It is _____ the _____.

4. Where is the hardware store?
It is _____ the _____.
5. Where is the bookstore?
It is _____ the _____.
6. Where is the church?
It is _____ the _____.
7. Where is the park?
It is _____ the _____.
8. Where is the bus station?
It is _____ the _____.
9. Where is the school?
It is _____ the _____.
10. Where is the train station?
It is _____ the _____.
11. Where is the florist?
It is _____ the _____.
12. Where is the supermarket?
It is _____ the _____.
13. Where is the fire station?
It is _____ the _____.
14. Where is the police station?
It is _____ the _____.
15. Where is the courthouse?
It is _____ the _____.

Activity 5

This activity is great for PBLA listening and/or speaking assessments. We suggest using the model community you made in *Activity 2*, to assess your students' comprehension for understanding directions. (Alternatively you can use a listening or speaking assessment for giving directions.)

CLB 1 –3 – III –Speaking

Getting Things Done: Understand expressions used to make and respond to requests. Asking and giving directions in the community.

CLB evaluation notes

CLB 1: Students can point to the location and use functional language like “over there.”

CLB 2: Students can point to the location and give one prepositional phrase. (For example, “*beside* the hardware store.”)

CLB 3: Students can give, repeat, and attempt to explain where a place is—with more than one preposition of place. For example, the bank is *beside* the hardware store and *across from* the bakery.

1. Request that your student stand near the model community.
2. Ask the questions listed below.
 - a. Excuse me, where is the bank?
 - b. Excuse me, where is the bakery?
 - c. Excuse me, where is the post office?
 - d. Excuse me, where is the hardware store?
 - e. Excuse me, where is the bookstore?
 - f. Excuse me, where is the church?
 - g. Excuse me, where is the park?
 - h. Excuse me, where is the bus station?
 - i. Excuse me, where is the school?
 - j. Excuse me, where is the train station?
 - k. Excuse me, where is the florist?
 - l. Excuse me, where is the supermarket?
 - m. Excuse me, where is the fire station?
 - n. Excuse me, where is the police station?
 - o. Excuse me, where is the courthouse?
3. Encourage the student to respond, using prepositions of location.

Fostering inclusive classroom practices: Lesson plan 2 (Classroom party)

Suggested curriculum units

- Community
- Friends and Family
- Health
- Special occasions throughout the year

Teachers note: Students who have experienced trauma are often isolated even within their own families. Your classroom may be one of the very few places a student with trauma feels welcome.

Learning objectives

Social events build personal relationships between students. As such, the activities in *Lesson plan 2* are designed to help you build a positive and stable classroom environment for learners.

Lesson outcomes

By the end of this lesson, students will be able to:

- use a range of courtesy formulas and greetings
- express goodwill messages to classmates
- provide details about upcoming class events
- set up and organize a classroom social event

Provided student materials

- *Sign up sheet*
- *Party discussion handouts*

Activity 1

Teachers note: We often think it's our job as teachers to provide everything our students need. However, not having an opportunity to give is disempowering. As such, giving students the opportunity to share is important.

This task asks students to sign up for a class party and note what they intend to bring or do.

1. Have the students stand in one large circle at the front of the class.
2. Explain that they are going to host a class party.
3. Invite students to share their ideas for a party theme.
4. Elicit ideas for the title of the party. Write these on the board for all to see.
5. Choose a date that best suits the students. Write the date on the board.
6. Elicit ideas of what they could do or bring to the party to make it fun.
7. Choose one student to model some questions with including:
 - What is your name?
 - Are you coming to the party?
 - Are you bringing food or drink?
8. Then provide a copy of the *Sign up sheet handout* (in the *Making Connections, Student Materials* section) to each student.
9. Have students ask each other the questions on the sheet and write down their answers.
10. Follow up by writing the information on your own class party sign up sheet.

Student material: Sign up sheet

Questions/notes:

- What is your name? Please spell it.
- Are you coming to the party?
- Are you bringing food or drink?
- What's your address?
- Please sign your name.

Class party sign up sheet

Student name

Food

Drink

Signature

Activity 2

Supplies required for this project

- colour construction paper
- makers, pencils, pencil crayons
- envelopes

Now we practice writing an invitation to the party:

1. Write the party details on the board so the class can see them.
2. Photocopy the names (including addresses) from the attendance sheet.
3. Cut the names (and corresponding addresses) into individual pieces of paper and place them in a bowl.
4. Invite each student to take one name from the bowl.
5. Supply a piece of colour construction paper to each student
6. Ask the students to fold their construction paper in half to create a card.
7. Explain that they will use the cards they just made as invitations.
8. Each person will make an invitation for the person whose name they drew from the bowl.
9. Have students decorate the party invitation card.

CLB 1 – CLB 2: Students copy information for the card from the board using simple text.

CLB 3: Students write the party time and location for the invitation.

1. Ask students to place each completed card into an envelope.
2. Have the students write the recipient's name and address on the center of the envelope.
3. Then ask each student to add his/her own name and address to the top left corner of the envelope.
4. Collect the invitations.
5. Allow each student to choose one invitation.
6. Ask these students to stand and hand the invitation to the classmate the card is addressed to.

CLB 1, 2, and 3 – I

Writing – Interacting with Others: Convey greetings in a standard text invitation card using the typical writing benchmark for each level.

Activity 3

Role-plays are a great way for students to build positive classroom relationships. These exercises provide tangible and specific language to work with.

1. Organize the students into pairs.
2. Supply each pair with the *Party discussion handout* (in the *Making Connections, Student Materials* section), appropriate to their CLB level.
3. Ask them to practice the dialogue below.
4. Walk around and check if anyone needs help.

CLB 1, 2, and 3 – I

Speaking – Interacting with others: Use and respond to courtesy formulas and greetings. Initiating and responding using short courtesy formulas.

Student material: *Party discussion handouts*

Students talk in pairs about having class party.

CLB 1

A: Hi _____!
Are you going to the class party?

B: Yes. You?

A: For sure!

CLB 2

A: Hi _____!
How's it going?

B: Good, thanks. And you?

A: I'm good. Are you going to the class party?

B: For sure!

CLB 3

Teachers note: Students might feel uneasy or insecure at parties with classmates. Be on hand to help students talk to each other. Also, provide games and help facilitate small talk.

You might even want to stand close to those who find it difficult to interact. Support them as they attempt to ask and answer questions from other students. Doing so will make them feel included. Parties are extremely helpful in creating a sense of community.

- A: Hi _____!
How's it going?
B: Good, thanks. And you?
A: I'm good. Are you going to the class party?
B: For sure! You?
A: Yes. What are you bringing?
B: I'm bringing some cookies. What about you?
A: I'm bringing a salad.

Promoting understanding through role models: Lesson plan 3 (Margaret Trudeau)

Suggested curriculum units

- Community
- Friends and Family
- Health

Learning objectives

This lesson's objective is to bring awareness to the fact that many people including people from Canada suffer from mental health challenges. Margaret Trudeau is a prominent public figure in Canada. She disclosed her own struggle with mental health. Her story can help challenge the stigma around mental illness.

Lesson outcomes

By the end of this lesson students will be able to:

- identify who Margaret Trudeau is
- identify two other members of her family
- identify bipolar disorder and her work to help others with mental health challenges

Provided student materials

- *Name copying worksheet*
- *Photos of the Trudeaus*
- *Margaret Trudeau reading/writing worksheets*
- *Timeline worksheet*

Activity 1



Show your class a photo for each of these three family members. Explain who these people are. Then ask the class questions allowing everyone to participate in the responses.

Hold up a photo of Justin Trudeau

1. Who is this? (Justin Trudeau)
2. What does he do? (Prime Minister of Canada)

Hold up a photo of Pierre Trudeau

1. Who is this? (Pierre Trudeau)
2. What did he do? (Prime Minister of Canada)
3. When was he prime minister? (1968 to 1984)

Hold up a photo of Margaret Trudeau

1. Who is this? (Margaret Trudeau)
2. What did she do? (Wife of Pierre Trudeau from 1971 to 1983; Mother of Justin Trudeau)
3. What does she do now? (She helps people with mental health problems)

Photos:

- Radio Television Malacañang (RTVM), https://commons.wikimedia.org/wiki/File:Justin_Trudeau_APEC_2015.jpg
- Rob Mieremet / Anefo, [https://commons.wikimedia.org/wiki/File:Pierre_Trudeau_\(1975\).jpg](https://commons.wikimedia.org/wiki/File:Pierre_Trudeau_(1975).jpg)
- Institut Douglas, <https://www.flickr.com/photos/institut-douglas/8090541529/>

Activity 2

Student Material: Name copying worksheet

Copy the names:



Justin Trudeau



Pierre Trudeau



Margaret Trudeau

Photos:

- Radio Television Malacañang (RTVM), https://commons.wikimedia.org/wiki/File:Justin_Trudeau_APEC_2015.jpg
- Rob Mieremet / Anefo, [https://commons.wikimedia.org/wiki/File:Pierre_Trudeau_\(1975\).jpg](https://commons.wikimedia.org/wiki/File:Pierre_Trudeau_(1975).jpg)
- Institut Douglas, <https://www.flickr.com/photos/institut-douglas/8090541529/>

Activity 3

Teachers note: Bipolar disorder is a mental disorder marked by times of great excitement or great sadness.

The following is a reading about Margaret Trudeau. Pre-teach the vocabulary your students will need to understand these sentences. For example, *bipolar disorder* and *mental health*.

CLB 1, 2, 3 – IV

Reading – Comprehending Information: Understand the purpose and some basic details in short text.

Student material: *Margaret Trudeau reading/writing worksheet (CLB 1)*



Read the following:

- Margaret Trudeau is from Canada.
- She was born in 1948.
- She married in 1971.
- She divorced in 1983.
- She has bipolar disorder.

Write the information about Margaret Trudeau:

Her name is _____.

She married in _____.

She divorced in _____.

She has _____.

Student material: Margaret Trudeau reading/worksheet (CLB 2)



Read the following:

Margaret Trudeau was born in Vancouver, British Columbia. She married Pierre Trudeau. Pierre Trudeau was the Prime Minister of Canada in the 1970s and 1980s. They had three children: Justin, Alexandre, and Michel.

Margaret divorced Pierre Trudeau in 1983. Margaret has bipolar disorder. Margaret told everyone she had a mental illness. Now Margaret helps people with mental illnesses.

Answer the following questions:

1. Where was Margaret Trudeau born?

_____.

2. What mental illness does Margaret Trudeau have?

_____.

3. What does Margaret Trudeau do now?

_____.

Student material: Margaret Trudeau reading/worksheet (CLB 3)



Read the following:

Margaret Joan Sinclair was born September 10, 1948. She was born in Vancouver, British Columbia. She married Prime Minister Pierre Trudeau on March 4, 1971. They had three children. Margaret Trudeau divorced Pierre Trudeau in 1983. Margaret Trudeau has bipolar disorder. In 2006, she told everyone she had a mental illness. Now, Margaret Trudeau helps people with mental illnesses. Her son, Justin, is the Prime Minister of Canada.

Understanding details

1. Where was Margaret born?

_____.

2. What day is her birthday?

_____.

3. What year was she born?

_____.

4. Who was her husband?

_____.

5. How many children does she have?

_____.

6. What problem does she have?

_____.

7. What is her son's job?

_____.

8. What did she tell everyone in 2006?

_____.

9. What does she do now?

_____.

Activity 4

Teachers note: This activity should be monitored closely. It might trigger students into remembering disturbing memories. This timeline could help communicate a personal narrative to a counsellor or therapist. However, if a student is uncomfortable with the activity or appears to be under duress encourage them to simply put the activity aside.

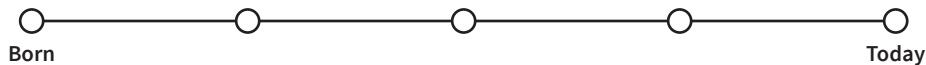
Students from different cultures often see storytelling in different and non-linear ways. The following activity will help students better grasp how a linear timeline of events unfolds.

1. Ask students to note the key dates in Margaret Trudeau's life on the provided *Timeline worksheet* (in the *Making Connections, Student Materials* section).
2. Check their answers as a whole class.
3. Ask students to note the key dates in their lives on the provided *Timeline worksheet* (in the *Making Connections, Student Materials* section).
4. Discuss their answers as a whole class.
5. Ask students to talk about some of their important dates with a classmate.

Student material: *Timeline worksheet*

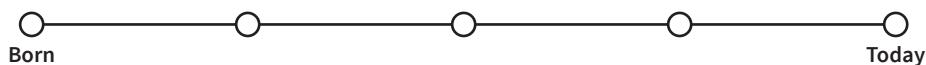
Margaret Trudeau's timeline

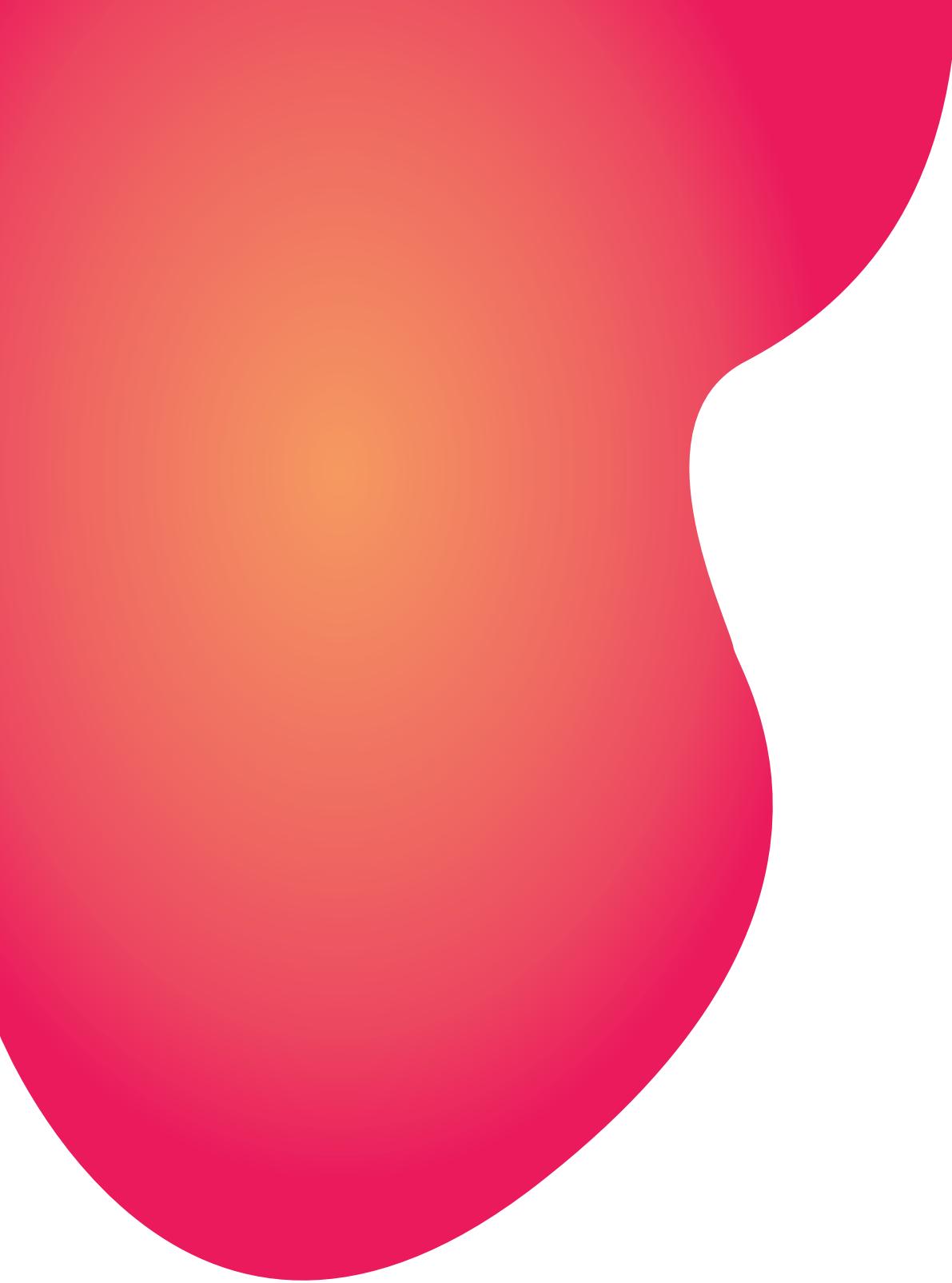
Write the important dates in Margaret Trudeau's life.



My timeline

Write the important dates in your life.





Making Connections
Student Materials

Matching worksheet

Name: _____

Date: _____

Match the names of the places to the corresponding photographs:



bank

bakery

school

park

supermarket

florist

post office

church

hardware store

police station

train station

book store

courthouse

fire station

bus station

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- Karol Franks, <https://www.flickr.com/photos/karolfranks/4889909349>

Sample place images

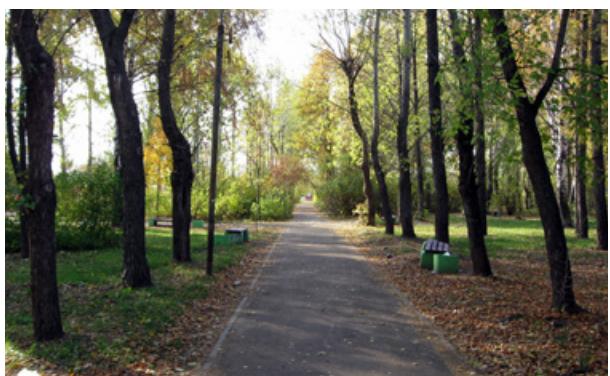


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Sample place images



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Place worksheet

Name: _____ Date: _____

- courthouse
- school
- bakery
- police station
- bus station
- hardware store
- fire station
- park
- bank
- supermarket
- church
- florist
- bookstore
- train station
- post office

Answer the following questions writing your answers in the provided spaces.

1. Where do you put your money?

_____.

2. Where do you buy bread and cake?

_____.

3. Where do you go to buy a stamp?

_____.

4. Where do you buy a hammer?

_____.

5. Where do you buy a book?

_____.

6. Where do Christians pray?

_____.

7. Where do you go for a walk?

8. Where do you catch a bus?

9. Where do you study?

10. Where do you board a train?

11. Where do you buy flowers?

12. Where do you buy food?

13. Where do firefighters work?

14. Where do police officers work?

15. Where do lawyers work?

Preposition worksheet

Name: _____ Date: _____

With a partner find a spot near the class' model community. Answer the following questions using the prepositions noted and the places in the model community. Write your answers down in the available spaces.

- *beside*
- *between*
- *in front of*
- *behind*
- *across from*

1. Where is the bank?

It is _____ the _____.

2. Where is the bakery?

It is _____ the _____.

3. Where is the post office?

It is _____ the _____.

4. Where is the hardware store?

It is _____ the _____.

5. Where is the bookstore?

It is _____ the _____.

6. Where is the church?

It is _____ the _____.

7. Where is the park?

It is _____ the _____.

8. Where is the bus station?

It is _____ the _____.

9. Where is the school?

It is _____ the _____.

10. Where is the train station?

It is _____ the _____.

11. Where is the florist?

It is _____ the _____.

12. Where is the supermarket?

It is _____ the _____.

13. Where is the fire station?

It is _____ the _____.

14. Where is the police station?

It is _____ the _____.

15. Where is the courthouse?

It is _____ the _____.

Sign up sheet handout

Name: _____

Date: _____

Questions/notes:

- What is your name? Please spell it.
 - Are you coming to the party?
 - Are you bringing food or drink?
 - What's your address?
 - Please sign your name.

Student name

Food

Drink

Signature

Party discussion handout (CLB 1)

Name: _____ Date: _____

A: Hi _____!

Are you going to the class party?

B: Yes. You?

A: For sure!

Party discussion handout (CLB 2)

Name: _____ Date: _____

A: Hi _____!

Are you going to the class party?

B: Good, thanks. And You?

A: I'm good. Are you going to the class party?

B: For sure!

Party discussion handout (CLB 3)

Name: _____ Date: _____

A: Hi _____!

Are you going to the class party?

B: Good, thanks. And you?

A: I'm good. Are you going to the class party?

B: For sure! You?

A: Yes. What are you bringing?

B: I'm bringing some cookies. What about you?

A: I'm bringing a salad.

Name copying worksheet

Name: _____ Date: _____

Copy the names into the available spaces:



Justin Trudeau



Pierre Trudeau



Margaret Trudeau

Photos:

- Radio Television Malacañang (RTVM), https://commons.wikimedia.org/wiki/File:Justin_Trudeau_APEC_2015.jpg
- Rob Mieremet / Anefo, [https://commons.wikimedia.org/wiki/File:Pierre_Trudeau_\(1975\).jpg](https://commons.wikimedia.org/wiki/File:Pierre_Trudeau_(1975).jpg)
- Institut Douglas, <https://www.flickr.com/photos/institut-douglas/8090541529/>

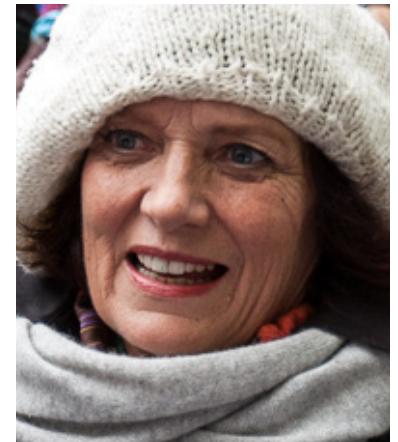
Margaret Trudeau reading/writing worksheet (CLB 1)

Name: _____

Date: _____

Read the following:

- Margaret Trudeau is from Canada.
- She was born in 1948.
- She married in 1971.
- She divorced in 1983.
- She has bipolar disorder.



Write the information about Margaret Trudeau:

Her name is

She married in

She divorced in

She has

Photo: Institut Douglas, <https://www.flickr.com/photos/institut-douglas/8090541529/>

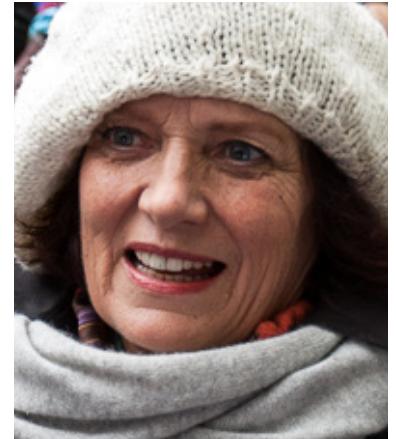
Margaret Trudeau reading/writing worksheet (CLB 2)

Name: _____ Date: _____

Read the following:

Margaret Trudeau was born in Vancouver, British Columbia. She married Pierre Trudeau. Pierre Trudeau was the Prime Minister of Canada in the 1970s and 1980s. They had three children: Justin, Alexandre, and Michel.

Margaret divorced Pierre Trudeau in 1983. Margaret has bipolar disorder. Margaret told everyone she had a mental illness. Now Margaret helps people with mental illnesses.



Answer these questions:

1. Where was Margaret Trudeau born?

2. What mental illness does Margaret Trudeau have?

3. What does Margaret Trudeau do now?

Photo: Institut Douglas, <https://www.flickr.com/photos/institut-douglas/8090541529/>

Margaret Trudeau reading/writing worksheet (CLB 3)

Name: _____ Date: _____

Read the following:

Margaret Joan Sinclair was born September 10, 1948. She was born in Vancouver, British Columbia. She married Prime Minister Pierre Trudeau on March 4, 1971. They had three children. Margaret Trudeau divorced Pierre Trudeau in 1983. Margaret Trudeau has bipolar disorder. In 2006, she told everyone she had a mental illness. Now, Margaret Trudeau helps people with mental illnesses. Her son, Justin, is the Prime Minister of Canada.



Answer these questions:

1. Where was Margaret born?

_____.

2. What day is her birthday?

_____.

3. What year was she born?

_____.

4. Who was her husband?

_____.

5. How many children does she have?

_____.

6. What problem does she have?

_____.

Photo: Institut Douglas, <https://www.flickr.com/photos/institut-douglas/8090541529/>

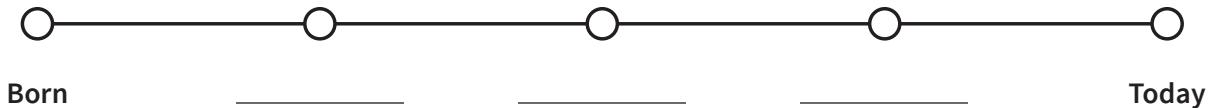
Timeline worksheet

Name: _____

Date: _____

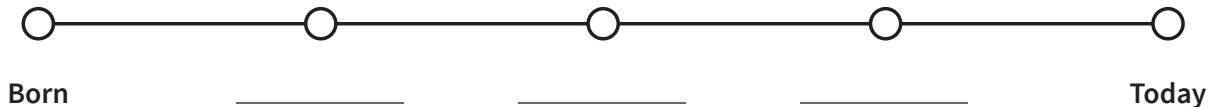
Margaret Trudeau's timeline

Write the important dates in Margaret Trudeau's life.



My timeline

Write the important dates in your life.





Finding Meaning
Teacher's Guide



Photo: Indrek Torilo, <https://www.flickr.com/photos/indrektorilo/14398769428>

Finding Meaning: Strategies and approaches

Students live most of their lives outside of EAL classrooms (obviously). As such, they have many needs, interests, and important responsibilities. For students with trauma day-to-day tasks can be a struggle. Trauma can strip one's sense of identity and sense of place in the world.

As teachers we have opportunities to help students find meaning in their lives—beyond the English language classroom. We can help them achieve meaning by acknowledging what they bring with them and by helping them connect to the greater community.

Key learning in *Finding Meaning*

In the *Finding Meaning* section you will learn a variety of strategies for helping students gain a sense of meaning. These approaches recognize students' vast experiences and fortitude. It's helpful to remember that students who have experienced trauma are resilient and possess many strengths.

We also highlight the significance of engagement within the broader community. These connections help create and add meaning to our lives. As such, you will find lessons and strategies here, which help foster connections with support/community services.

These strategies include

1. Helping students develop a stronger sense of self
2. Role-plays
3. Encouraging a sense of resiliency
4. Creating pathways to broaden community involvement
5. Guest speakers and field trips
6. Introducing students to volunteering

Teachers note: We recognize that you already utilize approaches that connect people to their broader communities—and that this is an important part of the LINC curriculum. However, we would also like to suggest a few additional tools. Hopefully, these will give you some new ways to promote community networks of support.



Image: Dave Powell, <https://www.flickr.com/photos/shoottokyo/11658023236>

1. Helping students develop a stronger sense of self

One common feature of trauma is a feeling of low self-worth. Students may feel a perpetual sense of failure and a lack of ability. These feelings are often compounded by poverty, low literacy skills, and other forms of marginalization.

Students might not see their values and experiences as relevant in the broader society. Therefore, to help students build confidence we must encourage them to determine core life values. Similarly, they can benefit from contemplating the principles they want to centre their lives around.

Lesson plan 1 provides students with an opportunity to examine their values and even understand those of others. This lesson helps students recognize the many diverse perspectives people bring to the classroom.

Another key component to developing a sense of self is to set boundaries and find/ask for support. It is especially important (at lower levels) to promote and provide the language to access help when it is needed.

Teachers note: Opportunities for students to consider and discuss their core values is important at all CLB levels.



Image: Hernán Piñera, <https://www.flickr.com/photos/hernanpc/8652281135>

2. Role-plays

Teachers note: If possible invite a settlement worker to your class beforehand to talk about how they help newcomers.

Role-plays offer students the opportunity to learn the language they will require when in need of support. These exercises also help provide an environment for practicing such language. Role-plays lend an opportunity to learn how to communicate needs and wants with health care and support service providers. This can be beneficial in building resiliency.

The following scripts are useful for helping students understand how to make appointments with counsellors and doctors. These dialogues also explore how to talk to friends about feelings:

- Making an appointment to speak to a counsellor or settlement support worker.
- Describing physical and emotional symptoms of depression and anxiety.
- Identifying and communicating personal needs and wants in interpersonal relationships.

Suggested process for role-play activities

1. Explain the purpose of a role-play to the students.
2. Provide students with any necessary language needed for the role-play.
3. Supply students with the *Role-plays* (in the *Finding Meaning, Student Materials* section).
4. Give students an opportunity to try out the role-plays in class.
5. Ask students if they have any questions.

Teachers note: You might want to include these role-plays in the Health Unit of your class.

Making appointments

LINC students often need to make appointments to speak with settlement workers at immigrant service agencies. They also need to make appointments with doctors. These scripts present common dialogues they might encounter.

Talking to a settlement worker

- A: Hello, I'd like to make an appointment to see a settlement worker.
B: OK. Are you a newcomer here?
A: Yes.
B: Do you have a PR Card?
A: Yes, I do. Here you are.
B: Thank you. OK. Come here tomorrow, at 3pm.
A: Thank you.

At the doctor's office

- A: Hello, I'd like to make an appointment to see a doctor.
B: OK. Are you a newcomer here?
A: Yes.
B: Do you have a Care Card?
A: Yes. Here it is.
B: Thank you. OK. What's the problem?
A: I don't feel good. I feel really tired and I'm sad all the time.
B: Oh—OK. So do you take any medicine?
A: No, I don't.
B: OK. Come tomorrow, at 4:00. You can see the doctor then.
A: OK. Thank you.

Teachers note: The provided role-plays are only examples. Feel free to design your own role-plays to fit the unique needs of your students. In doing so, keep in mind the CLB criteria for each level. Make sure you give students a few options for the role-plays so they can choose the ones they feel most comfortable acting out.

Talking to classmates

Role-plays help students learn to talk about emotional pain and how to access support. The following role-plays are done in pairs and can be done at learning stations.

A: What's the matter _____?

B: I feel sad all the time and I can't sleep. I am really tired.

A: Oh dear! Do you have someone to talk to?

B: No, I don't.

A: You should talk to the teacher. Maybe she can help you.

B: That's a good idea. Thanks!

A: What's the matter _____?

B: I don't feel very good.

A: Do you want to talk?

B: No, I don't want to talk—but thank you.

A: OK, but do take care of yourself.

B: OK. Thank you!

A: Hi _____. How are you?

B: I'm good thanks. How are you?

A: I'm not good. I feel really sad all the time.

B: Oh, I'm sorry.

A: Do you have time to meet after class?

B: Sure.

A: Thank you for your help!



Image: foam, <https://www.flickr.com/photos/foam/4850665250>

3. Encouraging a sense of resiliency

Resilience is often connected to a person's potential to develop emotional skills and support systems. These support systems can help when coping with stressful experiences and situations. Factors that can affect an individual's capacity to experience resiliency include communication and meaningful social engagement. We can address these factors by providing language, opportunities, and activities that support resiliency. In *Lesson plan 2* we use a story to look at resiliency (pg. 203).

Teachers note: Students who have experienced trauma often have enormous resiliency. It is important for us as educators to recognize this and build on the skills they already possess.



Image: Joe Houghton, <https://www.flickr.com/photos/joehoughton/4517637307>

4. Creating pathways to broader community involvement

One of the ways we make meaning in our lives is in engaging with others. As teachers we can help our students by creating pathways to connect with the broader community. One way to do this is by introducing them to the social, health, and other services in their communities. Find below some approaches you can use to weave information about services into your classroom teachings.

List of services template

You can use the provided template to assemble a reference guide. It might include contact information for: immigrant settlement service agencies, food banks, shelters, battered women's support services, torture survivor services, legal advice services, translation services, and children's aid services.

This list will not remain static. Available services tend to ebb and flow depending on the needs of a community (and available funding). So keep your list handy and build on it as the need arises. That way you can easily access this information when a student comes to talk to you about issues/concerns beyond their classroom needs.

Teachers note: Check with your workplace around protocols and policies when a student discloses something of concern to you.

Local community services



Image: West Point - The U.S. Military Academy, https://www.flickr.com/photos/west_point/8596905653

5. Guest speakers and field trips

Teachers note: Mention to the guest speaker that you are working with a vulnerable population. One example would be if you have a police officer coming to your class. You might ask this person to avoid wearing their uniform and carrying a gun. You can let them know that your students might have been imprisoned and have different experiences with the law.

Working with people who have experienced trauma requires us to broaden what we might otherwise teach in an EAL class. For example: you might invite people from other organizations into the class to share their insights. Alternately, students might benefit from trips outside of the classroom.

Guest speakers and field trips can be difficult for lower level learners who possess limited language skills. Therefore, it can be useful to talk with your guest speaker in advance. In doing so you can remind them to use clear language and avoid jargon.

When conducted appropriately with consideration of learners' abilities guest speakers and field trips can be beneficial. These opportunities afford a means of expanding the curriculum and promoting community connections.

Here are some suggestions:

- have someone come in to teach yoga or tai chi
- ask a guest speaker to present about mindfulness
- invite peer support workers or people with lived experience to visit
- have an art instructor come in and oversee a class project
- invite someone from a women's shelter or violence prevention group to visit and talk
- invite someone from local family support services or a parenting group to provide information about their programs
- invite a community health nurse in to talk about the services that are available in health units
- invite someone from a mental health organization to talk about the services they offer
- visit a resource/community centre
- consider visiting a temple, mosque, or church

Teachers note: Spirituality plays an important role in many people's lives and can help support those who have trauma. Trips to places of worship might work best with CLB 3 students. You can explain to them that the field trip is a learning opportunity.



Image: Nathanael Coyne, <https://www.flickr.com/photos/purecaffeine/15344165576>

6. Introducing students to volunteering

Volunteering is another way to encourage engagement with the community. It can help develop language skills, build on existing strengths, enhance self-confidence, and give students a sense of purpose. Volunteering breaks isolation and offers an opportunity to stay in contact with others. It helps develop a support system that will be helpful when a student feels stressed-out or depressed. It can also help students create a new identity for themselves.

Research shows that volunteering helps people (who contribute their time) feel more socially connected. Volunteering can fend off loneliness and depression¹. Additionally, many students will need to look for work, in the future. As such, their volunteering experience can help them build skills and network with others.

Volunteering can be as simple as getting involved in the planning of a classroom party. We talk about planning a party in the *Connection Section* of this guide (*Lesson plan 2: Activity 1*). Also, *Lesson plan 3* explores ways to promote community engagement through volunteering.

¹ Aleem, Yasmeen. *Volunteering and Psychological Health*: <http://www.kaplanuniversity.edu/public-service/articles/volunteering-and-psychological-health.aspx>

Teachers note: One way to start the process, and allow students to experience it for themselves is to volunteer as a class.

Finding Meaning: Lesson Plans

In the *Finding Meaning* section you are provided with a series of lesson plans for use in your classroom. We have included three distinct lessons plans. The first identifies and explores the language around core values. The second provides a reading and speaking lesson—on resiliency. The third looks at the benefits of volunteering and how to get a volunteer job. These lessons should help you learn more about your students and engage their interests.

Helping students develop a stronger sense of self: Lesson plan 1 (Identifying core values)

Suggested curriculum units

- Community
- Employment
- Health
- Family and Friends

Learning objectives

This lesson provides students with an opportunity to learn about the meaning of core values. It provides students with the language to identify 10 core values. It also provides a space for students to articulate their own values.

Lesson outcomes

By the end of this lesson students will have:

- learned words for 10 new core values
- explored their own core values
- written sentences to describe their core values
- had a discussion with classmates about core values

Provided student materials

- *Photos of people*
- *Kind, respectful, generous worksheet*
- *Values worksheet*
- *Values and meaning worksheet*
- *Discussing values worksheet*
- *Rosa's story worksheets*

Activity 1

This activity gives students an opportunity to think about their values.

1. Show *Photo A* to the class.



Photo A

2. Elicit discussion from the class by asking the questions below:
 - Who are these people?
 - What are the standing women doing?
 - Do you think they are good people? Why?
3. Write any new vocabulary on the board.
4. Show *Photo B* to the class.



Photo B

5. Elicit discussion from the class by asking the questions below:
 - Who is she?
 - What is she doing?
 - Do you think she is a good person? Why?

Photo A: Kamyar Adl, <https://www.flickr.com/photos/kamshots/7975630650/>

Photo B: Ryan Kuonen, <https://www.flickr.com/photos/ryanlafemme/5058384799/>

Activity 2

This activity expands on *Activity 1* by having students explore a number of different core values.

CLB 1

Learners may work collaboratively matching the sentences with the pictures.

Student materials: *Kind, respectful, generous worksheet*



- kind
- respectful
- generous

CLB 2 – 3

Learners may work collaboratively. Ask them to put the corresponding number on the line next to the meaning. Give them one example to get them started.

Photos (clockwise from top):

- Afghanistan Matters, <https://www.flickr.com/photos/afgmatters/4271133721>
- Luigi Andreola, <https://www.flickr.com/photos/giggigiggi/13965364257>
- David Orban, <https://www.flickr.com/photos/davidorban/2370185987>

- **Student materials: *Values worksheet***

Match the following values to the meanings:

1. To be kind _____ To be able to give
2. To be generous _____ To believe in God
3. To have faith _____ To believe everyone is equal
4. To be compassionate _____ To care about people
5. To be honest _____ To be open and direct with people
6. To be respectful _____ To be nice with others
7. To be courteous _____ To be direct with people
8. To be free _____ To be able to make choices
9. To be peaceful _____ To be polite to people
10. To be fair _____ To live with no fighting

Activity 3 (for CLB 2 – 3 only)

1. Supply them with the *Values and meaning worksheet* (in the *Finding Meaning, Student Materials* section).
2. Ask the students to finish the sentences from the chart.
3. You can provide them with an example.
4. Check their answers as a class once everyone is finished.

Example: To be kind means *to be nice to others*.

1. To be generous means _____.
2. To have faith means _____.
3. To have compassion means _____.
4. To be honest means _____.
5. To be respectful means _____.
6. To be courteous means _____.
7. To be free means _____.
8. To be peaceful means _____.
9. To be fair means _____.

Activity 4 (for CLB 3 only)

Teachers note: The reason to ask questions about values is to explore how the process of migration and settlement might or might not change one's values and how they see their place in the world. It can be particularly important for trauma survivors to understand what is important to them and if their outlook and sense of self has changed since coming to Canada.

1. Ask the students to get into pairs.
2. Supply them with the *Discussing values worksheet* (in the *Finding Meaning, Student Materials* section).
3. Have them ask each other the questions on the form.
4. Request that they fill in the worksheets.

Student material: *Discussing values worksheet*

- What are your 3 core values?
- What core values do we share?
- Did your core values change after you came to Canada?

Participant 1

Name: _____

3 core values:

- _____
- _____
- _____

Did your values change after you came to Canada? [] Yes [] No

Participant 2

Name: _____

3 core values:

- _____
- _____
- _____

Did your values change after you came to Canada? [] Yes [] No

CLB 3 – IV

Speaking – Sharing Information: Give personal information and feelings in response to direct questions.

Activity 5

CLB 1, 2 and 3 – IV

Reading – Comprehending Information: Understand the purpose and some basic details in a short text related. Gets the gist and identifies key information and idea.

Teachers note: If you feel that doing so is appropriate, invite students to write about someone they know (in their personal lives) who has strong core values.

Student material: *Rosa's story worksheets*

CLB 1

1. Review the vocabulary from the story: *kind, respectful, generous*.
2. Supply them with the *Rosa's story worksheet* (in the *Finding Meaning, Student Materials* section).
3. Have the students read the story by themselves.
4. Have them copy the lines from the story.
5. Have them read the story to another student.



Copy the story:

This is Rosa.

Rosa is kind.

Rosa is respectful.

Rosa is generous.

CLB 2

1. Pre-teach and review the vocabulary from the story: *daycare, worker, kind, respectful, compassionate, cry*.
2. Supply them with the *Rosa's story worksheet* (in the *Finding Meaning, Student Materials* section).
3. Have the students read the story by themselves.
4. Have the students read the story to a partner.
5. Then have the student's copy the story in the provided space.



This is Rosa. She is a daycare worker.

Rosa is kind to the children. Rosa is respectful to the parents. Rosa is compassionate.

She holds the children when they cry.

Copy the story:

CLB 3

1. Pre-teach and review the vocabulary from the story: *daycare, kind, respectful, compassionate, cry, generous, courteous, polite*.
2. Supply them with the *Rosa's story worksheet* (in the *Finding Meaning, Student Materials* section).
3. Have the students read the story by themselves.

4. Have the students read the story to a partner.
5. Ask the students to fill in the blanks on the sheet.



This is Rosa. She is in her kitchen. She has a home daycare.

Rosa is kind to all the babies at her home. Rosa is respectful. She talks to the moms and dads.

Rosa is compassionate. She holds the babies when they cry.

Rosa is generous. She gives the babies lots of love.

Rosa is courteous. She is polite to the mums and dads.

Rosa has strong core values.

Fill in the missing vocabulary in the story.

This is _____. She is in her _____.
She has a home _____.

Rosa is _____ to all the babies at her home. Rosa
is _____. She talks to the moms and dads.

Rosa is _____. She holds the babies when they cry.

Rosa is _____. She gives the babies lots of love.

Rosa has _____.

Helping students develop a stronger sense of self: Lesson plan 2 (A story of resilience)

Suggested curriculum units

- Community
- Employment
- Health
- Family and Friends

Learning objectives

This lesson is to help students recognize their resilience. We do so by looking at a story of one person's journey to Canada. The objective here is to facilitate reflection on student's own strengths—and their ability to adapt to the broader community.

Lesson outcomes

By the end of this lesson students will:

- understand what resilience means
- have articulated their own strength and resilience

Provided student materials

- *Conversation questions handouts*
- *Pablo's story worksheet*

Activity 1

Student material: *Conversation questions handouts*

Speaking: conversation questions

CLB 1

1. Pre-teach or review the following vocabulary: *same, different, town, home, and first country.*
2. Ask the students the following questions in a large group.
 - Do you like _____ (town)?
 - Do you like your new home?
 - Is your new home the same or different than in your first country?

CLB 2

1. Pre-teach and review the following vocabulary: *resilient, strong, adaptable.*
2. Ask the students to get into pairs.
3. Supply them with the *Conversation questions handout* (in the *Finding Meaning, Student Materials* section).
4. Give them the following questions to ask their partner.
5. Take their answers as a class.

Conversation questions

1. Do you like _____ (town)?
2. Do you like your new home?
3. Is _____ (town) the same or different than in your in your country?
4. Is your new home the same or different than in your first country?
5. Are newcomers strong? Why?
6. Is it easy to come to Canada? Why?
7. Are you resilient? How are you resilient?

CLB 3

1. Pre-teach and review the following vocabulary: *resilient, strong, adaptable*.
2. Ask the students to get into pairs.
3. Supply them with the *Conversation questions handout* (in the *Finding Meaning, Student Materials* section).
4. Have them ask their partners the following questions.
5. Discuss their answers as a class.

Conversation questions

1. Do you like _____ (town)?
2. Do you like your new home?
3. Is _____ (town) the same or different than in your country?
4. Is your new home the same or different than in your first country?
5. Are newcomers strong? Why?
6. Is it easy to come to Canada?
7. Are you resilient? How are you resilient?
8. What are some things people need to change when they arrive in Canada (e.g., School, friends, et cetera)?
9. Do you feel that you are strong?
10. Do you feel different in Canada?

Activity 2

This activity is a reading about Pablo and his story of resiliency—followed by a series of questions.

CLB 2 (high level) – 3

1. Supply them with the *Pablo's story worksheet* (in the *Finding Meaning, Student Materials* section).
2. Ask students to read the story about Pablo.
3. Have the students answer the comprehension questions about Pablo.
4. Check their answers as a larger class.
5. Ask the students to get into pairs or small groups.
6. Ask them to ask each other the speaking task questions.

CLB 2 (high) and 3 – IV

Comprehending Information – Understand the purpose: Main idea key information and some details in simple short text that is personally relevant.

Story

Pablo has resilience. He travelled a long way to come to Canada.

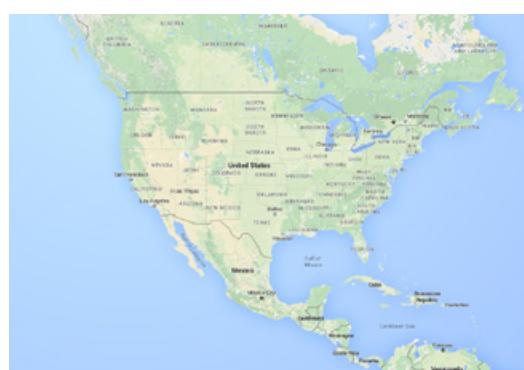
He came from Guatemala. He walked. He took buses and trains.

He came to Canada.

Guatemala is far from Canada. Guatemala is in Central America. The distance is 4,687 km.

Look at the map. Find Guatemala on the map. Find Canada on the map.

Draw a line from Guatemala to B.C. Canada.



Pablo came to B.C. because he had problems in Guatemala. Guatemala had a war. Pablo didn't want to go to the military. Pablo left Guatemala. He didn't have a car so he walked.

Pablo didn't have much money so he worked. He worked on farms. Then he walked again. He walked to Mexico. He worked on a farm in Mexico too. He lived on the farm for 16 months. He saved some money.

After that he took a bus and a train for 3 days to the USA. In the USA he worked in a restaurant. He washed dishes in the restaurant for 2 years. He didn't like the job but he wanted to make more money so he worked a lot. Pablo didn't understand English but he learned English from his friends. He saved his money.

Pablo bought a bus ticket to Canada. Pablo arrived in Canada 4 years after he left Guatemala. Pablo is very resilient.

Comprehension questions

1. Where is Pablo from?

2. How far is Guatemala to Canada?

3. Did he drive to Canada?

4. What transportation did he take?

5. Why did he leave Guatemala?

6. Was his travel easy or difficult?

7. *Why?*

8. Does Pablo have resilience?

9. *Why?*

10. Do you have resilience?

Speaking Questions

Ask your partners or your group the following questions.

1. Do you think it is important for newcomers to have resilience?
2. Are you surprised by how much resilience you have?
3. Do you think your resilience can help other people (e.g., Your family)?
4. Does your teacher/classmates think you have resilience?

Creating pathways to broaden community involvement: Lesson plan 3 (Volunteering in your community)

Suggested curriculum units

- Community
- Employment
- Health
- Family and Friends

Learning objectives

To facilitate learning about volunteerism in their community in Canada.
To help students understand that volunteerism gives a sense of belonging.

Teachers note

We sometimes overlook the need for people to give back. Volunteering is an opportunity for students to help in their community. It is beneficial to facilitate a sense of inclusion into the larger society.

Lesson outcomes

By the end of this lesson students will understand:

- what volunteerism is
- why volunteering is helpful to the student
- places they can volunteer
- information needed for a volunteer application form
- how to engage with the community outside the classroom.

Provided student materials

- *Image/sentence matching worksheet*
- *Sample volunteer application form*
- *Volunteer opportunities handout*

Activity 1 (CLB 3)

1. Write the word *volunteer* on the board.
2. Elicit the meaning.
3. Write the question: *Do people in Canada volunteer?*
4. Ask the students what they think.
5. Then explain that almost 12.5 million Canadians (46% of the population aged 15 and over) volunteer.
6. Elicit from the students why people volunteer. (You can prompt them with the following reasons to volunteer: to find a job; to make new friends, to learn about Canada, to give back, to practice English.)
7. Elicit places people volunteer, by asking: “Where do people volunteer?” (You can prompt them with the following: schools; hospitals; police; community centres; cultural groups; religious organizations; and the food bank.)

Activity 2

Student material: *Image/sentence matching worksheet*

Match the pictures with the sentences:



schools



hospitals



police



community centers



cultural group



religious group



food bank

1. Ask the students to get into pairs once they have completed the matching exercise.
2. Have each one ask the other:
 - Would you like to volunteer?
 - Where would you like to volunteer?

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Activity 3

Student material: *Sample volunteer application form*

1. Ask students to think about what a person needs in order to become a volunteer in Canada.
2. Discuss the following requirements and what they involve:
 - application form
 - references
 - criminal record check
 - volunteer interview
3. Explain to them they are going to practice filling in a volunteer application form.
4. Supply them with the *Sample volunteer application form* (in the *Finding Meaning, Student Materials* section).
5. Go over the form together (on an overhead projector or smart board).
6. Give them some time to fill in the form.
7. Collect their forms and check their answers.

CLB 1, 2, and 3 – III

Writing – Getting Things Done: Complete a simple form that requires basic personal information.

Sample volunteer application form

Date of application: _____

Name (first): _____

Name (last): _____

Address: _____

Telephone number: (_____) - _____ - _____

Name of reference: _____

Check the places where you'd like to volunteer:

[] Schools

Teachers note: Feel free to add or subtract information on the form to fit into the particular CLB level of your students.

- Hospitals
- Police
- Community centers
- Cultural groups
- Religious group
- Food bank

Number of Hours Available to Volunteer Each Month:

- 1 – 5 hours
- 5 – 10 hours
- 10 – 15 hours

Signature of applicant

Date

Activity 4

1. Consider inviting guest speakers from the following community-based agencies near to your school:
 - immigrant service agency providers
 - food banks
 - neighbourhood houses
 - parent advisory committees
 - child program coordinators
2. Find guest speakers (perhaps a volunteer as well as someone from a volunteer organization) to come to your class and talk about volunteerism.
3. Ask guest speakers to prepare a PowerPoint presentation (with pictures) to help facilitate comprehension by students. Remind them to provide contact information—in case a student wants to volunteer with them in the future.
4. Prior to the visit ask students to come up with questions for the guest speakers. You might want to prompt them with ideas like:
 - What kind of volunteers are you looking for?
 - What is the commitment?
 - What do you like about volunteering?
 - What's hard about volunteering?
5. Have the guest speakers visit your class.
6. The day after the presentation give the students a list of websites for finding volunteer opportunities. You can do this the following day.

Teachers note: The volunteer opportunities handout provides suggested websites for finding volunteer opportunities. It might be useful to do a follow-up research activity (using the Internet) with your class. This can help students further their exploration into volunteering in their communities.

Student material: *Volunteer opportunities handout*

- www.canadian-universities.net/Volunteer/index.html
- www.charityvillage.com
- www.craigslist.com (in the Volunteers section)
- www.getinvolved.ca
- www.govolunteer.ca
- www.idealyst.org/search/v2/?search_type=volop
- www.linkedin.com/jobs/volunteer-jobs
- www.onlinevolunteering.org
- www.volunteerconnections.net



Finding Meaning
Student Materials

Role-plays

Name: _____ Date: _____

Talking to a settlement worker

A: Hello, I'd like to make an appointment to see a settlement worker.
B: OK. Are you a newcomer here?
A: Yes.
B: Do you have a PR Card?
A: Yes, I do. Here you are.
B: Thank you. OK. Come here tomorrow at 3pm.
A: Thank you.

At the doctor's office

A: Hello, I'd like to make an appointment to see a doctor.
B: OK. Are you a newcomer here?
A: Yes.
B: Do you have a Care Card?
A: Yes. Here it is.
B: Thank you. OK. What's the problem?
A: I don't feel good. I feel really tired and I'm sad all the time.
B: Oh—OK. So do you take any medicine?
A: No, I don't.
B: OK. Come tomorrow at 4:00. You can see the doctor then.
A: OK. Thank you.

Talking to classmates

A: What's the matter _____?

B: I feel sad all the time and I can't sleep. I am really tired.

A: Oh dear! Do you have someone to talk to?

B: No, I don't.

A: You should talk to the teacher. Maybe she can help you.

B: That's a good idea. Thanks!

A: What's the matter _____?

B: I don't feel very good.

A: Do you want to talk?

B: No, I don't want to talk—but thank you.

A: OK, but do take care of yourself.

B: OK. Thank you!

A: Hi _____. How are you?

B: I'm good thanks. How are you?

A: I'm not good. I feel really sad all the time.

B: Oh, I'm sorry.

A: Do you have time to meet after class?

B: Sure.

A: Thank you for your help!

Local community services

Name: _____ Date: _____

Date: _____

Service name

Phone

Address

Contact name

Photos of people



Photo A



Photo B

Photo A: Kamyar Adl, <https://www.flickr.com/photos/kamshots/7975630650/>

Photo B: Ryan Kuonen, <https://www.flickr.com/photos/ryanlafemme/5058384799/>

Kind, respectful, generous worksheet

Name: _____

Date: _____

Match the image to the word:



Kind

Respectful

Generous

Photos (clockwise from top):

- Afghanistan Matters, <https://www.flickr.com/photos/afgmatters/4271133721>
- Luigi Andreola, <https://www.flickr.com/photos/giggigiggi/13965364257>
- David Orban, <https://www.flickr.com/photos/davidorban/2370185987>

Values worksheet

Name: _____

Date: _____

Match the following values to the meanings:

1. To be kind _____ To be able to give
2. To be generous _____ To believe in God
3. To have faith _____ To believe everyone is equal
4. To be compassionate _____ To care about people
5. To be honest _____ To be open and direct with people
6. To be respectful _____ To be nice with others
7. To be courteous _____ To be direct with people
8. To be free _____ To be able to make choices
9. To be peaceful _____ To be polite to people
10. To be fair _____ To live with no fighting

Values and meaning worksheet

Name: _____ Date: _____

Match the following values to the meanings:

Example: To be kind means *to be nice to others.*

1. To be generous means _____.
2. To have faith means _____.
3. To have compassion means _____.
4. To be honest means _____.
5. To be respectful means _____.
6. To be courteous means _____.
7. To be free means _____.
8. To be peaceful means _____.
9. To be fair means _____.

Discussing values worksheet

Name: _____ Date: _____

Ask your partner the following questions and then write the response in the available areas

- What are your 3 core values?
- What core values do we share?
- Did your core values change after you came to Canada?

Participant 1

Name: _____

3 core values:

- _____
- _____
- _____

Did your values change after you came to Canada? [] Yes [] No

Participant 2

Name: _____

3 core values:

- _____
- _____
- _____

Did your values change after you came to Canada? [] Yes [] No

Rosa's story worksheet (CLB 1)

Name: _____ Date: _____

Copy the Rosa's story in the provided spaces:



This is Rosa.

Rosa is kind.

Rosa is respectful.

Rosa is generous.

Rosa's story worksheet (CLB 2)

Name: _____ Date: _____

Copy the Rosa's story in the provided spaces:



This is Rosa. She is a daycare worker.

Rosa is kind to the children. Rosa is respectful to the parents. Rosa is compassionate.

She holds the children when they cry.

Copy the story:

Rosa's story worksheet (CLB 3)

Name: _____ Date: _____

Copy the Rosa's story in the provided spaces:



This is Rosa. She is in her kitchen. She has a home daycare.

Rosa is kind to all the babies at her home. Rosa is respectful. She talks to the moms and dads.

Rosa is compassionate. She holds the babies when they cry.

Rosa is generous. She gives the babies lots of love.

Rosa is courteous. She is polite to the mums and dads.

Rosa has strong core values.

Fill in the missing vocabulary in the story.

This is _____. She is in her _____. She has a home _____

.

Rosa is _____ to all the babies at her home. Rosa

is _____. She talks to the moms and dads.

Rosa is _____. She holds the babies when they cry.

Rosa is _____. She gives the babies lots of love.

Rosa has _____.

Conversation questions (CLB 2)

Name: _____ Date: _____

1. Do you like _____ (town)?
2. Do you like your new home?
3. Is _____ (town) the same or different than in your in your country?
4. Is your new home the same or different than in your first country?
5. Are newcomers strong? Why?
6. Is it easy to come to Canada? Why?
7. Are you resilient? How are you resilient?

Conversation questions (CLB 3)

Name: _____ Date: _____

1. Do you like _____ (town)?
2. Do you like your new home?
3. Is _____ (town) the same or different than in your country?
4. Is your new home the same or different than in your first country?
5. Are newcomers strong? Why?
6. Is it easy to come to Canada? Why?
7. Are you resilient? How are you resilient?
8. What are some things people need to change when they arrive in Canada (e.g., School, friends, et cetera)?
9. Do you feel that you are strong?
10. Do you feel different in Canada?

Pablo's story worksheet

Name: _____ Date: _____

Story

Pablo has resilience. He travelled a long way to come to Canada. He came from Guatemala. He walked. He took buses and trains. He came to Canada.

Guatemala is far from Canada. Guatemala is in Central America. The distance is 4,687 km.

Look at the map. Find Guatemala on the map. Find Canada on the map. *Draw a line from Guatemala to B.C. Canada.*



Pablo came to B.C. because he had problems in Guatemala. Guatemala had a war. Pablo didn't want to go to the military. Pablo left Guatemala. He didn't have a car so he walked.

Pablo didn't have much money so he worked. He worked on a farms. Then he walked again. He walked to Mexico. He worked on a farm in Mexico too. He lived on the farm for 16 months. He saved some money.

After that he took a bus and a train for 3 days to the USA. In the USA he worked in a restaurant. He washed dishes in the restaurant for 2 years. He didn't like the job but he wanted to make more money so he worked a lot. Pablo didn't understand English but he learned English from his friends. He saved his money.

Pablo bought a bus ticket to Canada. Pablo arrived in Canada 4 years after he left Guatemala. Pablo is very resilient.

Comprehension questions

1. Where is Pablo from?

2. How far is Guatemala to Canada?

3. Did he drive to Canada?

4. What transportation did he take?

5. Why did he leave Guatemala?

6. Was his travel easy or difficult?

7. *Why?*

8. Does Pablo have resilience?

9. *Why?*

10. Do you have resilience?

Speaking Questions

Ask your partners or your group the following questions.

1. Do you think it is important for newcomers to have resilience?
2. Are you surprised by how much resilience you have?
3. Do you think your resilience can help other people (e.g., Your family)?
4. Does your teacher/classmates think you have resilience?

Image/sentence matching worksheet

Name: _____

Date: _____

Match the pictures with the sentences:



schools



hospitals



police



community centers



cultural group



religious group



food bank

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Sample volunteer application form

Name: _____ Date: _____

Date of application: _____

Name (first): _____

Name (last): _____

Address: _____

Telephone number: (_____) - _____ - _____

Name of reference: _____

Check the places where you'd like to volunteer:

- schools
- hospitals
- police
- community centers
- cultural groups
- religious group
- food bank

Number of Hours Available to Volunteer Each Month:

- 1 – 5 hours
- 5 – 10 hours
- 10 – 15 hours

Signature of applicant

Date

Volunteer opportunities

Name: _____

Date: _____

- www.canadian-universities.net/Volunteer/index.html
- www.charityvillage.com
- www.craigslist.com (in the Volunteers section)
- www.getinvolved.ca
- www.govolunteer.ca
- www.idealista.org/search/v2/?search_type=volop
- www.linkedin.com/jobs/volunteer-jobs
- www.onlinevolunteering.org
- www.volunteerconnections.net