## Counselling & Advocacy

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## Resources for Developing and Teaching Topic

- *Newcomers Resource Directory*
- brochures from local advocacy groups
- community information in business section of the phone book
- community information centres
- local agencies for literacy, counselling, and advocacy
- speaker from community legal service or counselling agency
- Central Agencies Sexual Abuse Treatment Program: [http://www.casat.on.ca](http://www.casat.on.ca)
- CLEO (Community Legal Education Ontario): [http://www.cleo.on.ca](http://www.cleo.on.ca)
- Legal Aid Ontario Office: [http://www.legalaid.on.ca](http://www.legalaid.on.ca)
- Ontario Council of Agencies Serving Immigrants: [http://www.ocasi.org](http://www.ocasi.org)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Social Services and Database)
- counselling, legal services Canada or Ontario
## Topic Outcomes (CLB 5, 6, 7)

**Possible outcomes for this topic:**
- ask for and respond to recommendations and advice
- make a simple suggestion on how to solve an immediate problem and provide reasons
- tell a detailed story, including reasons and consequences
- understand details in a spoken exchange that involves a suggestion, advice, encouragement, request, or reminder
- understand factual details and some implied meanings in a 10- to 15-minute presentation
- find information about counselling and advocacy services in an authentic brochure or extensive directory
- write a one- or two-paragraph story about a common situation where counselling or advocacy may be required

## Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary (legal aid, racism, domestic violence, abuse, discrimination, harassment)
- complex sentences with *because, although, since*
- conditional sentences: real and unreal with modals (*If you talk to a counsellor, you might feel better*)
- modals: suggestions, advice (*should, have to, must, could*)
- questions: wh-, embedded
- pronunciation: sentence stress in compound and complex sentences

## Sample Tasks

1. In a group, discuss and give suggestions for a list of common problems.
2. Listen to presentation about a local immigrant aid agency. Answer true/false questions.
   - **Experienced:** Use Windows Media Player to listen to the presentation in Language Task 2 by opening an instructor-made file (recorded with Windows Sound Recorder). Repeat as many times as necessary. Answer questions on a worksheet.
   - **Skills:** (Windows Media Player) Open, Controls, Peripherals (Speakers, Headset)
3. Read brochures from agencies that offer counselling. Match sample problems with appropriate agency or service.
4. Write about a problem most newcomers face and how they can get help with it.

## Additional Tasks

- **All Levels:** ELLIS – Master Pronunciation – Speech Acts – Getting Things Done – Requests: Make/Respond to
## Recreation Facilities

### Topic Development Ideas

**Classes might want to learn more about...**

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

### Strategies for Learners

**Learners find it useful to...**

- ask classmates, neighbours, or instructor about programs
- compare and evaluate similar programs at different centres
- explore parks and recreation sites on the Internet
- find telephone numbers for local parks and recreation office in the White Pages or on-line
- look at community bulletin boards in local supermarkets, schools, libraries for notices about programs

## Resources for Developing and Teaching Topic

- *Take Charge*: Unit 2, “In the Community”
- calendars, brochures, and flyers from community centres, parks and recreation centres, colleges, schools
- community newspapers
- recreation or community centres (e.g., YMCA, art centres) may give guided tours to learners
- Active Ontario: [http://www.activeontario.org](http://www.activeontario.org)
- Association of Municipalities of Ontario: [http://www.amo.on.ca](http://www.amo.on.ca)
- Parks and Recreation Ontario: [http://www.prontario.org](http://www.prontario.org)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Community and Recreation)
- recreation centres, recreation programs, YMCA and YWCA Canada
Recreation Facilities

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- ask for and respond to recommendations and advice about recreational activities
- ask for detailed information about a recreational activity
- describe a moderately complex process (e.g., how a game is played)
- understand simple directions on the phone
- understand a simple voice mail message with five to seven details about a planned event
- follow instructions in a recreation calendar to register for a program
- find information about recreation programs in an extensive directory or calendar
- take a phone message with five to seven details
- write a one- to two-paragraph description of a recreational activity

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (aerobics, arena, co-ed, competitive, general interest course, gymnastics, non-marking soles, recreational, squash court, weight training, yoga)
- adverbs: time, frequency, duration, manner
- modals: advice, requests
- passive voice
- phrasal verbs (fill out, go by, look into, set up, work out)
- questions: embedded, wh-
- sequence markers
- pronunciation: word stress in positive and negative sentences (can/can’t, do/don’t)

Sample Tasks

1. Take turns asking a partner for recommendations about recreational activities in the community.
2. Listen to a voice mail message giving arrangements for an event (e.g., time, location, price, who is coming, etc.). Complete multiple-choice questions.
3. Read a parks and recreation calendar of events and programs. Find information (e.g., days, dates, times, fees) about a program that interests you.
   - Novice: Word-process a short report on the program you chose in Language Task 3. Follow instructions to enhance the document.
   - Skills: Save As, Font, Font Size, Format Paragraph (Spacing), Page Setup (Margins, Orientation)
   - All Levels: Search the Internet for a local community centre. Find a program of interest. Fill out a registration form for that program.
   - Skills: Internet Basics, Browsers, Search Engines, URL, Hyperlink, Forms, Controls
4. Write a description of a recreational activity that you enjoy, perhaps from your own country.
## Social Assistance

### Topic Development Ideas

*Classes might want to learn more about...*

- appeals procedures for welfare assistance
- current news stories about social assistance
- dealing with emergency health and dental problems
- 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
- specific government assistance programs (e.g., legal aid, child care subsidy, training allowances)

### Strategies for Learners

*Learners find it useful to...*

- ask for advice, information from others in their ethnic community or from immigrant agencies
- ask if pamphlets, literature are available in own language
- become aware of body language, facial expressions that show miscommunication
- maintain conversations by asking follow-up questions and confirming comprehension *(You mean I should...? Do you know what I mean?)*
- use repetition, rephrasing to confirm understanding of spoken instructions

### Resources for Developing and Teaching Topic

- forms and brochures about social services
- *CLB Listening/Speaking Resource: Stage II, Settlement dialogue 54*
- *CLEO (Community Legal Education Ontario):* [http://www.cleo.on.ca](http://www.cleo.on.ca)
- *Settlement.org:* [http://www.settlement.org](http://www.settlement.org) (Social Services)
- *workfare, refugee, social services Ontario* or Canada
## Social Assistance

### Topic Outcomes (CLB 5, 6, 7)

**Possible outcomes for this topic:**
- ask for and respond to recommendations and advice
- ask for and give detailed information related to personal needs
- understand a simple voice mail message with five to seven details
- understand details in a spoken exchange that involves suggestions, advice, encouragement, requests, or reminders
- follow a moderately complex two- to three-paragraph everyday instructional text
- take a phone message, a voice mail message, or pre-recorded information with five to seven details
- write a one- or two-paragraph text to describe a simple process, give a detailed description, or tell a story

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary (subsidy, family benefits, social assistance, allowance, young, net, gross income, appeal)
- adverbs
- gerunds and infinitives
- modals: obligation, necessity, probability
- passive voice
- verbs: *hope*, *wish*
- verb tenses: simple present, present continuous, simple past, past continuous
- pronunciation: words with silent letters (*receipt*, *debt*, *doubt*, *know*, *mustn’t*, *whether*)

### Sample Tasks

1. Discuss case studies of families or individuals in need of assistance and the options available to them. Make recommendations for each.

2. Listen to a phone message left by a social worker. Write down the message.
   - **Experienced:** Use Windows Media player to listen to messages, as in Language Task 2, by opening instructor-made files (recorded with Windows Sound Recorder). Repeat as many times as necessary. Record details on telephone message forms.
   - **Skills:** (Windows media player) Open, Controls, Peripherals (Speakers, Headset)

3. Read authentic instructions for accessing social assistance (e.g., child-care assistance). Find information about which documents to submit with the application.

4. Write a description of the process of applying for benefits.
   - **Novice:** Word-process Language Task 4 and save on a floppy. Swap diskettes, scan diskettes for viruses, open file, and read the description. Underline any misspelled words and save again. Return the diskette.
   - **Skills:** Save, Open, Underline, Scan for Viruses