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## **Monday Morning**

### **Getting to Know Each Other – Creating a Self-Profile**

**(130 minutes)**

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#### **Overview**

Participants will join the activity as they register. This activity is done independently with one-on-one support from the Peer Leader. Participants will start and finish at different times. Peer Leaders will have some supplementary activities for participants who finish early.

#### **Key Message:**

This activity will help us get to know you and help you get to know each other. We will post the profiles for the first weeks of school so that teachers can get to know you too.

#### **Objectives:**

- > To introduce themselves and learn about each other
- > To provide participants with an opportunity to create a profile of themselves
- > To create a profile that can be posted in the staff room for the first weeks of school

#### **Advance Prep:**

- > Teachers organize tables in groups and place materials on each group of tables
- > Peer leaders create their own profiles during the previous week
- > Peer Leaders will prepare some activities that can be done with participants who finish early

#### **Resources:**

- > Pre-printed template (provided, two per student)
- > Peers leaders' profiles (completed the week before)
- > Digital camera (provided)
- > Printer & photo paper (provided)
- > Markers/pencil crayons (provided)
- > Pens/pencils (provided)
- > Three hole punch (provided)

## Monday Morning

### Getting to Know Each Other – Creating a Self-Profile

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#### Step by Step:

1. Have participants sit in groups at tables (3-4 participants), in one room, if possible
2. Provide each student with a profile template (provided)
3. Have peer leaders share their own profiles
4. Explain task:
  - Each student will create a profile using the template. You can write in English or in first language.
  - Profiles that are written in first language will be translated into English with the assistance of the Peer Leaders
  - We are doing this so that “we” can get to know you and to help other teachers get to know you.
5. While participants are working or when they complete their profile, have peer leaders photograph each student (head shots), print the photos and offer encouragement and support.
6. SWs, teachers and/or peer leaders circulate around tables to answer questions and to get to a sense of the English language skills of the participants
7. As participants complete profiles, have them post their profiles on the walls. Peer Leaders will have some activities for participants who finish early.
8. Have participants walk around and look at profiles
9. Ask participants to share their profiles and encourage discussion
10. Create a class list with first language information
11. At the end of the activity, participants post their profiles

## Monday Morning Getting to Know Each Other – Creating a Self-Profile

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### Roles and Responsibilities:

Teachers	Settlement Workers	Peer Leader
<ul style="list-style-type: none"> <li>➤ Organize room- tables &amp; resources/materials</li> <li>➤ Greet participants and parents as they enter the program</li> <li>➤ Explain task</li> <li>➤ Facilitate profile sharing</li> <li>➤ Observe and answer questions</li> <li>➤ Create a warm and friendly environment</li> <li>➤ Create a class list that includes first language information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain program to parents as they register their child for school</li> <li>➤ Greet participants and parents as they enter the program</li> <li>➤ Facilitate profile sharing</li> <li>➤ Observe and answer questions</li> <li>➤ Create a friendly and warm environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ In the previous week, prepare questions and activities to occupy participants who finish early</li> <li>➤ In the previous week, create their own profiles</li> <li>➤ Accompany participants from the registration area to the main room</li> <li>➤ Share their own profiles</li> <li>➤ Photograph participants</li> <li>➤ Translate profiles into English as needed</li> <li>➤ Facilitate interaction between the participants</li> <li>➤ Support and encourage the participants</li> <li>➤ Create a friendly and warm environment</li> </ul>

### You will know the activity was successful if:

- Participants created self profiles and post them
- Some participants are ready to share within small groups/pairs
- If there is interaction between participants

## **Monday Morning**

### **Getting to Know Each Other – Creating a Self-Profile**

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#### **Extension:**

- Student may:
  1. write a paragraph about themselves
  2. write a reflection about the activity
  3. write a comparison between two profiles
  4. participants discuss / present their profiles to the large group
  5. do an extended presentation about profile to the large group

#### **Accommodations:**

- For participants with lower level of English level proficiency have peer leaders/ SW translate/interpret instructions or provide prompts
- For participants who complete task early, have them share profile with peer leaders

## **Monday Morning Organizational Time (30 minutes)**

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### **Overview**

By this time, most of the participants will have registered and completed their profiles. This is an opportunity to give an overview of the NOW program, distribute the binder, school agenda book and review routines and expectations

### **Key Messages;**

This program will give you a good start to school. Because you are new to the school, we want to give you a chance to get to know the building and learn some basic information about our school.

### **Advance Preparation;**

1. binders with handouts (provided)
2. student agendas

### **Step by Step;**

1. Give overview of the program. In this program, you will:
  - a. get to know the building
  - b. learn some basics about the Ontario school system,
  - c. have questions and concerns addressed,
  - d. learn what you need to know in your first few weeks so you have a strong start to school
2. Lunch is provided today, but participants are expected to bring their own lunch on other days
3. We will begin each day as one large group for Oh Canada and announcements, then we will break into smaller groups for the activities and then come together at the end of the day
4. We start at 9:00 am and finish at 3:00 pm. You are expected to attend each day. We will take attendance.
5. Distribute binder and review what is in it. Tell participants to bring it each day
6. Highlight the key word sheet, which is used to record new words. Key words will be reviewed at the end of each day.
7. Explain the lunch arrangements, the food that is provided, any arrangements that have been made to respect dietary requirements

## **Monday afternoon**

### **New Moves DVD (120 minutes including break)**

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#### **Overview**

Participants watch New Moves in first language and hear the Peer Leaders' reflections on their challenges when they started school in Canada. Then, in the large group, participants watch the section on strategies for success and record the strategies on a worksheet.

#### **Objectives**

- > To assist newcomer participants to learn about differences in cultures and education systems,
- > to share their feelings about beginning school in Canada,
- > to discuss strategies for adapting successfully.

#### **Key Message:**

Starting school in a new country can be hard. The participants in this video talk about what they found difficult and what helped them be successful.

#### **Advance Prep**

- > During preparation week, peer leaders reflect on and prepare brief presentations in which they introduce themselves and share their feelings, expectations, and concerns about when they arrived in Canada. They also prepare to offer some strategies which helped them to be successful.
- > Teachers set up several DVD viewing stations (to match the number of language groups) in adjacent rooms or nearby areas.

#### **Resources**

- > copies of New Moves DVD to match the number of language groups (provided)
- > TVs/DVD players, or laptop computers with speakers (several – one for each viewing area)
- > Copies of the worksheet of success strategies with photo cues of the four different participants who offer strategies from the DVD (provided)
- > Answers to the worksheet (provided)
- > chart paper and markers

## Monday afternoon

### New Moves DVD

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#### Step by Step

1. Set up several DVD viewing stations with TV/DVD players or laptop computers (with speakers) in nearby rooms or areas.
2. Divide participants into home language groups. Each group goes to a different room or area to watch the New Moves in their home language.
3. Participants watch the DVD in language groups (20 min)
4. Peer leaders introduce themselves to the group in first language, talk about how they felt when they arrived in Canada and their expectations and fears. (20 min)
5. Small groups discussion about;
  - what peer leaders have shared
  - their reactions to the DVD and the comments of the Peer Leaders (20 min)
6. (Large group) All language groups come together in one large group. Teacher and settlement worker lead a sharing of the thoughts and feelings from the smaller groups. Record brainstorming on chart paper. (20 min)
7. The whole group watches the strategies for success section of the New Moves DVD again in English.
8. Whole group brainstorms strategies seen on the DVD. Teacher records the strategies and each student records them on the worksheet.
9. Peer leaders then share additional strategies that have helped them. Other strategies are contributed by new participants if they feel comfortable sharing. (30 – 40 min)
10. Post the strategies and keep them up for the duration of the program

#### Accommodations

Use peer leaders and settlement workers to interpret for new English language learners during large group discussions and brainstorming.

#### Extensions

To the large group, participants make presentations about their concerns or reflections on other school transitions that they have made.

## Monday afternoon New Moves DVD

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### Roles and Responsibilities

Teacher	SWIS worker	Peer Leader
<ul style="list-style-type: none"><li>&gt; arrange TV/DVDs in several locations</li><li>&gt; facilitate discussions</li><li>&gt; distribute worksheets</li></ul>	<ul style="list-style-type: none"><li>&gt; obtain copies of New Moves DVD</li><li>&gt; interpret and facilitate during discussions, as needed</li><li>&gt; coach PLs</li></ul>	<ul style="list-style-type: none"><li>&gt; prepare brief presentations on their experiences as a new student and what helped them be successful</li><li>&gt; interpret and facilitate discussions, as needed</li></ul>

### You will know the activity was successful if:

- > Participants' comments indicate an understanding of the issues and the strategies
- > Participants are engaged

## **Monday afternoon**

### **End of Day (30 minutes)**

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#### **Objectives**

- > To review key words
- > Answer questions about the next day
- > Remind participants about any special arrangements for the next day
- > Remind participants about start and end times and lunch arrangements

#### **Step by Step**

1. Ask participants to turn to the key word list
2. Using words suggested by participants, build a key word list on chart paper
3. Explain what will happen the next day ( Scavenger Hunt and Skits by Peer Leaders)
4. Remind participants about the start and end time, lunch arrangements
5. Participants write the activity for the next day in their agenda book
6. Listen for concerns that might be addressed by a call to parents by the Settlement Worker or teacher

## **Monday afternoon Next Day Planning (30 minutes)**

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### **Agenda for the next day**

1. review activities for the next day
2. adjust groups for those activities
3. review resource checklist for the next day
4. discuss any concerns

### **Checklist for the next day**

- reminder to caretakers about participants moving around the school
- each hunt location will be open for participants to visit
- pages with key words for each location
- post-it notes
- passports
- stamps and ink pads
- masking tape

## **Tuesday AM Activity**

### **Scavenger Hunt (150 minutes including break)**

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#### **Overview**

Participants will be visiting locations in the school: Main office, guidance office, computer lab, library (including computer access depending on the school), settlement worker office, washroom, computer lab, announcement board, music room, art room, drama room and ESL rooms. Peer learners may be assigned to most locations and/or walking through school to offer assistance.

#### **Key Message:**

Participants move between classes many times during the day. It is important to know your way around the school so you can arrive at your next class on time.

#### **Objectives:**

- Participants will gather important information from different areas of the school that will help them adjust to school
- Participants will become familiar with different parts of the school

#### **Advanced preparation required:**

- Modify passport and information for your school (done in June), passports provided
- Assign peer learners to locations
- Talk to school staff to explain what will be happening
- Get chart paper and markers in classrooms for debrief activity
- Get stamps, post it notes for key words, (provided)
- Ensure announcement board has announcements posted (June)
- Debrief questions are written on the blackboard or chart paper
- Key words for each location (provided) are posted in the appropriate places

#### **Resources:**

- Scavenger hunt passport for your school (provided)
- Different stamps for each location (provided)
- Chart paper and markers
- Post-it notes

## Tuesday AM Activity Scavenger Hunt

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### Step by step instructions:

1. Assign peer leaders to locations, post key words in each location
2. Distribute passports and explain the process
3. In groups of 3, participants have a few minutes to review the passport and understand the task
4. In their groups, participants walk through school to find the locations in the passport.
5. When a group arrives at a location, the Peer Leader stamps their passport and participants record key words. If necessary, Peer Leaders can write the key words on the post-it notes.
6. Participants return to class and in the large group, they discuss:
  - what was the easiest information to get,
  - the hardest information to get,
  - the most interesting thing learned,
  - what was the same and different as their former school
7. Brief presentations by participants or discussion depending on group
8. Add vocabulary words to chart paper and note books

### Accommodations:

- For lower level ESL participants, give modified hunt (this will be important to ensure that participants finish around the same time!)
- Groups with higher needs may be assigned a peer learner

### Extensions:

- Create a more extensive vocabulary list
- Discussion about the differences between school routines
- Participants can map out main floor of school on chart paper
- Assign an additional location that is more challenging

## Tuesday AM Activity Scavenger Hunt

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### > Roles and Responsibilities:

Teacher	SWIS worker	Peer Leader
<ul style="list-style-type: none"> <li>&gt; modify passport for school as needed (June)</li> <li>&gt; talk to people in the school so they know participants will be moving around the building</li> <li>&gt; facilitate de-briefing activity</li> </ul>	<ul style="list-style-type: none"> <li>&gt; work with teacher to modify passport for each school (June)</li> <li>&gt; Interpret as needed</li> <li>&gt; Coach PLs</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Give information during the hunt</li> <li>&gt; In the previous week, prepare the information for each site</li> <li>&gt; post key words in various locations</li> <li>&gt; Prepare key words to write on post-its</li> <li>&gt; Provide directions as needed</li> </ul>

### You will know the activity was successful if:

- > Participants went to the different parts of the building and seem excited instead of overwhelmed.
- > Participants took their time exploring the school

## **Tuesday Afternoon**

### **Starting in a New School (120 minutes including break)**

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#### **Overview:**

The Peer Leaders will perform three skits about their initial concerns when they first started school in Canada and what helped them adjust. As they rotate between the skits, the participants will discuss them in their small groups, and return to the large group for a teacher led debrief.

#### **Key Message:**

Coming to school in a new country is very challenging and most participants find it stressful but there are things you can do. Learning the behavior expectations helps you avoid problems.

#### **Objectives:**

- To address student concerns and fears about coming to a new school and what to expect.
- To provide an opportunity for Peer Leaders to share their initial concerns and the strategies that helped them adjust to their new school
- To introduce the school Code of Behaviour

#### **Advance Prep:**

##### **Peer Learners:**

- In their training in the previous week, the Peer Leaders will;
- brainstorm, discuss and identify issues that were of concern to them as they adjusted to their new school and recall what helped them be successful.
- create three short (1-3) minute skits that depict those situations and the strategy for success.
- These skits will be performed simultaneously (i.e. each PL can only be in one skit; all skits must be approximately the same length)

##### **Teachers:**

- Arrange for three different rooms in which to present the skits and conduct the follow-up discussions
- Establish and set-up a “begin and end signal” (school bell) to help participants move between the skits in a timely way

##### **SWs:**

- coach the Peer Leaders,
- brief teachers on the skits and what the PLs will say

## Tuesday Afternoon Starting in a New School

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### Resources:

Three classrooms

Chart paper or board

Any props needed for the skits

Copies of Code of Behaviour for each student

### Step by Step

1. Divide the large group into three smaller groups. Attempt to organize homogeneous groups based on first language. Tell the groups that they will be watching and discussing three skits and that they will be rotating from room to room to do this.
2. Send two of the groups to other rooms and using the established signal, begin the first skit.
3. Peer Learners present a skit for participants
4. Following the skit, PLs lead a discussion, using both English and first language, to:
  - ensure that all participants understood what occurred in the skit
  - explain why this issue was chosen and provide personal examples and stories about their own initial concerns and experiences as they adjusted to school
  - identify the resolution that was presented and ensure that participants understood it and why it would be effective
  - discuss other possible resolutions. Consider the effectiveness and possible consequences of each. Encourage appropriate suggestions. Give examples of inappropriate responses (fighting back) and discuss consequences.
  - encourage participants to share other concerns that they may have.
5. On signal, groups should move to the next room. Repeat Steps 3 and 4 and 5.
6. Once all the skits have been seen and debriefed, participants regroup into one large group

## Tuesday Afternoon Starting in a New School

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7. Teacher asks participants to acknowledge PLs and asks participants to identify and discuss with possible reference to:
  - Concerns that they shared
  - Strategies that they might use
  - issues that participants faced in their previous school
  - the school code of behaviour
  - other concerns that participants might have
  
8. Distribute copies of the school Code of Behaviour and write the words on the board.
  - introduce it through questions such as: What do you think this is? What does Code of Behaviour mean? What kinds of things might be in this? Did you have one at your old school? Is this the same at every school?
  - Link issues identified in skits to the Code. Read these out loud and provide explanation through translation or vocabulary support.
  - PLs and SWs assist participants to highlight and understand identified sections.

### **Accommodations:**

- Support discussions with first language
- In large group discussion support the oral responses by writing short sentences and creating/providing a pictorial representation (where possible) on an overhead transparency, chart paper or board.
- Identify difficult vocabulary terms from items in the Code of Behaviour, and prepare English and bilingual translations or rewrite to simplify

### **Extensions:**

- Find points in the school's Code of Behaviour that are relevant to the skits and/or identify one or two items in the Code that are important for the participants to know
- Participants create their own skits about an issue of their choice and perform it for the group.
- Identify how the School Code helps or doesn't help in various situations

## Tuesday Afternoon Starting School in a New Country

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### Roles and Responsibilities

Teacher	SWIS Worker	Peer Leader
<ul style="list-style-type: none"> <li>➤ Introduces activity</li> <li>➤ Coordinates rotation and signals room changes</li> <li>➤ Circulates during skit performances and small group discussions to support Peer Leaders</li> <li>➤ Leads debrief and school code activity in large group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assists with rotation and discussion</li> <li>➤ Provides cultural knowledge and sensitivity where necessary</li> <li>➤ Supports small and large group discussion through interpretation</li> <li>➤ Coaches PL's</li> </ul>	<ul style="list-style-type: none"> <li>➤ During the training, collaborates with other PLs to brainstorm issues and develop and perform skits</li> <li>➤ Collaboratively with other PLs leads small group discussions.</li> <li>➤ Provides personal stories about own experiences.</li> <li>➤ Elicits concerns from participants and responds to allay these concerns</li> </ul>

## Tuesday Afternoon

### What do I do when...?

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#### **You will know the activity was successful if:**

- Participants indicate an understanding that beginning in a new school is stressful but survivable and they are not alone in their concerns.
- Participants ask questions about their personal concerns and strategies are shared.

#### **Suggestions for skits:**

- a female student finds it uncomfortable to sit in close proximity to male participants
- a male student moves closer to or leans over a female student to make a suggestion and the female student is unsure of his intentions or uncomfortable with his definition of the boundary between them
- frustration due to limited English language skills and feeling that you cannot understand/ cannot be understood, or cannot express your knowledge
- concerns about feeling alone and wondering how to make friends
- concerns about crowded hallways and personal space
- concerns about finding your way around the school and/or being late for class
- concerns about misunderstandings with other participants and/or teacher due to limited language skills
- concerns about being bullied
- concerns about being with people of other backgrounds

## Tuesday Afternoon

### End of Day (30 minutes)

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#### Objectives

- To review key words
- Answer questions about the next day
- Remind participants about any special arrangements for the next day
- Remind participants about start and end times and lunch arrangements

#### Step by Step

1. Ask participants to turn to the key word list
2. Using words suggested by participants, build a key word list on chart paper
3. Explain what will happen the next day -visit to Library to get a library card and learn how the library can help them be successful in school, visit by Guidance Counsellor, learning about change room routines and extra curricular activities)
4. Remind participants **TO BRING ID** for getting a library card, immigration documents are acceptable.
5. Participants write the activity for the next day in their agenda book
6. Remind participants about the start and end time, lunch arrangements
7. Listen for concerns that might be addressed by a call to parents by the Settlement Worker or teacher

## Tuesday Afternoon Next Day Planning

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### Agenda for the next day:

1. review activities for the next day
2. establish groups for those activities
3. complete resource checklist for the next day
4. discuss any concerns

### Checklist for the next day

- reminder to library or community centre about student visit
- reminder to caretakers about unlocking the change rooms and gym
- review what peer leaders will say about extra curricular and change room routines (especially clothes accommodations)
- arrange for a room to host the extracurricular activity that is a distance from the change rooms (so participants get a sense of the distance they have to travel in a short time)
- A Peer Leader should bring a gym bag to show how participants might carry their change of clothes, and examples of the kinds of clothes that are acceptable in the gym
- Combination locks for each student to keep (provided)

## **Wednesday Morning Visit to Library or Community Centre (120 minutes)**

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### **Overview:**

Participants will visit the local public library or community centre.

### **Objectives:**

1. to introduce participants to the ways that the library/community centre can help them succeed in school
2. to ensure each student has a library card, if applicable
3. to help participants learn the ways that libraries/community centres can help their families
4. to explain how to access the computers
5. to explain after school programs at the library

### **Advance Preparation for SW**

1. arrange for library tour by library staff (or community centre)
2. make sure that library staff are prepared to issue library cards and that they understand that participants may not have proof of address
3. ensure participants have the necessary ID to get library cards

### **Key message:**

Participants will find that the library/community centre can help them be successful in school and that the library has many resources that will help their parents too.

## Wednesday Morning

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Teacher	SWIS worker	Peer Leader
<ul style="list-style-type: none"><li>➤ facilitate informal de-briefing, if appropriate and feasible</li></ul>	<ul style="list-style-type: none"><li>➤ Arrange for tour of library or community centre</li><li>➤ Connect with library based SW to ensure that tour program is built around the objectives above</li></ul>	<ul style="list-style-type: none"><li>➤ Informally share personal stories about their use of the library</li></ul>

### **Accommodations:**

Use peer leaders and settlement workers to interpret for participants

### **You will know the activity was successful if:**

- each student got a library card, if applicable
- questions reflected an understanding of the information provided

## **Wednesday PM -1**

### **Routines within a Simulated Timetable / Extra Curricular**

**(45 minutes)**

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#### **Overview:**

Participants will move on a simulated timetable to learn about change room routines and visit the gym. Peer Leader's will talk about the clubs and other extracurricular activities in which they participate.

#### **Key Message:**

School clubs and extra curricular are excellent ways to make new friends and improve your English skills. They are supervised by a teacher and anyone can participate. Most participants will take physical education and it will require you to change your clothes. There are ways to change your clothes that will not make you feel uncomfortable

#### **Objectives:**

1. to introduce change room routines and extracurricular activities
2. to simulate movement between classes

#### **Advance Preparation**

1. Divide participants into two groups
2. Peer leaders will have been prepared for explaining change room routines and clubs and extra curricular activities in their training in the previous week
3. Arrange for the bells to ring at prescribed intervals (start, 20 minutes, 5 minutes, 20 minutes...)
4. Review task with Peer Leaders on August 24
5. Arrange access to the change rooms and gym

#### **Resources**

1. access to the bells
2. choose rooms that require participants to move a distance in the school
3. samples of the range of clothes that are suitable for phys ed activities

## Change room Activity

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### Steps

1. Participants divide into groups by gender.
2. As they enter the change room, the PL asks participants to sit on the benches and put their belongings beside them or on the floor
3. PL explains that she/he is going to talk about what happens when participants change their clothes for gym, and that there will be time for questions
4. Participants move to the next class when the bell rings (SW keeps time for the PL)

### Key messages (delivered by Peer Leaders):

- to participate in gym participants need to change their clothes and wear running shoes, they do not need to get naked
- because they may sweat, it is a good idea to wear an antiperspirant
- your clothes and valuables can be put in the locker
- there are places to change privately
- inexpensive gym bags help you carry your gym clothes to and from school
- schools will make accommodations to let participants cover their arms and legs

## Change room Activity

Teacher	SWIS worker	Peer Leader
<ul style="list-style-type: none"> <li>&gt; coach as needed</li> <li>&gt; adjust student groups as needed</li> <li>&gt; ring bell</li> </ul>	<ul style="list-style-type: none"> <li>&gt; in the training in the previous week, identify PLs who can speak about change room routines</li> <li>&gt; ensure that clothing samples and combination locks are available</li> <li>&gt; interpret as needed</li> </ul>	<ul style="list-style-type: none"> <li>&gt; in the previous week, learn the key messages</li> <li>&gt; speak about change room routines</li> <li>&gt; answer questions</li> </ul>

### You will know the activity was successful if:

- > questions reflected an understanding of the information

## Extra Curricular & Clubs Information

**Key message:** there are many teacher-supervised activities after school and during lunch that you may find interesting. Participating in them is a good way to make new friends and practice your English skills. You learn lots of other skills too.

\* note that some participants (and parents) may associate the word 'club' with bars and not after school interest groups

Make reference to the list of clubs in the agenda book.

## Clubs and Extra Curricular

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### Steps:

1. in one to two minutes, each PL talks about the activity that they are involved in (the activity, how to join, when they meet)
2. one PL facilitates and keeps time
3. at least half the time is devoted to questions

Teacher	SWIS worker	Peer Leader
<ul style="list-style-type: none"><li>➤ coach as needed</li><li>➤ adjust student groups as needed</li><li>➤ ring bell</li></ul>	<ul style="list-style-type: none"><li>➤ in the training, identify PLs who can speak about various extra curricular activities</li><li>➤ coach the PLs</li></ul>	<ul style="list-style-type: none"><li>➤ in the training, practice speaking about their involvement in a particular club or extracurricular activity</li></ul>

### You will know the activity was successful if:

- questions reflected an understanding of the information

## Wednesday PM -2

### Graduation Requirements (75 Minutes)

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#### Overview

A guidance counsellor explains basic information about graduation requirements and how guidance counsellors help participants

#### Key Message

Each year or semester, you will have to choose your courses. The choice of courses will determine your options after your graduate. It can be a little complicated but the Guidance Counsellor can help you.

#### Objectives:

To give participants the basic information required to understand the requirements for an OSSD

#### Advance Prep for Teacher:

- Arrange for a Guidance Counsellor to deliver this segment.
- Ensure photocopies of ESL pathways and grad requirements have been made.
- Brief the guidance counsellor on the language levels of the participants.

#### Resources:

- Guidance counsellor
- diploma requirement sheet
- ESL Pathway sheet
- Sheet with counsellor names and student population, if available

#### Step by Step:

1. Guidance counsellor to give a quick overview of the role of student support services. Distribute counsellor names – have participants identify and record name of their counsellor in their agenda.
2. Address the fact that participants are anxious about equivalent credits being granted, how long they will be in high school, what grade they are in, how will reach their goals. Don't overwhelm them – judge how much information should be shared at this time.

## Wednesday PM -2 Graduation Requirements

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3. Write basic diploma requirement on the board
  - 30 credits, 40 volunteer hours, Literacy test (10 per year in an Ontario High school)
  - Each passed course = 1 credit
  - OSSLT will be written when they are able to be successful
  - ESL pathways – don't rush, have strong background
  - Basics of reading a course code M for math, E for English – more details depending on the levels of understanding
  - Having peer leaders tell of their experiences, their ESL pathways or friends.
4. Talk about a typical timetable at your school (semester, full year) – stress the importance of electives. Ask Peer Leaders to talk about electives that they enjoy.
5. Review – things will become clearer as they become more comfortable, ask questions, see your Guidance counsellor
6. Questions
7. All sheets should be put in binders

### Roles and Responsibilities:

Teacher/Guidance	SWIS worker	Peer Leader
<ul style="list-style-type: none"> <li>➤ arrange for Guidance teacher to attend</li> <li>➤ Teacher introduces</li> <li>➤ briefs Guidance Counsellor on language levels of participants</li> <li>➤ Guidance prepares handouts, delivers info, leads the whole group presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitate and interpret as needed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assist with identifying each student's counsellor</li> <li>➤ Facilitate and interpret as needed</li> </ul>

## Wednesday PM -2 Graduation Requirements

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### **You will know the activity was successful if:**

- Questions reflect understanding of the information

### **Extension:**

- How would you find out more information
- Internet sites
- Parking lot – write down what they would like more information
- PL's personal experiences dealing with guidance issues and electives they enjoy

### **Accommodations:**

- English-speaking – practice course selection sheet or more in-depth materials.
- Peer Leader or SW interpreting where needed

## **Wednesday Afternoon End of Day (30 minutes)**

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### **Objectives**

- To review key words
- Answer questions about the next day
- Remind participants about any special arrangements for the next day, especially that they will be dismissed at the end of the morning, subject to any celebrations you arrange
- Distribute the combination locks

### **Step by Step**

1. Ask participants to turn to the key word list
2. Using words suggested by participants, build a key word list on chart paper
3. Explain what will happen the next day – learning about the ways that school staff can help them be successful.
4. Participants write the activity for the next day in their agenda book.
5. Distribute the combination locks
6. Remind participants about the end of the program the next day and that they don't have to bring a lunch
7. Listen for concerns that might be addressed by a call to parents by the Settlement Worker or teacher

## **Tuesday Afternoon Next Day Planning**

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### **Agenda for the next day:**

1. review activities for the next day
2. establish groups for those activities
3. complete resource checklist for the next day
4. discuss any concerns

### **Checklist for the next day**

- food or other resources for a celebration, if planned
- review role activity and cards with role descriptions (provided)
- assign Peer Leaders to the various locations in the school

## Thursday AM

### Who Helps Me With...? (60 minutes)

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#### Overview

Participants learn the ways that various school staff can help them by visiting locations in the school and completing pre-printed cards with role descriptions.

#### Objectives:

1. To familiarize participants with the roles and responsibilities of school staff in relation to their needs.
2. To reacquaint participants with the school layout and where staff are located.

#### Key Message:

There are many people in the school who can help you learn how the school works and be a successful student.

#### Advance Prep

1. Identify the appropriate locations for getting help from the; Guidance Counsellor, ESL teacher, Vice-Principal, hall monitor, Settlement Worker, a Teacher, Attendance Secretary, Librarian.
2. Assign a Peer Leader to each role/location.
3. Divide the participants into eight groups and give each group eight cards and the list of locations -cards have been sorted into packages with one card per role (provided)
4. Create large chart with 8 columns, one for each role. Allow space for four cards under each heading.
5. Create a completed handout of what the chart would look like when completed to hand out at the end.

#### Resources:

- Printed cards (provided)
- Markers
- Tape
- Chart paper
- Handout of the list of roles with answers (provided)

## Thursday AM Who Helps Me With ...?

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### Step by Step

1. Each group of participants travels to eight different locations to complete a card in each location.
2. The participants interview the Peer Leader at that location to determine the role the school staffperson plays and complete the card for that location.
3. Participants return to class upon completing all their phrases.
4. In the large group, participants share all findings. On chart paper the teacher discusses all roles and responsibilities with group and affixes cards on chart paper.

Guidance Counsellor	ESL teacher	Teacher	Vice-Principal	Hall Monitor	Attendance Secretary	Settlement Worker	Librarian

### Roles and Responsibilities

Teacher	SWIS Worker	Peer Leaders
<ul style="list-style-type: none"> <li>➤ Explains activity</li> <li>➤ Circulates around school and provides support when needed</li> <li>➤ Leads large group discussion and placement of cards on chart</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides language support to explain activity</li> <li>➤ Coaches PLs</li> <li>➤ Provides language support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be positioned at appropriate locations and explain the role as indicated on the card</li> <li>➤ Facilitate and interpret as needed</li> <li>➤ Assisting participants to put their cards on chart. Providing support and clarification for participants</li> </ul>

## Thursday AM

### Who Helps Me With ...?

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#### **You will know the activity was successful if:**

- Participants know in which column to put their role cards.
- Participants know where to access different school staff and what role they perform.

#### **Accommodations:**

For participants with very limited English language skills, when choosing groups, put participants with limited English into a group with someone who speaks their first language

## Thursday AM Who Helps Me With ...?

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### Extension

For participants with stronger English language skills:

- Participants could be asked to find the name of a certain teacher or guidance counselor.
- For final group discussion, participants could be given blank role descriptions and asked to place in appropriate column on chart.

**Sample 3.** Chart (to be prepared by teacher or SW)

Guidance Counsellor	ESL teacher	Teacher	Vice- Principal	Hall Monitor	Attendance Secretary	Settlement Worker	Librarian

## Card - For Guidance Counsellor role

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Completed sample one cards put into chart

1. \_\_\_\_\_  
helps me with choosing courses.

2. \_\_\_\_\_  
helps me with personal issues.

## Card - For Guidance Counsellor role

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### Completed sample one cards put into chart

3. \_\_\_\_\_  
gives me information about careers.

4. \_\_\_\_\_  
gives me information about post-secondary  
schools and work opportunities

## Card - For ESL Teacher

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Completed sample one cards put into chart

1. \_\_\_\_\_

helps me understand what other  
teachers expect

2. \_\_\_\_\_

helps me with basic grammar and vocabulary

## Card - For ESL Teacher

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Completed sample one cards put into chart

3. \_\_\_\_\_  
helps me to improve my reading, writing  
and speaking in English

4. \_\_\_\_\_  
helps me understand Canadian culture and  
customs

## Card - For Principal and Vice-Principal

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Completed sample one cards put into chart

1. \_\_\_\_\_  
disciplines and counsels students

2. \_\_\_\_\_  
talks to the student council about student  
issues

## Card - For Principal and Vice-Principal

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Completed sample one cards put into chart

3. \_\_\_\_\_  
solves problems between students

4. \_\_\_\_\_  
deals with school safety issues

## Card - For Hall Monitor

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Completed sample one cards put into chart

1. \_\_\_\_\_  
is always walking in the halls

2. \_\_\_\_\_  
looks for unsafe situations in the school,  
i.e. fights

## Sample Card - For Hall Monitor

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Completed sample one cards put into chart

3. \_\_\_\_\_

might stop me in the hall to ask why I  
am not in class

4. \_\_\_\_\_

may be called by his or her first name

## Card - For Settlement Worker

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Completed sample one cards put into chart

1. \_\_\_\_\_  
helps newcomer families

2. \_\_\_\_\_  
can be reached on their cell phone

**Sample Card - For Settlement Worker**  
(answers in brackets)

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**Completed sample one cards put into chart**

3. \_\_\_\_\_

knows lots of information about  
community services

4. \_\_\_\_\_

organizes meetings for parents about the  
school system and services for newcomers

## Card - For Teachers

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Completed sample one cards put into chart

1. \_\_\_\_\_  
can help me if I don't understand my  
school work

2. \_\_\_\_\_  
has over 150 students in his or her classes.

## Card - For Teachers

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Completed sample one cards put into chart

3. \_\_\_\_\_

will meet my parents at parent-teacher  
interviews

4. \_\_\_\_\_

takes attendance in each class

## Card - For School Secretary

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Completed sample one cards put into chart

1. \_\_\_\_\_

works in the school office

2. \_\_\_\_\_

signs me in and out of school when I am  
late or leaving early

## Sample Card - For School Secretary

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Completed sample one cards put into chart

3. \_\_\_\_\_

calls my parents if I am feeling sick

4. \_\_\_\_\_

calls my parents if I am away from school-  
and my parents haven't called the school

## Sample Card - For Librarian

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Completed sample one cards put into chart

1. \_\_\_\_\_

helps me find information for my school assignments

2. \_\_\_\_\_

helps me access the computers in the library

## Sample Card - For Librarian

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Completed sample one cards put into chart

3. \_\_\_\_\_  
helps me find books that I may enjoy

4. \_\_\_\_\_  
lets me borrow books but I have to return  
them on time

## Worksheet for Success Strategies – New Moves



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## Worksheet for Success Strategies With Text – New Moves



Try to be active. That's I think the most important thing in your life.



We encourage all students to take part in extra-curricular activities but particularly the newcomers because it's a really good way of them fitting in and feeling part of the school.



If you are involved into different clubs and sport teams, of course you improve your English, but you also definitely become a more confident person. You improve your communication skills in general, you like sort of learn how to interact with people better, and, obviously you get more friends, and ... I think you get a lot more respect from people.



I think the most important thing to do is upon your arrival, go to the guidance office as soon as you can, and find out how the system here works. 'Cause for a lot of countries the change of the system is dramatic, and if you don't understand right away, the consequences might come when you're graduating, and you don't want that.



Try to talk to the teacher. Try to ask the teacher, what can you do, like, you're new in the country, and you don't know sometimes you are home alone. You want to know if there's a program that you can attend to know people, try to ... don't just stay in one spot, try to communicate ... and don't expect too much. You're coming from back home thinking that when you get here things will be easy. At the beginning it won't be easy, but after a while it will be easy, after maybe a month or a year....



Just be strong, you know, be yourself. You know, sit in class-room quiet, try to learn, get some knowledge, and don't try to get yourself into too many troubles, you know...



You have to be more open, and be friendly, and you have to speak, speak, speak.



You shouldn't forget your own roots and cultures, right. 'Cause that's your background, that's what made you a person, that's what made you who you are today, right? So if you forget those, then you just become fake, right? You just become like somebody else wants you to be.



And another thing. Make a lot of friends. The more friends you have, the better the experience is going to be, the easier. High school is about fun, mostly ... up until grade 12.

## New Words

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