

Community & Government Services ■ Counselling & Advocacy




Classes might want to learn more about ...

- ① specific government and community agencies that offer counselling and advocacy (advisory councils for disabled, women; young offenders, children's services, legal aid, labour relations)
- ① private counselling services (marriage, grief, family counselling)
- ① cultural differences in dealing with personal or family problems
- ① mediation services in the community

Learners find it useful to ...

- ◇ use or ask for repetition and rephrasing to clarify information
- ◇ ask if brochures are available in first language
- ◇ guess meanings of unfamiliar terms or words in brochures from context
- ◇ contact community immigrant agencies for assistance in first language
- ◇ use a unilingual English learner's dictionary to find meaning of new words
- ◇ try reading a simple brochure in English without the help of a dictionary; ask other learners for help with unfamiliar vocabulary
- ◇ invite a guest speaker from an agency that offers counselling services

Suggested Resources

-  For literature and guest speakers, contact local agencies or see Community Information in business section of phone book
-  CLEO (Community Legal Education Ontario) will mail brochures on a variety of legal issues:
www.cleo.on.ca
- HIV & AIDS Legal Clinic Ontario: <http://www.halco.org/>
- Central Agencies Sexual Abuse Treatment Program: <http://www.casat.on.ca/>
-  **counselling, legal services** (Canadian or Ontario sites)

LINC 5

Community & Government Services ■ Counselling & Advocacy

Topic Outcomes

By the end of this topic, learners will be able to:

- get information from recorded telephone messages from agencies that offer counselling or advocacy
- ask for and give information about available counselling, advocacy resources in community
- express worry, concern about a situation that may require counselling
- give advice, suggestions about a problem that requires counselling
- predict consequences if advice is followed or is not followed
- follow instructions for dealing with problem situations
- understand the main ideas in authentic brochures about counselling and advocacy services
- write about common situations where counselling or advocacy may be required
- fill out forms for counselling and advocacy assistance

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*legal aid, racism, domestic violence, abuse, discrimination, harassment*)
- simple tenses in declarative, negative and interrogative sentences
- future conditionals with *may, might, will, could, should* (*If you talk to a counsellor, you might feel better*)
- complex sentences with *because, although, since*
- punctuation in compound and complex sentences
- pronunciation: sentence stress in compound and complex sentences

Sample Language Tasks

1. Listen to a recorded telephone message about counselling services. Write down specific information on a telephone message slip.
2. Read brochures from agencies that offer counselling. Match sample problems with appropriate agency or service.
3. Write short, concise telephone messages based on detailed information. Peers evaluate.

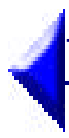
Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Bullets, Borders and Shading, Print Preview, Print

Novice: Word-process Language Task 3. Insert bullets for each message. Print preview and print for peer evaluation.

Experienced/Advanced: Create borders around each telephone message in Language Task 3. Follow instructions to change style, width, and shading. Print for peer evaluation.



Community & Government Services ■ Recreation Facilities & Community Centres

Classes might want to learn more about ...

- ① special interest groups and clubs that meet at community centres
- ① programs for children, seniors
- ① private gyms, health clubs
- ① user fees for parks and recreation programs
- ① special rates, subsidies available for low-income families
- ① different ways to register for programs (fax, in person, by mail)
- ① school holiday and summer camp programs

Learners find it useful to ...

- ◇ look at community bulletin boards in local supermarkets, schools, libraries for notices about programs
- ◇ find telephone numbers for local parks and recreation office in the white pages or on-line
- ◇ ask classmates, neighbours, teachers about programs
- ◇ explore parks and recreation sites on the Internet
- ◇ practise techniques to keep conversation going when interviewing partners about interests (e.g. nodding, making eye contact, repeating and paraphrasing to show attention)

Suggested Resources

- 📄 Calendars, brochures and flyers from community centres, parks and recreation centres, schools
- 📄 Community newspapers
- 🏠 Large recreation centres (Central YMCA in Toronto) may give guided tours to learners
Health Canada's Physical Activity Guide: <http://www.paguide.com>
- 🔑 **recreation centres, YMCA** (Canada only)

LINC 5

Community & Government Services ■ Recreation Facilities & Community Centres

Topic Outcomes

By the end of this topic, learners will be able to:

- ask for information about community programs on the telephone
- describe interests, abilities and future intentions regarding recreational activities
- find specific information about recreation programs in brochures and timetables by skimming and scanning
- fill out a registration form for a recreation program
- write a short text about future recreation plans

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*aerobics, non-marking soles, gymnastics, arena, weight training, competitive, recreational, co-ed*)
- modals for making polite requests
- wh-questions
- adverbs of frequency and manner
- simple and continuous tenses
- basic personal letter-writing conventions

Sample Language Tasks

1. Interview a partner about leisure activities and interests.
2. Read a timetable for local recreation centre. Find days, dates, times and fees for specific programs.
3. Write a short letter to a friend about participating in an upcoming recreation program.

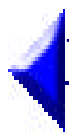
Sample Computer Tasks

Computer Levels: All

Computer Skills: Save As, Font Style, Font Size, Paragraph Spacing

Word-process a short report on a program of interest, with dates, times, location and fees. Follow instructions to enhance document.

Computer Skills: Internet basics, browsers, search engines, URL, Bookmarks/Favorites, Hyperlink
Search the Internet for community timetables. Find a program of interest.



Community & Government Services ■ Social Services

Classes might want to learn more about ...

- ① specific social services
- ① government funding for various social services (federal, provincial, municipal)
- ① current news stories about results of cutbacks to social services
- ① workfare programs and the controversy surrounding them
- ① appeals procedures
- ① special problems experienced by refugee claimants (emergency health, dental care)
- ① discretionary funds (e.g. clothing and transportation allowance for people on social assistance)

Learners find it useful to ...

- ◇ use repetition, rephrasing to confirm understanding of spoken instructions
- ◇ ask if pamphlets, literature are available in first language
- ◇ ask for advice, information from others in their ethnic community or from immigrant agencies
- ◇ become aware of body language, facial expressions, that show miscommunication

Suggested Resources

- 📄 Authentic forms and brochures about social services
 Ministry of Community and Social Services: <http://www.gov.on.ca/CSS/>
<http://www.terpsnet.com/crlink/>
 Centre for Refugee Studies: <http://www.yorku.ca/research/crs/>
 Workfare Watch Project: <http://worldchat.com/public/tab/wrkfrw/wrkwat.htm>
 City of Toronto Seniors Services: <http://old.city.toronto.on.ca>

🔑 **workfare, refugee, social service**

Community & Government Services ■ Social Services

Topic Outcomes

By the end of this topic, learners will be able to:

- get information from recorded telephone messages about social services
- ask for and give information about social services
- express obligation, necessity or certainty when describing situations related to social services
- respond to offers of assistance
- make and cancel appointments with appropriate apologies or excuses
- find specific information in authentic texts about applying for assistance, or appealing a decision
- write down information received in person or on the telephone about social services
- fill out application forms for various types of assistance
- write a short text about situations related to social services

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*subsidy, family benefits, social assistance, allowance, young offender, net, gross income*)
- expressions for apologizing and making excuses (*I'm afraid I can't . . . I'm really sorry but . . .*)
- modals for obligation, necessity
- adverbs (*really, certainly, very, absolutely, completely, fairly, pretty*)
- simple past and continuous tenses

Sample Language Tasks

1. Split dictation of text about social services. Pairs combine their halves to create a whole text.
2. Read brief case study of family requesting assistance (e.g. child care subsidy) and an authentic application pamphlet. Complete sentences about what documents family must submit with the application.
3. Look at pictures of people in various situations where social services might be able to help. Imagine the situation and write a dialogue about the people, their needs and the type of assistance they could apply for.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Highlight, Copy and Paste, Working with multiple documents

Novice: Word-process Language Task 3. Use highlight to colour-code types of assistance.

Experienced/Advanced: Word-process Language Task 1 and save. Swap diskette with partner, open file and split screen to see own and partner's documents. Use Copy & Paste to combine the two documents into one.