

Community Resources

Topic Development Ideas

Classes might want to learn more about...

- 211 Community Services Information for telephone access to community resources
- community organizations (e.g., church, ethnic, settlement, volunteer)
- emergency shelters
- fees for services (e.g., swimming pools, video/CD rentals from library)
- food banks
- neighbourhood programs (e.g., block parent, neighbourhood watch)
- post offices, libraries, parks, recreation centres, and services available

Strategies for Learners

Learners find it useful to...

- ask classmates and neighbours about local resources
- ask for material in own language
- ask settlement agencies for assistance
- borrow literacy and ESL library materials
- observe others using facilities (e.g., where to sign materials out in the library)

Resources for Developing and Teaching Topic

 *A Canadian Conversation Book, Book One*: Unit 6, “Your Community”


 *A Conversation Book 1, Revised Third Edition*: Unit 7, “Community”


 *Basic Grammar in Action*: Unit 5, “Downtown”


 *Canadian Concepts 1, Second Edition*: Unit 6, “What Time Is It?”


 *Going Places 1*: Unit 9, “Is There a Post Office in Your Neighbourhood?”


 *Newcomers Resource Directory*


 brochures from post offices, libraries, community organizations


 community maps and tourism brochures


 libraries for orientation sessions

 some postal sorting facilities offer booked tours

 Canada Post: <http://www.canadapost.ca> (Your Personal Post)

 Ontario Library Service: <http://www.library.on.ca>

 Settlement.org: <http://www.settlement.org> (Community & Recreation, Organizations)

 **community resources** (specific name of community, e.g., **London**)

Community Resources

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ request assistance
- 🗣️ give basic personal information
- 📍 identify expressions used to request assistance
- 📍 identify details in a listening text about community resources: numbers, a few keywords, expressions
- 📖 use a simplified map
- 📖 understand common signs and symbols
- 📖 get information from a very basic text of up to five sentences about community resources
- ✍️ fill out a very basic five- to seven-item form

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*post office, library, book, magazine, park, office, police station, city hall*)
- vocabulary for giving basic personal information (*name, address, telephone number*)
- expressions for requesting assistance (*Can you help me? I'm looking for...*)
- prepositions of location
- wh- questions
- verbs: *need, want*
- pronunciation: intonation in wh- questions

Sample Tasks

1. Information gap: Work with a partner and complete a worksheet with the names and locations/addresses of local community resources (e.g., city hall, police station).
2. Listen to a dialogue of someone asking for addresses of community resources. Fill in blanks on a worksheet.
3. Read a short text about a library. Answer questions by circling correct responses on a worksheet.
4. Fill out a Notification of Change of Address from the post office.

Additional Tasks

📄 **Novice:** Open an instructor-made document listing vocabulary learned in the lesson. Use the highlighter to indicate which items are for different community resources (e.g., turquoise for the post office, yellow for the library). Compare with a partner.

Skills: Open, Select, Highlight

🌐 **All Levels:** Go to the Canada Post web site (<http://www.canadapost.ca>, Find a Postal Code). Complete the form with your own name or address to find your postal code or telephone number.

Skills: Internet Basics, URL, Hyperlink, Forms, Controls (Text Boxes, Drop-Down Menus), Search

Counselling & Advocacy

Topic Development Ideas

Classes might want to learn more about...

- cultural differences in dealing with personal or family problems
- dealing with stress and depression
- government and community agencies that offer counselling services for families, youth, newcomers, the disabled, women, and seniors
- mediation services in the community
- possible effects of emigration on family and the cycle of emotions that immigrants experience
- private counselling services (e.g., marriage, grief, family)
- roles of advocacy groups and volunteer possibilities
- telephone helplines

Strategies for Learners

Learners find it useful to...


- become aware of own rights in Canada
- contact community immigrant agencies for assistance in first language
- establish a network of friends who can offer support during settlement process, periods of unemployment, sickness
- record names and phone numbers of agencies and government representatives for future reference
- request brochures or services in own language
- use a dictionary to find new words


Resources for Developing and Teaching Topic


 *Newcomer's Resource Directory*

 *The Oxford Picture Dictionary, Canadian Edition: Unit 1, "Everyday Language"*


 brochures from local advocacy groups


 community information in business section of the phone book


 community information centres


 local agencies for literacy, counselling, and advocacy


 *CLB Listening/Speaking Resource: Stage I, Settlement dialogue 68*

 Central Agencies Sexual Abuse Treatment Program: <http://www.casat.on.ca>

 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>

 Legal Aid Ontario Office: <http://www.legalaid.on.ca>

 Ontario Council of Agencies Serving Immigrants: <http://www.ocasi.org>

 Settlement.org: <http://www.settlement.org> (Social Services), (Organizations)

 **counselling, legal services Canada or Ontario**

Counselling & Advocacy

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ request assistance
- 🗣️ give basic personal information to a counsellor or advocacy worker
- 👂 identify details in a listening text: numbers, letters, a few keywords, short expressions
- 📖 understand common signs and symbols in buildings
- 📖 get information from a very basic text of up to five sentences
- ✍️ fill out a very basic five- to seven-item registration form
- ✍️ describe personal situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*advocate, counsellor, fight, help, hit, problem*)
- vocabulary for giving personal information (*address, name, phone number*)
- numbers: dates, time, telephone numbers
- expressions for requesting assistance (*I have a problem, Can you help me?*)
- adjectives (*happy, lonely, poor, sad*)
- questions: basic yes/no, wh-
- verbs: *be, have*
- pronunciation: vowel contrasts, /æ/ (*happy*), /ɛ/ (*help*), /ɪ/ (*hit*), /ɑ/ (*problem*), /ə/ (*number*)

Sample Tasks

1. Interview classmates and ask questions to fill out short personal information forms.
2. Listen to a dictation of names and telephone numbers of local counselling and advocacy agencies. Fill in the missing information on a worksheet.
3. Read sentences giving the dates when a person has appointments at various agencies in the community. Write the appointments on a calendar.
4. Fill out an agency registration form.
 - 📖 **Novice:** Open and complete an instructor-made agency form by inserting the appropriate information.
 - 📖 **Experienced:** Complete the application form, as in the Novice Task, by copying and pasting the text from a list of possible answers. Print for evaluation.

Skills: Open, Insert Text, Copy, Paste, Print

Social Assistance

Topic Development Ideas

Classes might want to learn more about...

- appeals procedures for welfare assistance
- current news stories about social assistance
- emergency shelters
- food banks
- government funding for social assistance programs (federal, provincial, municipal)
- Ontario Works (OW) programs and Ontario Disability Support Program
- required documents when applying for benefits
- dealing with emergency health and dental problems
- specific government-assistance programs (e.g., legal aid, child-care subsidy, training allowances)

Strategies for Learners

Learners find it useful to...

- ask family member or friend to translate at interviews and appointments
- ask for advice and information from others in own ethnic community or from settlement agencies
- ask for written versions of spoken instructions
- ask if literature is available in own language
- become aware of body language, facial expressions that show miscommunication
- use repetition, rephrasing to confirm understanding of spoken instructions and indicate non-comprehension

Resources for Developing and Teaching Topic

📄 forms and brochures about social services

📍 *CLB Listening/Speaking Resource*: Stage I, Settlement dialogue 69

🏠 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>

🏠 Ministry of Community, Family and Children's Services: <http://www.gov.on.ca/CSS>

🏠 Ontario Council of Agencies Serving Immigrants: <http://www.ocasi.org>

🏠 Settlement.org: <http://www.settlement.org> (Social Services)

🔑 **workfare, refugee, social services Ontario or Canada**

Social Assistance

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 👂 indicate communication problems
- 👂 request assistance from a social services agency
- 👂 give basic personal information to a social worker
- 👂 identify expressions used to request assistance
- 👂 identify details in a listening text: numbers, letters, a few keywords, and short expressions
- 📖 follow short two- to five-word instructions for completing a personal information form
- 📖 use simplified, short, common forms (e.g., receipts, bank statements)
- 📖 get information from a very basic text of up to five sentences
- ✂️ copy contact information for local social services office
- ✂️ fill out a very basic five- to seven-item form

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*money, bills, child care, pay, need, rent*)
- vocabulary for giving personal information (*name, address, phone number*)
- numbers: dates and times, money
- expressions for indicating communication problems (*I don't understand, Please repeat*)
- expressions for requesting help (*I have a problem, Can you help me?*)
- questions: basic yes/no, wh-
- verbs: *be, have*
- pronunciation: intonation in questions

Sample Tasks

1. Work with a partner. Ask instructor-made questions that a social services worker might ask (e.g., *What is your name? Do you have any children? What is your address?*). Record the answers.
2. Listen to agency contact addresses and telephone numbers, and underline the correct information on a worksheet.
3. Complete a list of basic expenses by referring to receipts (e.g., rent, electricity, water).
 - 📊 **Novice:** Enter the expense amounts from Language Task 3 in a simple spreadsheet. Find the total by using the AutoSum button.
 - Skills:** (Excel) Insert Labels and Values, AutoSum
4. Fill out a form with personal information.

Additional Tasks

- 🌐 **All Levels:** Go to an on-line directory that shows regional or local social services offices (e.g. <http://www.gov.on.ca/CSS/page/offices/offices.html>). Choose your region and copy the contact information for your regional social services office.

Skills: Internet Basics, URL, Hyperlink, Controls