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# INSTRUCTION MADE EASY

A Comprehensive Guide to English  
as an Additional Language (EAL)

CLB Levels

**1-3**

**Funded by:**

This project was made possible with funding from the Employment and Social Development Canada (ESDC) of the Government of Canada.

Ce guide est également disponible en français:  
<https://www.litteratieensemble.ca/Ressources>

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The views expressed in this guide are those of United for Literacy, and do not necessarily reflect those of the Government of Canada.

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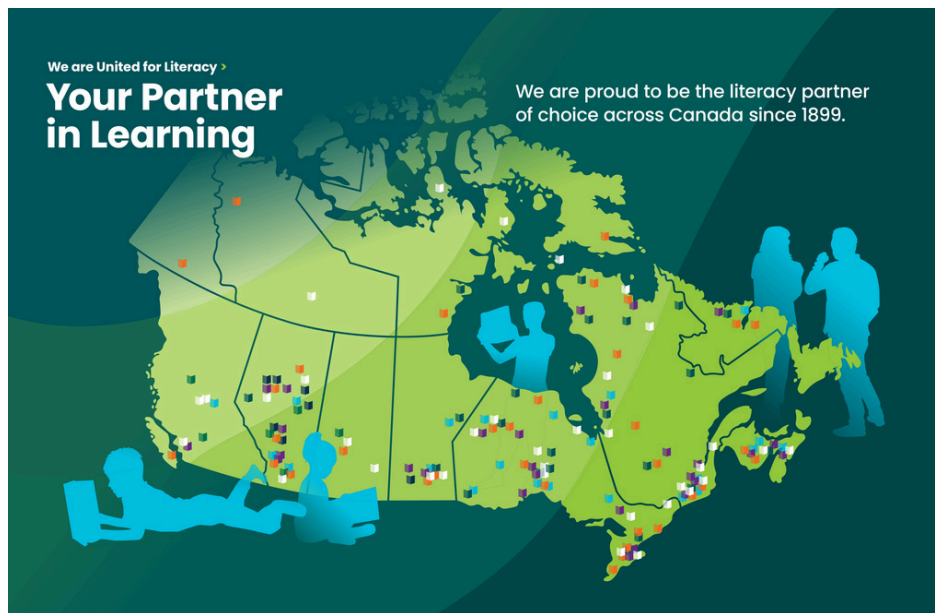
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# About United for Literacy

Formerly Frontier College, United for Literacy is the national registered charity dedicated to improving the lives of children, youth, and adults through literacy. Since 1899, our “All Welcome!” approach and innovative services have been transforming every place into a learning place. Every year, nearly 33,000 children, youth, and adults in almost 200 urban, rural, and remote places across Canada gained access to free, inclusive literacy and numeracy programs, in person and online, supported by nearly 2,000 trained volunteer tutors.



For 125 years, United for Literacy has been serving adults offering one-on-one and small group tutoring in community and workplace settings, tailored to individual needs and goals. Our program models coast-to-coast-to-coast help adults:

- Develop their English or French reading, writing and conversational skills, particularly for individuals who do not have access to government-mandated courses
- Obtain a high school equivalency certificate
- Find sustainable employment or have opportunity for upward mobility in their job
- Enter post-secondary education
- Feel engaged in their community
- Gain training experience in the workplace

United for Literacy offers a comprehensive suite of offline and online resources, including workshops, trainings, conferences and resource libraries, all made accessible via our website: [www.unitedforliteracy.ca](http://www.unitedforliteracy.ca).

# How to Use This Guide

## Purpose

This comprehensive guide to effective English as an additional language (EAL) instruction encapsulates a vast array of knowledge, strategies, and insights to elevate your role as a transformative educator. Through a learner-centered approach, adaptable curriculum design, technology integration, and conflict resolution skills, you can establish a dynamic and empowering learning environment for adult learners at the Canadian Language Benchmark levels 1–3.

## Audience

- Organizations
- Instructors, teachers, facilitators, volunteers, etc.

This turn-key guide is designed to empower educators with the knowledge, strategies, and tools needed to deliver impactful and relevant language instruction to adult learners. Whether you're an experienced instructor or new to the field, a paid member of an organization, or a volunteer, this guide offers a wealth of insights, practical advice, and adaptable approaches to enhance your instruction methods and empower your learners.

## Structure

This guide will equip individuals and organizations on the following:

1. **Getting Started:** An introduction for organizations who wish to develop their own EAL programs for their members or clientele. Practical advice on recruiting and onboarding learners, training volunteers, and establishing program structure and objectives.
2. **Approaches to Working with Adults:** An overview of best practices to teaching adults. This section will equip instructors with crucial insights into working with adults. This includes strategies on how to work with specific learner groups and accommodate different learning styles. As well, we discuss goal setting, communication with learners, building an inclusive environment, and establishing boundaries in this context.
3. **The Instructor's Toolkit:** Includes 10 step by step lesson plans, each with a PDF presentation, printable activities and accompanying worksheets for learners. Plus, additional resources for instructors.

# Understanding Literacy and EAL

## What is Literacy?

Literacy is more than the ability to read and write. It's the ability to understand and use a wide range of materials to engage fully in activities and opportunities at home, at work, and in the community. Literacy enables people to meet their goals and succeed in today's world.

According to the Programme for the International Assessment of Adult Competencies (PIAAC), 17% of Canadians score at the lowest proficiency levels in literacy (Level 1 or below). At Level 1, individuals have skills that enable them to undertake tasks of limited complexity, such as locating single pieces of information in short texts in the absence of other distracting information.



Newcomer, Indigenous, and low-income populations are disproportionately challenged by low literacy.<sup>1</sup> These groups have also been more impacted by the learning, employment, and financial crises that resulted from the pandemic.

## English as an Additional Language and Canadian Level Benchmarks

English as an Additional Language (EAL) is the teaching of English to people who speak different languages and who live in a country where English is the main language spoken.

Canadian Language Benchmarks (CLB)<sup>2</sup> are the national standard for assessing and teaching language/communication skills that are needed for daily life in Canada.

1. Statistics Canada, Employment and Social Development Canada, and Council of Ministers of Education (2013). *Skills in Canada – First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)*.

2. See the [Centre for Canadian Language Benchmarks](#) for resources and further information

# Understanding Literacy and EAL

The following list provides a concise overview of the Canadian Language Benchmark (CLB) levels 1 to 12, showcasing the progression of language skills, from basic communication to advanced proficiency:

- **CLB levels 1-3:** Focus on basic communication, everyday phrases, and simple interactions.
- **CLB levels 4-6:** Enhanced vocabulary, more complex sentences, improved fluency in daily conversations.
- **CLB levels 7-9:** Intermediate proficiency, detailed discussions, varied topics, and expanded writing skills.
- **CLB levels 10-12:** Advanced language skills, nuanced expressions, advanced writing, and in-depth discussions.

The Canadian Language Benchmark (CLB) serves as the backbone for structuring your curriculum via the four essential language skills: **listening, speaking, writing, and reading.**

**Note:** This guide focuses on CLB levels 1 to 3, catering to learners at the beginner stages of language proficiency.

Both PIAAC and CLB frameworks contribute to understanding and improving adult competencies in Canada. Although they serve different purposes and measure different dimensions of adult skills (CLB focuses on language proficiency, while PIAAC provides a broader assessment of foundational skills, including literacy, numeracy, and problem-solving), there are similarities. Therefore, while CLB Level 4 and PIAAC Level 1 are not directly equivalent, it is fair to say that the reading and writing skill level achieved in English at CLB level 4 corresponds roughly to a Level 1 literacy competency.

**Note:** Achieving a CLB level 4 is a requisite for Canadian citizenship.

# Getting Started in 9 Easy Steps

## Step 1: Community Needs Assessment

Assess your community's assets and challenges to determine the program's purpose. For example, you may want to consider:



- What are the educational needs of the adults in your community? (e.g.: Are there many newcomer adults in the neighborhood? Do many adults in your community already have access to English courses, but need help preparing for a standardized exam?)
- What resources are available to support a literacy program? (e.g.: Are there any grants or other funding sources available?)
- What are the challenges that adult learners face in your community? (e.g.: Do many adult learners have difficulty accessing transportation? Do they have work or family obligations that make it difficult to attend classes? Have some of them faced abuse, incarceration, or homelessness?)

Identify your target audience by determining the educational background, language proficiency, cultural diversity, and specific literacy needs of the adults in your community.

## Step 2: Build Community Partnerships

Forge partnerships with local community organizations to find a suitable location that is accessible, comfortable, and has the necessary resources. Moreover, some partners may offer additional support to recruit learners, volunteers, and increase outreach. For example, you may want to consider using:

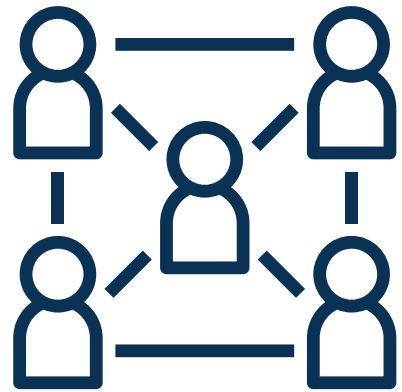
- Libraries (e.g., offer classes in the library building, collaborate with library staff to develop programs and resources)
- Schools (e.g., use school facilities to offer classes, partner with teachers to provide referrals and support)
- Social service agencies (e.g., offer classes at social service agencies, collaborate with staff to provide wraparound services to learners)
- Religious buildings often offer their space free of charge

# Getting Started in 9 Easy Steps

## Step 3: Recruit Volunteers

Gather a dedicated team of individuals who are passionate about education and community development to support your program, such as:

- University students, community volunteers, and local professionals/business employees
- Teachers (e.g., retired teachers, EAL teachers, GED instructors)
- Librarians (e.g., public librarians, school librarians, academic librarians)
- Experienced adult learners (e.g., adult learners who have successfully completed a literacy program, adult learners who are passionate about helping others learn)



Promotional materials are available for volunteer recruitment in Appendix 1-2.

## Step 4: Define Roles and Responsibilities

Define roles and responsibilities of each stakeholder before the start of the program. These roles may be filled by one or more people depending on organizational structure and funding available:

- Organizer and/or outreach coordinator: Oversees the overall program and coordinates activities (e.g.: visits community centers, libraries, and other organizations to promote the program, meets with potential learners to assess their needs, schedules classes, recruits volunteers, secures funding).
- Instructor: Delivers lessons to learners (e.g., teaches basic reading and writing skills, helps learners prepare for standardized tests).
- Resource person (if classes are offered in partnership with other organization): Ensures liaison between the partners, shares resources and supports instructors and learners.
- Volunteers: Assist the instructor, or in some cases, may take the lead role in delivering the sessions. In any case, orientation, training, and support should be offered to these individuals.

# Getting Started in 9 Easy Steps

## Step 5: Promote your Program to Learners

Advertise your program using the promotional materials in the Appendix 1-2. Here are the main considerations to ensure the success of your program in the short term. Keep in mind that starting small and slow is sometimes preferred to not overextend your capabilities and allow for adjustments along the way:



- Start small with committed learners.
- Establish clear criteria for learner selection, considering needs, commitment, and benefits.
- Balance high-needs learners with their ability to attend programming. At first, you may choose to focus on learners who demonstrate more engagement, even though these individuals may not present the highest needs.
- Communicate participant responsibilities (punctuality, attendance, participation, attitude).

**Note:** Some of our pilot programs use the 10:10 model. 10 weeks and 10 learners. You may wish to structure your program similarly.

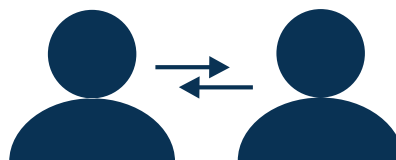
## Step 6: Scheduling

Tailor your program workshop times to the unique circumstances of adult learners. Survey the potential learners' most convenient times for sessions using the registration form in the Appendix 5. Refrain from setting a formal schedule before you begin to meet your learners and understand the demographic with which you are working. For example, you may want to offer:

- Daytime workshops
- Evening workshops
- Weekend workshops

# Getting Started in 9 Easy Steps

## Step 7: One-on-One vs. Group Tutoring



When considering an informal learning structure within community and volunteer-based organizations, two prominent methods come to light: one-to-one tutoring and small group tutoring. Choosing the most effective approach to meet the needs of learners is sometimes at odds with the limited capacities of some organizations.

### One-on-One Tutoring

It involves an instructor or volunteer tutor working closely with an individual learner. This approach suits learners who prefer personalized guidance and is especially effective for those seeking to improve their reading and writing skills. Learners with lower proficiency may require one-on-one support to fully benefit from the program.

### Group Tutoring

This guide is tailored to the group tutoring approach. This method greatly benefits those who desire peer interactions and readiness for classroom dynamics. Working in groups enables learners to glean insights from one another and feel a sense of camaraderie in their learning journey.

**Note:** Although group size can range and accommodate up to 20 learners, the recommended maximum for effective language learning is a group of 8-10 adults.

Group tutoring is particularly effective in developing not only listening and speaking skills but also enhancing critical thinking, problem-solving, and teamwork abilities.

The following table outlines the main differences between the two learning dynamics. Ideally, any given learner would have the opportunity for 1-on-1 support if requested, even if this takes place on a biweekly/monthly basis.



# Getting Started in 9 Easy Steps

	<b>1-On-1 Tutoring</b>	<b>Group Tutoring</b>
Reading and Writing	High: Can focus on individual needs and focused reading needs.	Moderate: General reading and writing that uses worksheets and group activities.
Listening and Speaking	Limited to one exchange	High
Individualized and tailored instruction	High	Moderate
Pace of instruction	Learner-driven	Group-driven
Error correction and feedback	Immediate and personalized	May be delayed but enriched by several corrections (emanating from group) and feedback to accompany it.
Opportunity for questions	Abundant	More limited, but gaining from many other questions (and answers) that would have otherwise been unperceived.
Opportunity to learn from others	Limited	High
Social Interaction	Limited	High
Cost	High	Low to moderate
Suitability for	Learners with specific needs or learning styles, learners who require intensive support.	Learners who enjoy peer interaction and collaboration, learners who are comfortable with a more independent learning style.

Source: Gardner, H. (2011). *Frames of mind: The Theory of Multiple Intelligences*. Basic Books (AZ).

# Getting Started in 9 Easy Steps

## Step 8: Identify Secondary Programs for your Learners

Consider setting up secondary programs for your learners and their families if demand is high, and if you have the resources. Examples:

- Homework support for children
- Reading circle or babysitting service (if you are offering evening sessions)
- Translation assistance
- Preparation for standardized tests (e.g., the TOEFL, the IELTS)
- Digital literacy
- Financial literacy

United for Literacy offers a wide array of additional resources on setting up a homework club or reading circle. All can be found on United for Literacy's website for free. [www.unitedforliteracy.ca](http://www.unitedforliteracy.ca)

## Step 9: Measure Program Impact

Being able to measure your program's impact is important for funding and proof of concept. Aside from the Initial Registration and Intake Form that assess your learners' levels before the program begins (Appendix 5-6), the Self-Assessment Form (Appendix 7-8) and Learning Burst (Appendix 9) are excellent tools to measure program impact. By demonstrating their abilities before and after their completion of the program, you will have data to demonstrate program impact that you can use to grow your program's reach over time.



# Approaches to Working With Adults

Whether you have little or no formal training, this section is meant to give you some tips and tricks for engaging with adults in a learning context.

Since it is important to bring your own knowledge into the classroom, think about your educational experience. Is there anything you admired? That you wish had been done differently by your instructors?

Adult learners encompass a rich tapestry of backgrounds, cultures, and life experiences. As such, employing a learner-centered approach when teaching adults is recommended. This type of instruction emphasizes collaboration, critical thinking, and problem-solving, allowing adults to apply their existing knowledge to new learning contexts. The instructor acts as a facilitator who guides and supports adults in their pursuit of knowledge and skill development.



# Approaches to Working With Adults

## Characteristics of Adult Learners

Adult Learners	Effective Strategies
Have prior experiences that are a rich learning resource	<ul style="list-style-type: none"> <li>• Relate material to real life examples and personal challenges (e.g., how to use a bank or an ATM, pay for purchases at a store, read street signs, make a doctor’s appointment, read bills, call a cab, find housing, etc.)</li> <li>• Encourage learners to bring relevant, real-life material to sessions</li> </ul>
Are focused on problems and tasks, not content	<ul style="list-style-type: none"> <li>• Focus on new concepts and problem solving</li> <li>• Encourage interactive learning</li> <li>• Engage learners in situations where learning activities will result in personal gain</li> </ul>
Need learning to be meaningful	<ul style="list-style-type: none"> <li>• Set goals</li> <li>• Relate material to the learner’s own experience</li> <li>• Encourage discussion</li> <li>• Use frequent, non-threatening assessment methods to help learners determine progress</li> </ul>
Are self-directed learners	<ul style="list-style-type: none"> <li>• Plan with adults their learning process</li> <li>• Use methods such as distance learning or provide resources that they can use and practice on their own, without assigning homework</li> </ul>
Need to set their own goals and are intrinsically motivated	<ul style="list-style-type: none"> <li>• Relate learning to the learner’s goals</li> <li>• Use practical activities</li> <li>• Build on previous successes</li> </ul>

Source: Knowles, M. S., Holton, E. F., III, Swanson, R. A., & Robinson, P. A. (2020). *The adult learner: The Definitive Classic in Adult Education and Human Resource Development*.

# Approaches to Working With Adults

## Learning Styles

It might be tempting to teach in the way that you yourself learned best. After all, it's a familiar and comfortable approach. However, if a learner's preferred learning style differs from yours, it might hinder their progress. For instance, concepts that come easily to you might pose difficulties for the learner. Try to vary your teaching styles to see how learners best respond.

Howard Gardner's theory of multiple intelligences revolutionized the way educators perceive intelligence. Recognizing these diverse intelligences allows instructors to tailor their teaching methods to accommodate learners' unique strengths.

Intelligence Type	Traits	How to Identify?	How to Adapt Tutoring Strategy
Linguistic	Strong aptitude for language	Enjoys reading, writing, speaking, and understanding words	Storytelling, narrative activities, personal book creation, scribe if writing is challenging
Logical-Mathematical	Advanced logical reasoning and problem-solving skills	Excels in abstract thinking, patterns, and critical analysis	Explore patterns, relationships, utilize crosswords, word games, encourage creating palindromes
Spatial	Skilled in visualizing and manipulating objects in space	Excels in art, design, and navigation	Materials with visual cues, such as text accompanied by images, allow unconventional reading approaches

# Approaches to Working With Adults

<b>Intelligence Type</b>	<b>Traits</b>	<b>How to Identify?</b>	<b>How to Adapt Tutoring Strategy</b>
Bodily-Kinesthetic	Physical coordination and body movement	Excels in sports, dance, and hands-on tasks	Tactile learning, technology for interactive reading, walking tours with reading activities
Musical	Heightened sensitivity to sound, rhythm, and melody	Plays instruments, composes music, recognizes auditory patterns	Music-related texts or lyrics, sing along and transcribe, cloze exercises with song lyrics
Interpersonal	Understanding and connecting with others	Excels in social interactions, communication, empathy, and collaboration	Social reading experiences, paired reading, choral reading, group discussions
Intrapersonal	Self-awareness and introspection	Understands own emotions, motivations, and strengths	Self-directed learning, cater to interests, allow self-selection of materials
Naturalistic	Deep affinity for nature	Excels in observing, categorizing, and making connections in the environment	Nature-themed materials, explore natural world topics, encourage environmental observations

Source: Gardner, H. (2011). *Frames of mind: The Theory of Multiple Intelligences*. Basic Books (AZ).

# Approaches to Working With Adults

## Empowering Learners

Effective praise and corrections are essential tools for guiding language learners. Praise should be specific, timely, and focused on effort and progress.

Corrections should be gentle, constructive, and focused on improving accuracy and fluency. Emphasize the desired outcome rather than fixating on mistakes. Encourage a shift from errors to successful alternatives.



Here are some specific tips for using praise and corrections effectively:

- **Praise effort and progress, not just outcomes.** For example, instead of saying "Good job getting a perfect score," say "I noticed you worked hard on your vocabulary this week."
- **Be specific about what you are praising.** Instead of saying "Good job on that essay," say "I really liked how you used vivid imagery in your essay."
- **When to give corrections?** Don't comment on every mistake and no need to correct in every moment. Address only what is the focus of learning. Highlight the error only once.
- **Use corrections gently and constructively.** Instead of saying "That's wrong," say "I think there might be a better way to say that."
- **Create an empowering environment where learners feel comfortable making mistakes.** Let them know that mistakes are a natural part of the learning process.

## Social and Environmental Barriers to Learning

There are underlying social and environmental barriers to learning that are essential to keep in mind when working with a group of adults who have all lived experiences. Understanding these barriers from the start will help you create an inclusive and adapted approach for your learners.

In addition, try to accommodate learners with family or work obligations— for most people this workshop will not be their first priority.

# Approaches to Working With Adults

## **Social Factors:**

- Economic challenges and financial constraints
- Immigration status: temporary resident, refugee, pending citizenship application, etc.

## **Home and Work Environments:**

- Limited exposure to reading during childhood, lack of adult reading role models
- Rare library visits, few books acquired or utilized
- Difficult situations at home or at work: partner abuse, family conflicts, employer or coworker abuse, etc.

## **Educational and Personal Hurdles:**

- Language of instruction different from mother tongue
- Educational institutions not meeting individual learning needs
- Unaffordable education options, accessibility, and distance barriers to education

## **Disabilities and Health Conditions:**

- Managing visible disabilities (deafness, amputation, paralysis, blindness, etc.) or hidden conditions (ASD, ADHD, chronic fatigue syndrome, learning disorders, mental health challenges, etc.)
- Lack of formal diagnosis of mental health or neurodevelopmental conditions
- Chronic diseases/illnesses
- Challenges accessing essential social and medical services

## **Forgotten Skills or Lost Opportunities:**

- Leaving school without certain foundational skills
- Diminished literacy skills due to extended breaks (holidays, absences, sickness, closures, etc.)
- Work schedules conflicting with opportunities for adult learning

## **External Factors:**

- Impact of war, conflict, or natural disasters on education and learning continuity



These obstacles are not an exhaustive list, but rather a starting point to understand potential challenges adult learners might encounter. Adult learners are usually not looking for a teacher—they are looking for a facilitator, a learning coach—someone who understands their lived experience.

# Approaches to Working With Adults

## Privileges, Inclusive Language, Power Dynamics and Privacy

As instructors, it is crucial to recognize our privileges, use respectful and inclusive language, and respect the privacy of your learners. Here are some key points to keep in mind:

**Prioritize the Human:** Avoid general and assumed terms to describe individuals or communities. Ask how individuals wish to be addressed or research to use appropriate language.

- **Person-first language** acknowledges the individual before their disability. For example, say "a person with a disability" rather than "a disabled person." This practice highlights the person's identity beyond their disability.<sup>3</sup>
- **Inclusive vocabulary and pronouns** requires being aware of learners who have specific pronouns and using them consistently. You may ask learners to privately confirm their pronouns if they are uncomfortable sharing in a group.

**Be Mindful of Race, Religion, and Culture:** Avoid perpetuating stereotypes and respect learners' ethnic, cultural, and religious identities.<sup>4</sup>

**Ensure Confidentiality:** Be aware that learners may have sensitive personal stories. Never share confidential information or stories without explicit consent from the learner.

**Be Aware of Power Dynamics:** As an instructor, you hold a position of authority in the learning relationship. This power dynamic can sometimes be intimidating for learners, especially those who have had negative experiences in formal settings. Strive to create a safe space where learners feel comfortable expressing their ideas without fear of judgment or reprisal.

**Be Open to Feedback:** Encourage learners to give feedback on teaching methods, content, and class dynamics. Show willingness to adapt.

**Recognize and Address Privileges:** Be aware of the privileges you may possess and their impact on others' learning experiences.

3. The [Disability Language Style Guide](#), by the National Center on Disability and Journalism (NCDJ), or the [Disability Etiquette Guide](#), from Harvard University, offers insights into respectful and inclusive language when discussing disabilities.

4. See [Culturally Responsive and Relevant Pedagogy \(CRRP\)](#) by the Government of Ontario for more information.

# Approaches to Working With Adults

## Risk and Conflict Management, Boundary Setting

**Respecting Physical Boundaries:** Respect learners' personal space, preferences and physical comfort levels. Position yourself beside learners when helping with reading or writing, ensuring an un-intrusive approach.

**Signs of Tension:** Within the dynamic landscape of a learning environment, conflicts may arise, offering opportunities for growth. Be attuned to subtle signs of frustration or unease:

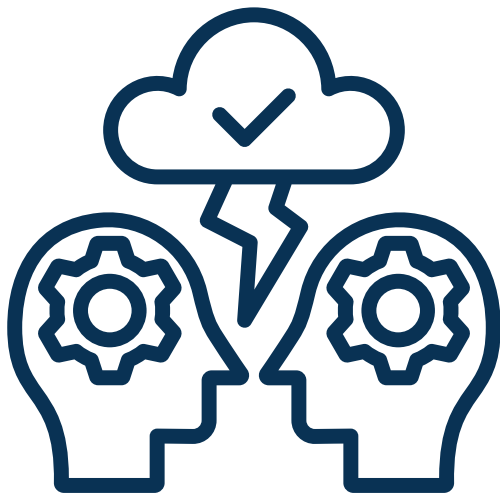
- Body Language: Shifting posture, crossed arms, tapping fingers, or avoiding eye contact.
- Verbal Cues: Sighs, hesitations, a change in tone of voice, or frequent use of filler words like "um" or "uh".
- Reduced Engagement: Less participation in discussions, fewer questions, or withdrawing from group activities.
- Difficulty Concentrating: An inability to focus, restlessness, or frequent distractions.
- Changes in Behavior: Increased irritability, sudden silence, or subtle attempts to divert attention from the topic at hand.
- Nonverbal Expressions: Micro-expressions like raised eyebrows, frowning or a fleeting grimace.
- Physical Tension: Clenched fists, tense muscles, slight tearing up or signs of stress like nail-biting or hair-twirling.

**Managing Tension:** As an instructor, it's crucial to maintain a calm and composed demeanor even during tense situations. We're human after all, no matter what our situation, we are always prone to frustration, stress, anxiety, worries and misunderstandings. Here are some strategies to handle tension and conflict without losing your cool:

- Periodic Check-Ins: Regularly check in with yourself and your learners to gauge their comfort level and address any potential issues before they escalate. Create an open space for learners to express their concerns or frustrations and be receptive to their feedback and take moments to reflect on your own emotional state.

# Approaches to Working With Adults

- Active Listening: During conflicts, practice active listening by fully engaging with the learner's perspective. Show empathy, ask clarifying questions, and validate their feelings to de-escalate the situation and foster understanding.
- Conflict Resolution Techniques: Learn and apply effective conflict resolution techniques, such as using "I" statements to express your feelings, reframing negative statements into positive ones, and finding common ground to build rapport.
- Time-Outs: If tension becomes overwhelming, consider taking a short break to regroup. Use this time to regain your composure and create a more constructive atmosphere when you resume the session.



# Initial Assessment, Progress, and Follow-Up

## Assessment of Language Levels

When you first meet with learners *even before your first session*, it is recommended to gauge their level of English, in all 4 abilities (reading, writing, speaking, listening). This allows you to better structure your lessons, thus adapting to the general level of the group; focus on specific areas to work on with some learners (i.e.: they may be a proficient speaker, but struggle with their writing and reading); or even potentially split up the group according to levels.

How to get a baseline for your learner's level in a non-threatening, yet effective way:

- Conduct the exercise described below one-on-one, before the program begins.
- A good time to assess the learners' level is during registration, using the intake form in Appendix 6.
- Conduct the meeting in their own language if possible, and feel free to fill out the form for them as you translate each question.
- Explain to the learner that the level assessment is not meant to be a formal test, but rather a way for the instructor to structure the class and prepare to meet the individual needs of each person.

Tips to complete the intake interview form and to assess your learner's proficiency in English:

**Speaking and Listening:** If you are conducting the meeting in the learner's language, take a moment to switch to English to assess their overall comprehension and confidence in their conversational skills.

**Reading:** Ask the learner to choose a short paragraph or sentence that they can read. Request that they read the sentence aloud. Observe if they read it fluently, stumble, or appear hesitant. To check for comprehension, ask a question or two about the paragraph or sentence. Be sure to offer praise for their effort. Offer a second short paragraph or sentence and ask them to read it to themselves before asking similar questions, this process allows for a variety of recall styles.



# Initial Assessment, Progress, and Follow-Up

**Writing:** Encourage the learner to write a few sentences or make a list of words they can spell. Observe how they handle this task. Are they comfortable or hesitant? If they find it challenging, don't push them too hard. Some learners may only be able to write one or two words initially. This is a positive starting point.

## Goal setting

Goal setting involves defining what your learner wants to achieve or learn. These goals can be either long-term, such as "I want to secure a job," or short-term, like "I need to create my resume." They may be broad, like "I want to improve my spelling," or specific, such as "I aim to complete this crossword puzzle."

Setting learning goals serves several purposes:

- Identifying what's important for the learner
- Lesson planning
- Progress measurement and tracking
- Evaluating and quantifying impact of your program to potential funders

## SMART Goals: A Practical Framework

One approach to goal-setting is the SMART framework, emphasizing that goals should be:

SMART goals provide a structured way to plan and track progress. However, it's essential to remember that not all learners may find this approach suitable. Some might struggle to set specific goals, and these objectives might evolve over time.



# Initial Assessment, Progress, and Follow-Up

## Learner Self-Assessment and Exit Progress Report

In order for learners to set individual goals for themselves and observe their progress over time, encourage your learners to fill out the Initial Learner Self-Assessment (Appendix 8) after the first or second session, setting a point of reference for self-evaluation and skills improvement.

**Note:** The subsequent Progress Report is to be completed at the end of the program.

Review learners' goals regularly (after 7-8 sessions) to identify achieved goals, clarify changed goals, and create new ones. This helps keep goals realistic and relevant. It's crucial to make this a positive process for learners, so they feel they're progressing.

During your sessions, look for changes in your learner's attitude or behavior that indicate progress. For example:

- **Participation:** Does the learner answer questions more readily and make decisions about what to do next?
- **Attendance:** Is the learner on time and rarely misses sessions? If so, this often indicates satisfaction with the program.
- **Confidence:** Is the learner willing to take risks and try new things, even if there's a chance of failure?
- **Motivation:** Does the learner want to do more work on their own time? This is a great sign that they're eager to improve.
- **Community Engagement:** Does the learner become more involved in their community? This can be a result of increased literacy.

At the end of the program, invite your learners to individually fill out their Progress Report in Appendix 8. Comparison in answers between the Initial Self-Assessment (Appendix 7) and Progress report will allow you and learners to have a tangible indicator of the impact of the program on skills and aptitudes. The data from these combined reports can also be used to showcase quantifiable program impact to funders (e.g.: 90% of learners who completed the program say they improved their reading skills by a little/a lot).

# Initial Assessment, Progress, and Follow-Up

## Learning Burst

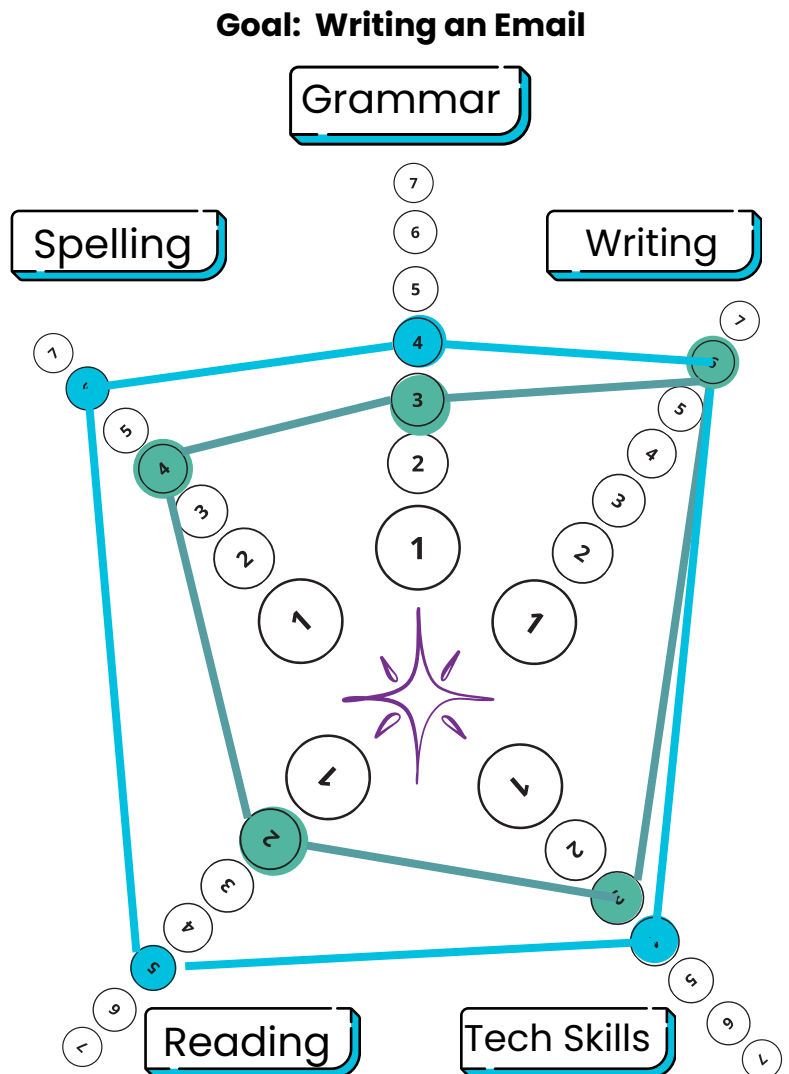
The Learning Burst is a tool used by United for Literacy to help learners track their progress as they spend time learning a new skill. This tool is especially useful to measure the improvement of soft skills (for example, arriving to the session on time, completing assigned work in a timely fashion, etc.)

The Learning Burst can also be used to break down the basic skills needed to achieve a specific goal. For example, if a learner is sending an email, they need to use a variety of skills (spelling, reading, tech skills, etc.)

During the program, you may have learner's fill out the Learning Burst in the Appendix 9.

This can be done after each session to evaluate learners' skill progression. Write the practiced skill in the bubble and have learners' circle their understanding of their level. As they continue, you can assess their understanding of their own abilities.

See right for a visual representation of the learning burst after only two self-evaluations of skills



# Initial Assessment, Progress, and Follow-Up

The Learning Burst is set up on a scale from 1 to 7, detailed below:

- ⑦ This skill feels easy for me.
- ⑥ I am really good at this skill.
- ⑤ I am getting better at this skill and am glad to get help.
- ④ I have started strengthening this skill.
- ③ I think this skill is important.
- ② I think this skill may be important.
- ① I do not think this skill is important.

Learners should circle where they feel their skill level corresponds with the scale. Once they have done so, connect the numbers into a web. The first time they do this, you may wish to walk them through by asking guiding questions.

As learners practice these skills more, you can revisit the Learning Burst with them to both track and visualize their progress. They will be able to see their web grow as they work towards their goals. As they develop these skills, you may notice that some levels do not increase, this can be due to a variety of reasons, remember to celebrate the wins! You can find a blank version of the learning burst in Appendix [9](#).

## A Note on Homework and Testing

Whereas **homework** can be beneficial to children to reinforce concepts and develop autonomy, for adults, it is generally discouraged to assign homework. Rather, you might suggest that learners read picture books to their children, take out one of the recommended Hi-Lo (High-Interest, Low-Reading Level) books from the Appendix [10](#) from the library to read in their spare time, or keep a personal journal to practice their writing skills.

We do not recommend formalized **testing** at this level. Rather, the self-assessment and progress report, which are both learner-driven, aim to empower learners with the means to self-evaluate and build confidence in their own skills.

# Instructor's Toolkit

## **Workshop Timeline, Curriculum Design, and Flexibility**

This workshop is designed to take 16 hours to complete. It is suggested that the classes are broken into 8 two-hour sessions with each lesson focusing on a different topic. That said, the workshop and its lesson plans can also be adjusted to any length of time, from a 2-week only workshop to an extensive 8-month workshop, if the instructor is willing to integrate optional activities and supplementary resources, or skills-upgrading through additional activities or themed outings.

**Flexible Time Structure:** Remain flexible to accommodate learners' engagement levels, pacing, and specific requirements.

**Balancing Difficulty Levels:** Strive for a well-balanced curriculum that challenges without overwhelming. Adapt activities to address diverse proficiency levels within the same classroom. Extend activities for advanced learners while offering additional support for those needing it.

# Lesson Plan Guidelines

## Getting Ready

The **Lesson Plan Guidelines** explains how to read and best use the Lesson Plans in the classroom sessions.

The 10 **Lesson Plans** are similarly structured. They each break down the proposed session for instructors and detail one or more examples of how it should proceed. This will include learning objectives, activity breakdown (including alternative activities), tips and how (if any) an assessment should be done.

## General Materials

### Instructor's Toolkit

- PDF Presentation (optional)
- Lesson Plan

### Learner's Kit

- Worksheets and Activities
  - Varied across the lessons, these accompany the presentation and provide opportunities to practice in the different abilities.
- Lexicon
  - Can remain static or be cut out and pasted as flashcards.
- Alternative Activities and Short Story

### Authentic Materials (optional)

Some lessons ask for authentic materials referring to real-life documents and resources used by language speakers in various contexts. Examples include: newspapers, magazines, advertisements, or even social media posts.

#### **General Tip:**

Always remember that some suggested topics might be sensitive for some learners. Some might be facing financial difficulties, therefore struggle with rent and/or groceries. Some might not have any immediate family. Some might find technology frustrating. Some might have had a difficult, or even traumatic experience with the healthcare system. See related section in the Guide.

# Lesson Plan Guidelines

## Abilities

The following icons signal which abilities the learner will practice in each lesson activity:



## Reference Codes

To easily find the right **Worksheets** and **Short Stories** for each lesson, you can refer to their respective **short codes**.

For example:

- **W3B** refers to Worksheet/Lesson 3/2nd document, which is Family Tree/Family/2nd document.
- **SS7** refers to Short Story/Lesson 7, which is "Marie Helps Find an Apartment"/Renting.

# Introductions



## LESSON PLAN 1

### Learner's Kit

- Class Calendar
- Name Card (Optional)

### Learning Objectives

- Introduce oneself to the instructor and other learners, remember their names.
- Get to know learners' interests.
- Set strong groundwork for the rest of the course: participation and enthusiasm.
- Participate in icebreaker activities to smoothly initiate this learning and community-building journey!



### ACTIVITIES

#### 1. Before starting (30 min):

- We suggest providing all the materials a learner might need, including pencils, erasers, loose-leaf, etc. If you have decided to print off the worksheets for them, this is a good opportunity to pass them out.
- During this first session, where some people may not be entirely at ease with speaking in front of a large group, you may choose to pair up learners to have them ask and answer the questions, and then return in a large group for the icebreakers.

# Introductions



## 2. Introductions and Name Cards (30 min):



Speaking



Writing

On the 2<sup>nd</sup> slide, ask learners to introduce themselves and try to answer the question. You can use icebreaker questions like “Would you like to share a bit about your background?” or “What is one of your favorite movies?” but be prepared to switch questions/activities depending on your learner’s literacy or comfort level. Ask them to make and decorate name cards to help with identification.

## 3. Icebreaker (30 min):



Speaking

- **Name Game:** Ask learners to go around in a circle and say their names. Then, have them repeat the same process, but each person must also say the names of all the people who went before them.
- **The Sound Ball:** Ask learners to stand in a circle and pretend to throw an imaginary ball to each other, making a unique sound as they throw it. The person who catches the ball repeats the sound and then makes their own sound before throwing it to someone else.
- **Silly Handshake:** Ask learners to work in pairs to create a unique handshake. Once they both know the handshake, have them join a different pair and teach their new partner their old handshake.
- **One Word at a Time:** Ask learners to work together to create a story by contributing one word at a time.

# Introductions



## 4. Wrap-up (30 min):

Answer questions your learners may have. Look at the schedule for the next few weeks. Point out when lessons will be happening, when they won't (due to holidays, vacations, etc.) how they can get in contact with the organization or you (if they have questions, if they are sick, etc.), or how you will let them know if class is cancelled. Have all this information written down in a place that is easy for them to reference.



They may not be able to read it yet, so do not expect them to copy it down from the board. Having a printed copy would be the most productive.

# Small Talk



## LESSON PLAN 2

### Learner's Kit

- Poster Making Worksheet (W2A)
- Alternative Activities
  - Sit-Com Builder Worksheet (W2B)
  - Short Story: "Marie Runs into an Old Friend" (SS2)

### Learning Objectives

- Develop vocabulary related to hobbies and personal interests in order to have casual conversations with coworkers, neighbors, friends, etc.

### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the presentation, introduce the topic and ask learners about their favorite sports, movies, TV shows, music, etc.
- On the next slide, there is a question for the learners. Use their answers to provide real-world examples of how the vocabulary on the next slides can be used.



Speaking

# Small Talk



## 2. Vocabulary (30 min):



Writing

Introduce the vocabulary in the next slides of the presentation. The included Lexicon has space for writing each word. Ask learners to write down the word in English and the language in which they feel most comfortable. If they find this too easy, have them use it in a simple sentence.

## 3. Water Cooler Conversation (30 min):



Dialogue

- Divide learners into pairs, have them talk with each other about their hobbies and interests. Pair those who share the same interests together, to spark interest and conversation.



Listening



Speaking

- Alternatively, if learners are struggling with conversation, show them a clip from a well-known sit-com and have them discuss it in pairs. Ask them to try and predict what might happen in the next scene.

## 4. Poster Making (W2A) (30 min):



Writing

There is a poster activity in the workbook with some image cutouts. Ask learners to make a poster for a local event they would like to go to using the vocabulary they have learned.

# Small Talk



## ALTERNATIVE ACTIVITIES



Writing

- **Sitcom Builder (W2B):** Learners are given a blank comic and asked to fill in a “script” for the characters.



Reading

- **Short Story (SS2):** Read and discuss the included short story “Marie Runs into an Old Friend”. Stress that not every word must be understood, but rather the general sense of the story.



Refer to the icebreaker section in the Instructor’s Guide.

# Groceries



## LESSON PLAN 3

### Learner's Kit

- Grocery List Worksheet (W3A)
- Shopping Role-play Worksheet (W3B)
- Alternative Activities
  - Recipe Card Worksheet (W3C)
  - Short Story: "Marie and Lewis go to the Store" (SS3)

### Learning Objectives

- Organize shopping.
- Follow recipes.
- Utilize alternative food resources like food banks.
- Practice speaking and listening skills in a grocery shopping context: at a local supermarket, farmer's market, food bank, etc.



### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the presentation, introduce the topic and discuss the grocery situation in your area. For example: "We have several grocery stores in our area. I like to shop at the one on Winters and Coles. Which one do you go to?" or "I like to buy apples when I go grocery shopping. What do you like to get?" Ask learners about foods and grocery shopping in their home countries/cultures. Are some of these products available in Canada, for example?
- On the next slide, there is a question for the learners. Use their answers to provide real-world examples of how the vocabulary on the next slides can be used.

# Groceries



## 2. Vocabulary (30 min):



Writing

Introduce the vocabulary in the next slides of the presentation. You may choose to add vocabulary for specific food items. The included Lexicon has space for writing each word. Ask learners to write down the word in English and the language in which they feel most comfortable. If they find this too easy, have them use it in a simple sentence.

## 3. Grocery List (W3A) (30 min):



Speaking

Grab local flyers and have learners make their grocery list by cutting out parts, while talking about the foods they usually buy, where they prefer shopping, the dishes they like to cook, etc.

## 4. Shopping Role-play (W3B) (30 min):



Writing



Dialogue

Pair learners up and have them fill in missing words (found in vocabulary list, or presentation) in speech bubbles. You may also choose to set up the classroom like a grocery store, having learners pretend to be shoppers, and switching off who is playing the role of cashier/employee. Some learners may feel awkward acting, so you may need to participate yourself to help.

# Groceries



## ALTERNATIVE ACTIVITIES



Speaking



Writing

- **Recipe Card (W3C):** Encourage learners to write down their favorite recipe and share it with everyone else.



Speaking

- **Research:** Discuss local food options like food banks and grocery stores to help people find food easily. Share tips for getting good deals and finding affordable prices.



Reading

- **Short Story (SS3):** Read and discuss the included short story “Marie and Lewis go to the Store”. Stress that not every word must be understood, but rather the general sense of the story.



It is highly recommended for instructors to incorporate the learners' culture into any theme introduced so that learners feel included, appreciated, and become more active participants in the educational process!

# Family



## LESSON PLAN 4

### Learner's Kit

- Short Film Analysis Worksheet: "[Hair Love](#)" (W4A) (click on title to open link)
- Family Tree Worksheet (W4B)
- Alternative Activity
  - Short Story: "Dinnertime Talk with Marie and Lewis" (SS4)

### Learning Objectives

- Present relatives and describe family and friends' relationships.
- Express the importance of family, friends and community.

### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the presentation, introduce the topic and ask learners if they have relatives or children they would like to briefly introduce to everyone.
- On the next slide, there is a question for the learners. Use their answers to provide real-world examples of how the vocabulary on the next slides can be used.



# Family



## 2. Vocabulary (30 min):



Writing

- Write down the vocabulary words on a sheet of paper and play "Family Bingo". Instead of calling out numbers, describe a family member or relationship in simple terms. For example: "This person is your mother's mother," or "your brother's daughter". Players then mark the corresponding family member on their bingo cards. For consistency, bingo cards should be written out in a five-by-five grid style.
- Alternatively, on the included Lexicon, ask learners to simply write down the word in English and the language in which they feel most comfortable. If they find this too easy, have them use it in a simple sentence.

## 3. Short Film (W4A) (30 min):



Listening



Writing

Watch the short film "[Hair Love](#)" (click to open) and verbally summarize the short film and the characters together. The accompanying worksheet contains relevant questions that learners can choose to answer about the film. They may choose to work alone or in pairs.

# Family



## 4. Family Tree (W4B) (30 min):



Writing

A week prior, ask your learners to bring in photos of their families/friends/community members. If they don't have access to photos, supply some symbolic magazine or flyers cutouts. Ask learners to build a family tree with labels, descriptions of the people, hobbies, relationship, age, etc.

## ALTERNATIVE ACTIVITIES



Speaking

- **Recipe Card:** Share a recipe that is special to your family or friends. Ask learners to share a story about why that recipe is meaningful to them, when they might make it, who taught it to them, etc.



Reading

- **Short Story (SS4):** Read and discuss the included short story "Dinner with Marie and Lewis". Stress that not every word must be understood, but rather the general sense of the story.

# Transportation



## LESSON PLAN 5

### Learner's Kit

- Parts of the Car Worksheet (W5)
- Alternative Activities
  - Google Maps
  - Short Story: "Marie Takes the Bus" (SS5)

### Learning Objectives

- Take public transportation or taxis.
- Use and upkeep a car.
- Purchase and use a plastic public transportation card.



### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the presentation, introduce the topic and ask learners about what mode of transportation they use to go to work for example.
- On the next slide, there is a question for the learners. Use their answers to provide real-world examples of how the vocabulary on the next slides can be used.

# Transportation



## 2. Vocabulary (30 min):



Writing

Introduce the vocabulary in the next slides of the presentation. The included Lexicon has space for writing each word. Ask learners to write down the word in English and the language in which they feel most comfortable. If they find this too easy, have them use it in a simple sentence.

## 3. Parts of the Car (W5) (30 min):



Dialogue

- Each learner gets a diagram of a car with the parts labelled. As the instructor, pretend to be a client going to the mechanic. Play out several variants of what could be broken. For example, “my brakes are making a funny noise”, “the right headlight won’t turn on”, “the engine keeps overheating”, etc.



Writing

- On the next sheet, there is a blank diagram of the car. Ask learners to fill in the words with each example you give. Stress that not every word must be understood, but rather the general sense of the story.



Depending on the transportation in your area, you may need to practice different language needs (e.g., North, South, pull the cord, get on/off, etc.). Adjust as needed.

# Transportation



## 4. Public Transit (30 min):



Speaking



Writing

Plan ahead and collect some public transportation maps and schedules from your local transit service. You may only find online versions for some. Using the new vocabulary, have learners explain when and how they came to this session. They can try and write down simplified instructions of how they would travel back home and give it to someone else to see if they might understand it.

## ALTERNATIVE ACTIVITIES



Writing

- **Google Maps:** Ask learners to map out directions to their home on Google Maps and locate useful locations on the way: grocery stores, restaurants, schools, community centers, banks, etc. They can then make notes on paper about how they would get there.



Speaking

- **Budgeting:** Integrate some financial literacy by discussing with learners the yearly costs associated with different modes of transportation. For instance, explore the pros and cons of driving a car versus taking the bus. Incorporate learners' answers into a diagram on the board.



Reading

- **Short Story (SS5):** Read and discuss the included short story "Marie Takes the Bus".

# Tech



## LESSON PLAN 6

### Learner's Kit

- Video Call Worksheet (W6A)
- Online Translation Worksheet (W6B)
- Alternative Activities
  - Search Engine
  - Short Story: "Lewis Works from Home" (SS6)

### Learning Objectives

- Develop vocabulary related to technology that would be helpful in an office or work environment.
- Confirm familiar words as there is a lot of cross-over language for technology.



Speaking

### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the presentation, introduce the topic, and ask learners what devices they may be using these days: a smartphone? A laptop? A tablet? A desktop computer?
- On the next slide, there is a question for the learners. Use their answers to provide real-world examples of how the vocabulary on the next slides can be used.

# Tech



## 2. Vocabulary (30 min):



Writing

Introduce the vocabulary in the next slides of the presentation. Ask learners to match them to illustrations or devices in the room then to write down the word in English and the language in which they feel most comfortable. The included Lexicon has space for writing each word. If they find this too easy, have them use it in a simple sentence.

## 3. Video Call (W6A) (30 min):



Writing

On the included activity sheet, there is an example of a computer screen set up for a video chat. Ask learners to label all the buttons that they might use for a video call.

## 4. Online Translation (W6B) (30 min):



Writing



Digital

There is a small paragraph in English on this worksheet. Translate it to everyone's first language using Google Translate and print it off. Ask learners to translate it back to English without referring to the original, you may discover some funny inconsistencies due to the software limitations. Go over the translations and discuss how learners might smooth out the wording or improve their translations.

# Tech



## ALTERNATIVE ACTIVITIES



Digital

- **Search Engine:** Ask learners to use a search engine to find a place to eat nearby, transit routes, activities and community events, recipes, etc.



Reading

- **Short Story (SS6):** Read and discuss the included short story “Lewis Works from Home”. Stress that not every word must be understood, but rather the general sense of the story. Prompt learners to share their thoughts on the advantages and disadvantages of working from home, and whether they find speaking English on the phone challenging.

# Housing



## LESSON PLAN 7

### Learner's Kit

- Apartment Hunting Worksheet (W7A)
- Email Rental Inquiry Worksheet (W7B)
- Alternative Activities
  - Short Story: "Marie Helps Find an Apartment" (SS7)

### Learning Objectives

- Develop vocabulary related to space renting (room, apartment, stand/store, etc.) to search classifieds (Craigslist, Kijiji, etc.) and communicate needs with landlords and roommates.



### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the presentation, introduce the topic, and discuss renting in your area. For example, how does your area refer to an apartment with one separate bedroom? How does it refer to an apartment with no bedroom? The vocabulary in the presentation may not fit the localized area you are in, so adjust as necessary.
- On the next slide, there is a question for the learners. Use their answers to provide real-world examples of how the vocabulary on the next slides can be used.

# Housing



## 2. Vocabulary (30 min):



Writing

Introduce the vocabulary in the next slides of the Presentation. The included Lexicon has space for writing each word. Ask learners to write down the word in English and the language in which they feel most comfortable. If they find this too easy, have them use it in a simple sentence.

## 3. Apartment Hunting (W7A) (30 min):



Writing



Digital

Utilize the provided fictitious apartment listings and engage learners in a simulated apartment hunting activity using the accompanying worksheet. Consider visiting actual rental websites like Kijiji, Facebook Marketplace, or Craigslist to offer real-world examples. Encourage learners to list their housing needs and preferences to aid in deciding which home best suits them.

## 4. Email Rental Inquiry (W7B) (30 min):



Writing

Learners write an email to an imaginary landlord, explaining some issues in their rental apartment. This exercise is preferably handwritten, to help learners practice forming English letters.

## ALTERNATIVE ACTIVITY



Speaking

- **Budgeting:** Integrate some financial literacy by discussing with learners the annual expenses associated with renting an apartment, including utilities, parking, and other costs. Incorporate learners' answers into a diagram on the board.



Reading

- **Short Story (SS7):** Read and discuss the included short story "Marie Helps Find an Apartment". Stress that not every word must be understood, but rather the general sense of the story.

# Health



## LESSON PLAN 8

### Learner's Kit

- Phone Call Worksheet (W8A)
- Visiting the Doctor Worksheet (W8B)
- Alternative Activities
  - [Word Search](#) Worksheet (W8C)
  - Short Story: "Marie Sees the Doctor" (SS8)

### Learning Objectives

- Describe certain body parts and common symptoms, navigate new and sometimes complicated medical systems.
- Learn how to make an appointment with a doctor in Canada.



### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the presentation, introduce the topic and discuss the medical things unique to your living area or to Canada. For example: "The closest hospital to us is the Saint-Mary's. You would go here for an emergency, otherwise you should go to your family doctor or a walk-in clinic." Discuss what constitutes an emergency, as well as potentially long waiting times at an emergency room (ER).
- On the next slide, there is a question for the learners. Use their answers to provide real-world examples of how the vocabulary on the next slides can be used.

# Health



## 2. Vocabulary (30 min):



Writing

Introduce the vocabulary in the next slides of the Presentation. The included Lexicon has space for writing each word. Ask learners to write down the word in English and the language in which they feel most comfortable. If they find this too easy, have them use it in a simple sentence.

## 3. Phone Call (W8A) (30 min):



Listening



Writing

Read the included voicemail script to your learners. Beginners can rely on listening and reading transcript. Advanced learners: listen only. Encourage note-taking of key medical phrases for future phone calls.

## 3. Visiting the Doctor (W8B) (30 min):



Writing



Dialogue

Simulate a medical consultation with your learners. The instructor plays the role of the doctor and the learners play the role of the patients. On the next slide, you will find three levels of reading. Learners can choose to do one, several, or all of them, or even improvise. Alternatively, learners can place the corresponding dialogue into the correct speech bubbles in the accompanying comic.

# Health



## ALTERNATIVE ACTIVITIES



Writing

- **Word Search (W8C)**: An easy way for learners to start recognizing sight words.



Reading

- **Short Story (SS8)**: Read and discuss the included short story “Marie Sees the Doctor”. Stress that not every word must be understood, but rather the general sense of the story.



Use authentic materials (e.g. medical forms, health insurance card, medical appointment website) to stay relevant to the learners' local health system.

# Education



## LESSON PLAN 9

### Learner's Kit

- Email Writing Worksheet (W9A)
- Report Card Worksheet (W9B)
- Alternative Activities
  - Make a Lesson Plan
  - Short Story: "Parent-Teacher Nights with Marie and Lewis" (SS9)

### Learning Objectives

- Build stronger rapport with children's teachers and exchanging professional emails.
- Make navigation of the Canadian education system more approachable.



Speaking

### ACTIVITIES

#### 1. Introduction (30 min):

- Pull up the Presentation, introduce the topic and ask learners if they have kids who go to school, or are themselves going to any kind of school, class, or workshop.
- On the next slide, there is a question for the learners. You should use their answers to provide real world examples of language use for the vocabulary on the next slides.

# Education



## 2. Vocabulary (30 min):



Writing

Introduce the vocabulary in the next slides of the Presentation. The included Lexicon has space for writing each word. Ask learners to write down the word in English and the language in which they feel most comfortable. If they find this too easy, have them use it in a simple sentence.



Reading

## 3. Email Writing (W9A) (30 min):

Ask learners to read and respond to an example email.



Writing

## 3. Report Card (W9B) (30 min):



Reading



Writing

- Ask learners to read a fictitious report card and pick out the pertinent information. You may choose to use this as an opportunity to reinforce the Email Writing activity (W9A) and ask learners to draft an email addressing the comments in the report card.
- You can use the Parent-Teacher Interview page to set up a role-play activity. With one learner acting as a parent and another as a teacher, run through the report card pretending to have a conversation about the student.



Dialogue



Reading

# Education



## ALTERNATIVE ACTIVITIES



Writing

- **Draft a Lesson Plan:** Ask learners to pretend to be a teacher and have them draft a lesson plan on the provided worksheet. Feel free to integrate them into your lessons!



Reading

- **Short Story (SS9):** Read and discuss the included short story “Parent-Teacher Nights with Marie and Lewis”. Stress that not every word must be understood, but rather learners should try to grasp the general sense of the story.

# Conclusions



## LESSON PLAN 10

### Learner's Kit

- End of Session Worksheets

**Congratulations!** You've reached the end of your session. Now is the time to help learners reinforce some of the skills they've learned along the way in a less formal environment. The end of session is important as it gives learners a cohesive end to the program and gives them marked proof of their progress.

## ACTIVITIES

### 1. Before starting (15 min):

Make sure everyone is aware that this is the last session. Feel free to make it as festive as you want (special snacks, balloons or even inviting everyone to bring a dish if they like) can contribute to marking the end of this journey in an enjoyable and rewarding atmosphere.

# Conclusions



## **2. Conclusion (30 min):**

Try to have everyone share something about themselves. This could be something they learned, something about where they are from, their favorite movie, recipe, etc... The idea is to move into more casual language to allow learners the opportunity to practice outside of the more formal, structured classroom setting.

## **3. Games (45 min):**

There are several games and activities provided in Lesson 10 of the Learner's Kit. Pick one or two and have learners play these with one another, either in pairs or as a group. You may also choose to revisit some of the icebreaker activities from Lesson 1.

## **4. Wrap-Up (30 min):**

Set this time aside to answer questions your learners may have, as well as to say goodbye. Some learners may have specific questions about language classes, applying for more formal education, etc. It is helpful to be prepared to answer these types of questions: before class starts, take some time to look up resources in your area or consider online activities/classes you can steer learners towards if you will not be running these workshops again.

# Appendix

The Appendix includes materials (printable) that may prove useful to organizations, instructors, and learners.

For example, the Instructor's and Learner's Posters on the next page can be used as advertisement to find volunteers and participants. Simply print them off and fill in the blank spaces with your organization's information to personalize!

Included are:

**Appendix 1: Instructor Recruitment Poster**

**Appendix 2: Learner Recruitment Poster**

**Appendix 3: Class Calendar**

**Appendix 4: Lesson Debrief**

**Appendix 5: Registration Form**

**Appendix 6: Intake Interview**

**Appendix 7: Initial Learner Self-Assessment**

**Appendix 8: Progress Report**

**Appendix 9: Learning Burst**

**Appendix 10: Hi-Lo Books**

**Appendix 11: External Resources List**

# Adult Language Learning

Date:

Contact:  
Location:



Organization Name:

# INSTRUCTORS *Needed*

Join us for a transforming educational experience that will give you the opportunity to help adult language learners in Canada. No experience needed!

JOIN  
NOW

WHEN:  
WHERE:  
CONTACT:



You Can Make A  
Difference!



# Lesson Debrief

Lesson	Date

## Attendance

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## What Worked Well

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## To Consider

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## Next Workshop

## Reminders

# Registration Form

First Name:  Last Name:

Are you 18 years of age or older? Yes  No  Phone Number:

Home Address:

Email Address:

Do you have any health concerns, medications, or allergies we should be aware of?

What is your emergency contact's name and phone number?

Indicate when you are available and at what time:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Where do you mostly want to use your English (at home, at work, for shopping...)?

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# Registration Form: Intake Interview

Reading

Writing

Speaking

Listening



## Inventory of Abilities

**I can do this**   **I want to learn this**

- |                       |                       |  |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | I can write an email                           |
| <input type="radio"/> | <input type="radio"/> | I can make a doctor's appointment on the phone |
| <input type="radio"/> | <input type="radio"/> | I can understand a menu                        |
| <input type="radio"/> | <input type="radio"/> | I can apply for a job                          |
| <input type="radio"/> | <input type="radio"/> | I can understand and pay for a phone bill      |

**I can do this**   **I want to learn this**

- |                       |                       |  |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | Help a child with homework                             |
| <input type="radio"/> | <input type="radio"/> | Give instructions to someone driving or taking the bus |
| <input type="radio"/> | <input type="radio"/> | I can fill out a form                                  |
| <input type="radio"/> | <input type="radio"/> | I can understand my mail                               |
| <input type="radio"/> | <input type="radio"/> | I can write a grocery list                             |

# Initial Learner Self-Assessment

Name:

Date:

Please respond to the following statements:

	Low			High
	1	2	3	4
Writing is easy for me				
Reading is easy for me				
Listening is easy for me				
Speaking is easy for me				
Navigating documents is easy for me				

What are my learning goals?

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# Learner Self-Assement: Progress Report

Name:

Date:

Please respond to the following statements:

	1	2	3	4
<b>Writing is easy for me</b>				
<b>Reading is easy for me</b>				
<b>Listening is easy for me</b>				
<b>Speaking is easy for me</b>				
<b>Navigating documents is easy for me</b>				

I have achieved my learning goal:    A Lot            A Little            Not at All

This program has helped me:            A Lot            A Little            Not at All

Please explain your answer:

---

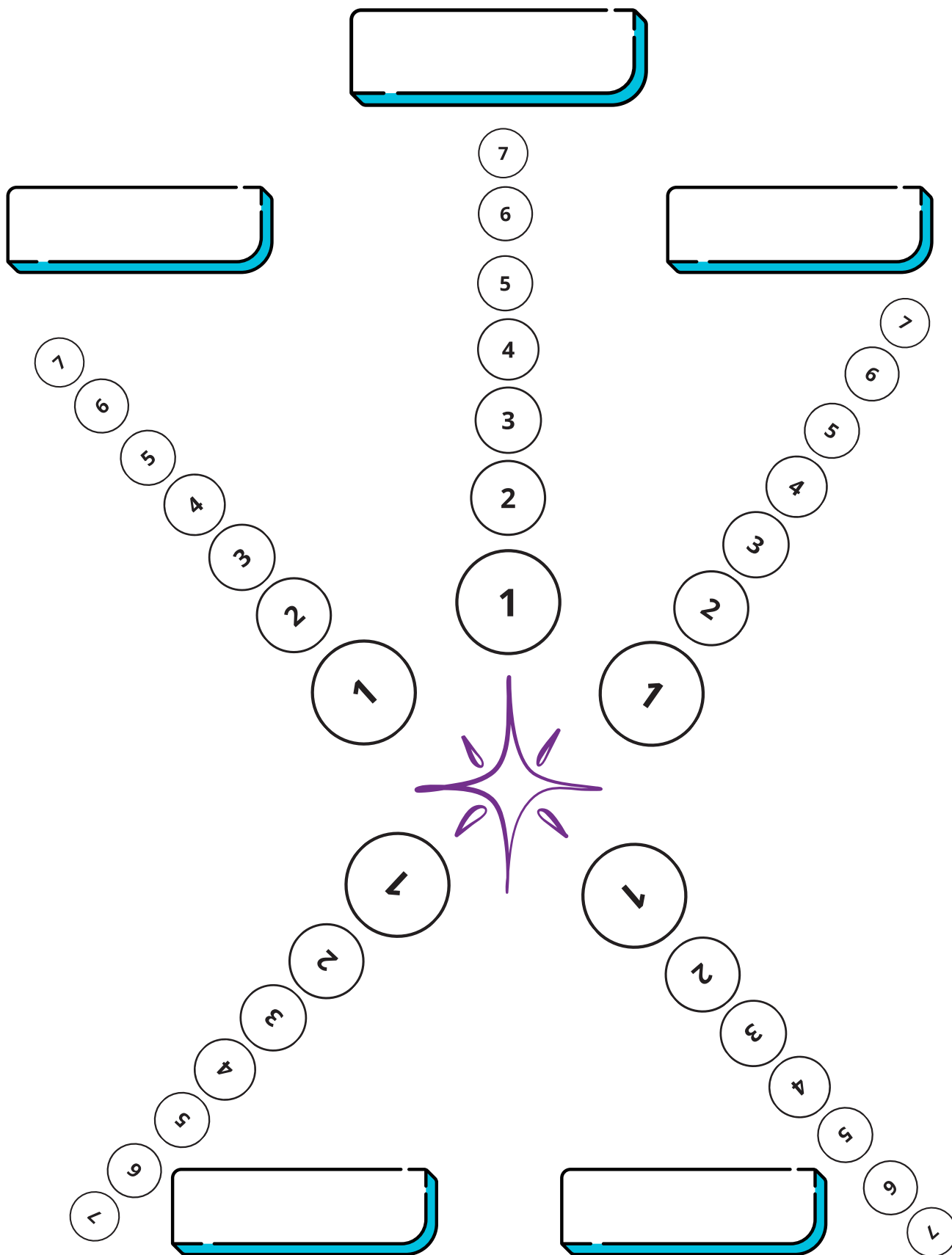


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# Learning Burst



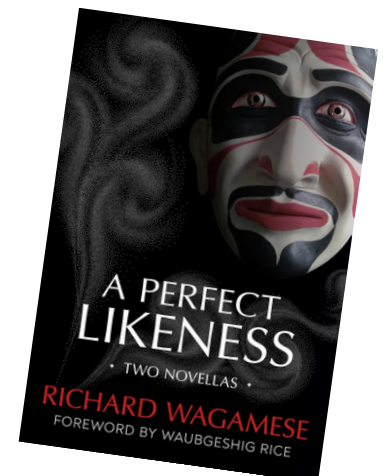
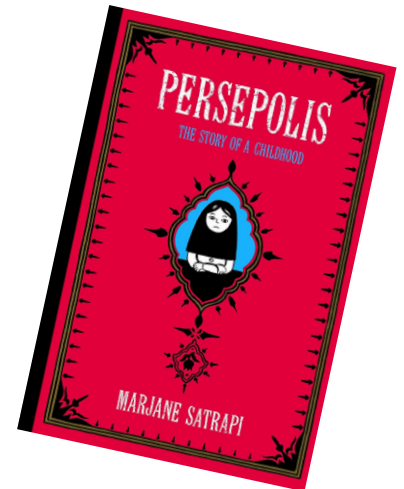
# Hi-Lo Books

Hi-Lo is a term indicating that the text is a lower reading level but of higher interest to an adult learner.

These texts are probably too advanced for learners at CLB levels 1-3, however they are useful for future reference, and for learners who would like to challenge themselves.

You can recommend these texts to a learner in paper or audio format. You might also recommend learners to read a translated version of one of their favorite books.

- *The Giver* by Lois Lowery
- *Charlotte's Web* by E.B. White
- *The Hunger Games* by Suzanne Collins
- *Not a Star* by Nick Hornby
- *A Perfect Likeness* by Richard Wagamese
- *Red Rooms* by Cherie Dimaline
- *The Hate U Give* by Angie Thomas
- *The Catcher in the Rye* by J.D. Salinger
- *Persepolis* by Marjane Satrapi
- *Before the Coffee Gets Cold* by Toshikazu Kawaguchi
- *Curious Incident of the Dog in the Nighttime* by Simon Stephens



# External Resources

Below, you'll find several websites offering extensive free resources for English as an Additional Language (EAL), with most of them accessible immediately and without the need for an account.

<b>Adult English Language Learning Resources</b>	<a href="http://learnenglish.britishcouncil.org">learnenglish.britishcouncil.org</a>	
	<a href="http://eslfriend.com">eslfriend.com</a>	Free downloadable and printable activities, worksheets, lessons and other resources.
	<a href="http://onestopenglish.com">onestopenglish.com</a>	
	<a href="http://allthingstopics.com">allthingstopics.com</a>	
	<a href="http://allthingsgrammar.com">allthingsgrammar.com</a>	
	<a href="http://exhibitaenglish.com">exhibitaenglish.com</a>	
	<a href="http://eslprintables.com">eslprintables.com</a>	
	<a href="http://freeenglishlessonplans.com">freeenglishlessonplans.com</a>	
	<a href="http://iteslj.org">iteslj.org</a> (do not add "www." or website won't open)	
	<a href="http://en.islcollective.com">en.islcollective.com</a>	
	<a href="http://ef.com/wwen/english-resources">ef.com/wwen/english-resources</a>	
	<a href="http://breakingnewsenglish.com">breakingnewsenglish.com</a>	English news exercises
	<a href="http://cbc.ca/learning-english">cbc.ca/learning-english</a>	
	<a href="http://engoo.com/app/daily-news">engoo.com/app/daily-news</a>	
<b>Other EAL Teaching Guides</b>	<a href="http://writing.colostate.edu/teaching_guides.cfm">writing.colostate.edu/teaching_guides.cfm</a>	
	<a href="http://newamericanhorizons.org/training-videos">newamericanhorizons.org/training-videos</a>	
<b>General Educational Video Resources</b>	<a href="http://ed.ted.com">ed.ted.com</a>	
	<a href="http://thekidshouldseethis.com">thekidshouldseethis.com</a>	
	<a href="http://nfb.ca">nfb.ca</a>	Free movies
<b>Games and Activities</b>	<a href="http://jeopardylabs.com">jeopardylabs.com</a>	Jeopardy game creator and database
	<a href="http://contexto.me">contexto.me</a>	Secret word guessing game
	<a href="http://mylanguageexchange.com/Country/Canada.asp">mylanguageexchange.com/Country/Canada.asp</a>	Language exchange in Canada (email, text chat and voice chat)

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EST. 1899

**United for Literacy**  
**Littératie Ensemble**

## Literacy is...

### ...transformational

It changes lives, families, and communities. It feeds growth, unleashes potential, and empowers people with the capability and confidence they need to realize their goals.

### ...urgent

Everyone can learn. But not everyone can access the help they need. Canada's literacy divide widens daily because so many people and communities lack adequate literacy support.

### ...dynamic

Society demands increasingly sophisticated understanding of written language to fully participate in daily life.

### ...vital

to Canada's long-term success. Solving systemic literacy challenges is key to advancing social equity and prosperity across our country.

### ...achievable

Bridging the literacy gap is something we can do. It's our most effective, achievable tool for change. Results are demonstrable at personal and systemic levels.

**Literacy changes everything.**



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