

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 (marriage, grief, family counselling)
- roles of advocacy groups and volunteer possibilities
- telephone helplines

Strategies for Learners

Learners find it useful to...

- ask other learners for help with unfamiliar words
- 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

Resources for Developing and Teaching Topic

- 📖 *Canadian Concepts 4, Second Edition*: Unit 7, “Where Does the Time Go?”; Unit 8, “It’s All in the Family”
- 📖 *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>
- 🏠 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 and Database)
- 🔑 counselling, legal services Canada or Ontario

Counselling & Advocacy

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”


 *The Oxford Picture Dictionary, Canadian Edition*: Unit 12, “Recreation”


 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>

 Association of Municipalities of Ontario: <http://www.amo.on.ca>

 Health Canada’s Physical Activity Guide: <http://www.paguide.com>

 Parks and Recreation Ontario: <http://www.prontario.org>

 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>

🏠 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 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