

# Gender-Based Violence (GBV) Awareness for EAL Learners: **PSYCHOLOGICAL VIOLENCE RANA'S STORY**



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and Citizenship Canada

# REFLECT • How did you feel when you came to Canada? (CLB 1+)



How did you feel when you came to Canada?

## Grammar Note:

**Present** = feel, feels

- I feel happy right now.
- She feels happy when she gets a gift.

**Past** = felt

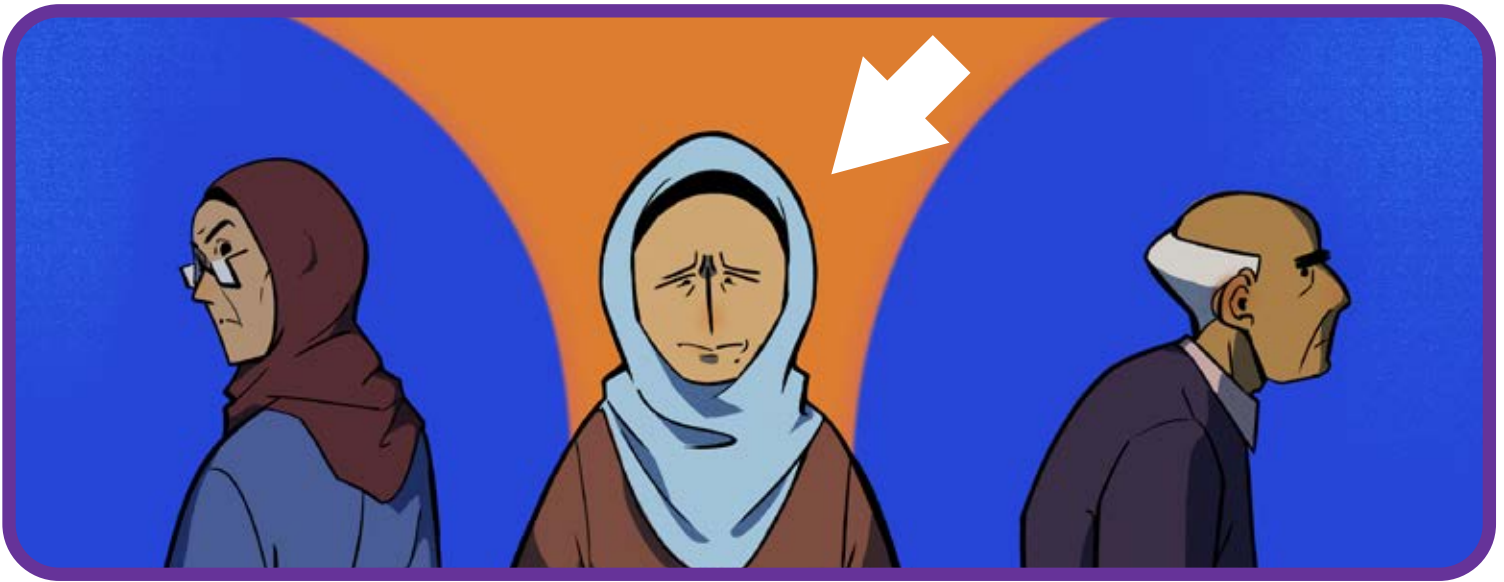
- I felt happy yesterday.
- He felt happy when he graduated from LINC 4.

## I felt



## Other:

**PREDICT • How does she feel? (CLB 1+)**



How does she feel?

She feels



Other:

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



1. Rana and Iman came to Canada 4 years ago.

YES NO

2. They lived with Rana's parents.

YES NO

3. Rana wanted to learn English.

YES NO

4. Iman's mother said okay.

YES NO

5. Rana wanted to make friends.

YES NO

6. Iman's father said no.

YES NO

7. Rana got a job.

YES NO

8. Iman agreed with his parents.

YES NO

9. Rana was lonely.

YES NO

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



Rana and Iman came to Canada 4 years ago. They lived with Iman's parents.



Rana was excited to learn English, make friends, and get a job someday.



But Iman's mother said, "You don't need English. Stay home with your family." Iman agreed.



Rana tried to make friends.



But Iman's father said, "You don't need friends. They give bad ideas." Iman agreed.



Iman's father took Rana's phone. He said, "Don't call anyone. Don't go anywhere." Iman agreed.



Rana talked about getting a job.



But Iman's mother said, "You're not smart enough to work in Canada." Iman agreed.





**Rana didn't know what to do. She felt sad and lonely.**



**Then Iman's parents took Rana's passport. Iman agreed.**



**Iman told Rana, "Listen to my parents. Do what they say. They brought us to Canada."**

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



**1. Who did Rana live with?**

- a) She lived alone.
- b) Just her husband.
- c) Her husband and his parents.

**2. Why was Rana excited? You can choose more than one.**

- a) She wanted to make friends.
- b) She wanted to get married.
- c) She wanted to have children.
- d) She wanted to get a job.

**3. What did Iman's parents do? You can choose more than one.**

- a) Tell Rana to get a job.
- b) Take Rana's phone.
- c) Take Rana's passport.
- d) Tell Rana to stay home.

**4. How did Rana feel at the end of the story?**

- a) Sad
- b) Happy
- c) Angry
- d) Lonely

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad

happy

scared

stressed

worried



angry

relaxed

tired

confused

lonely

Other:



Rana and Iman \_\_\_\_\_  
to Canada 4 years ago.

They \_\_\_\_\_ with Iman's  
parents.



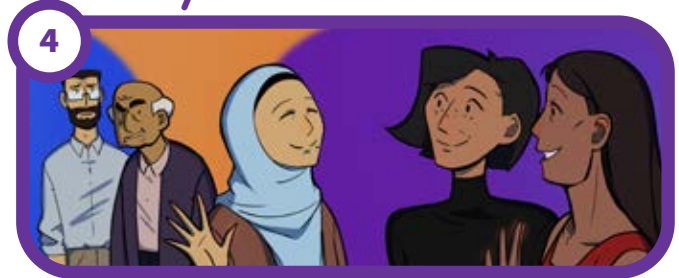
Rana was \_\_\_\_\_  
to learn English, make friends,

and \_\_\_\_\_ a job  
someday.



But Iman's mother

\_\_\_\_\_,  
"You don't need English.  
Stay home with your family."  
Iman agreed.



Rana \_\_\_\_\_

to \_\_\_\_\_ friends.



But Iman's \_\_\_\_\_  
said, "You don't need friends.

They \_\_\_\_\_ bad  
ideas." Iman agreed.



Iman's father \_\_\_\_\_  
Rana's phone. He said, "Don't  
call anyone. Don't \_\_\_\_\_  
anywhere." Iman agreed.



7



Rana \_\_\_\_\_  
about \_\_\_\_\_ a job.

8



But Iman's mother \_\_\_\_\_,  
"You're not smart enough to  
\_\_\_\_\_ in Canada."

Iman \_\_\_\_\_.

9



Then Iman's parents  
\_\_\_\_\_ Rana's passport.

Iman \_\_\_\_\_.

10



Iman \_\_\_\_\_ Rana,  
"Listen to my parents. Do what  
they say. They \_\_\_\_\_ us  
to Canada."

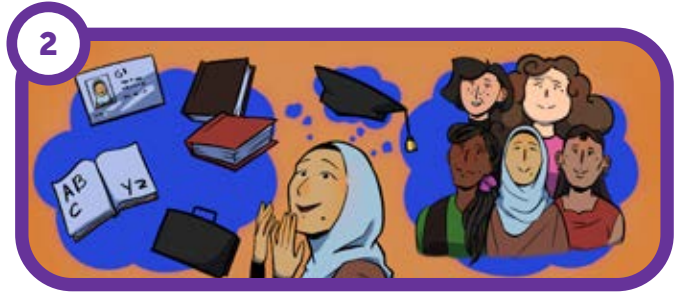
11



Rana \_\_\_\_\_  
know what to do. She  
\_\_\_\_\_ sad and lonely.



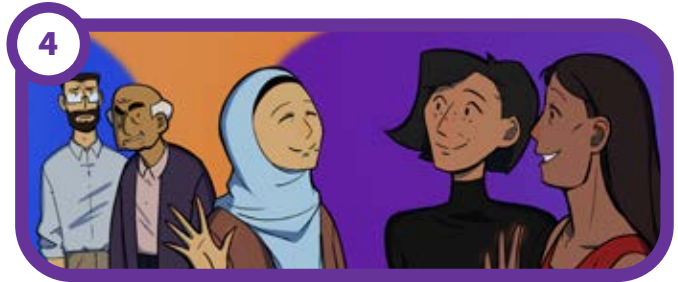
1 Rana and Iman came to Canada \_\_\_\_\_ years ago. They lived with Iman's \_\_\_\_\_.



2 Rana was excited to learn \_\_\_\_\_, make friends, and get a \_\_\_\_\_ someday.



3 But Iman's \_\_\_\_\_ said, "You don't need English. Stay \_\_\_\_\_ with your family." Iman agreed.



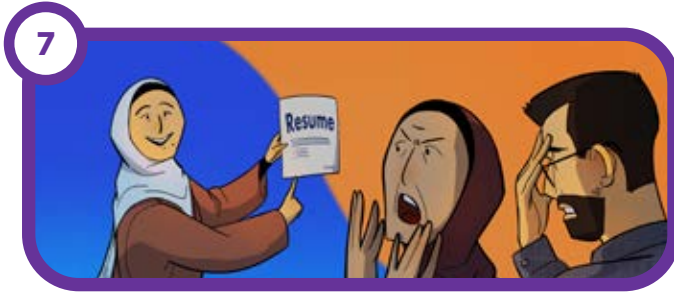
4 Rana tried to make \_\_\_\_\_.



5 But Iman's \_\_\_\_\_ said, "You don't need friends. They give bad \_\_\_\_\_." Iman agreed.



6 Iman's father took Rana's \_\_\_\_\_. He said, "Don't call anyone. Don't go anywhere." Iman agreed.



Rana talked \_\_\_\_\_  
getting a job.



But Iman's mother said, "You're  
not \_\_\_\_\_ enough to  
work in Canada." Iman agreed.



Then Iman's \_\_\_\_\_  
took Rana's \_\_\_\_\_.  
Iman agreed.



Iman told Rana, "Listen  
\_\_\_\_\_ my parents. Do what  
\_\_\_\_\_ say. They brought us  
to \_\_\_\_\_."



Rana didn't know \_\_\_\_\_  
to do. She felt \_\_\_\_\_  
and \_\_\_\_\_.



# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired

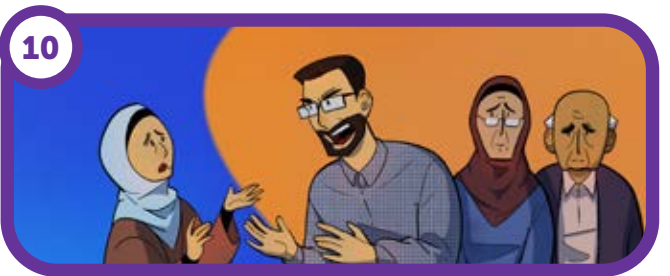
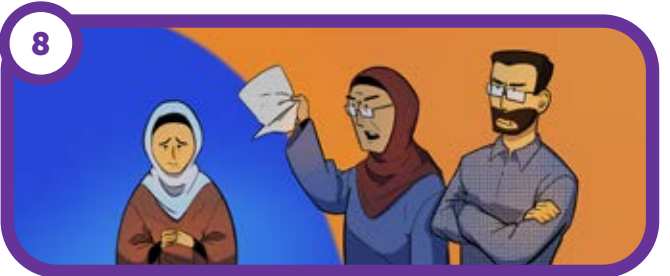
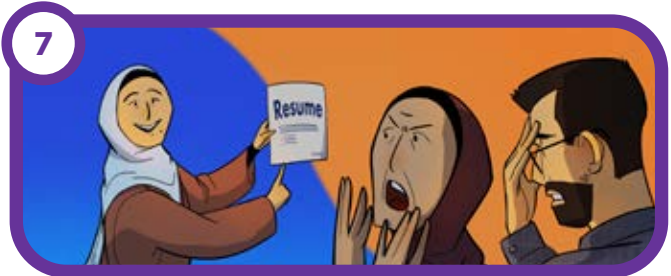


confused



lonely

Other:



# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



How do you feel about this story?



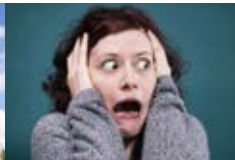
I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:

Is Rana okay? Why or why not?

Rana is okay / not okay because

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



**talk** to Iman and his parents



**talk** to a counsellor



**talk** to a friend



**go** to a shelter



**leave**



**get** legal help



**tell** the police



Other:



**talk to Iman and his parents**



**talk to a friend**



**talk to a counsellor**



**get legal help**



**leave**



**go to a shelter**



**tell the police**





1

talk to Iman and his parents

2

talk to a friend

3

talk to a counsellor

4

leave

5

go to a shelter

6

tell the police

7

get legal help



A



B



C



D



E



F



G



talk to Iman and his parents



talk to a friend



talk to a counsellor



get legal help



leave



go to a shelter



tell the police

# WRITE • What can Rana do? (CLB 1+)



Blank space for writing.



Blank space for writing.



Blank space for writing.



Blank space for writing.



Blank white space for writing.



Blank white space for writing.



Blank white space for writing.

Listen to your teacher say 3 options. 

**Circle** the options you hear:

talk to Iman and his parents



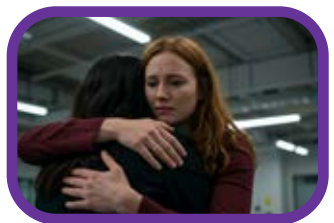
tell the police



leave



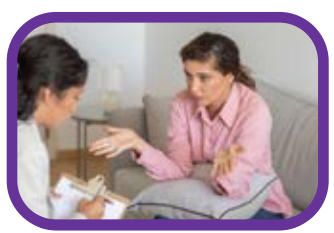
go to a shelter



get legal help



talk to a counsellor



talk to a friend



# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



**What can Rana do? (You can choose more than one.)**

**Rana can**

**talk to Iman and his parents**



**tell the police**



**leave**



**go to a shelter**



**get legal help**



**talk to a counsellor**



**talk to a friend**





**Draw the end of Rana's story.**





You are Rana's friend. Rana tells you about her problem. What do you want to say? You can circle more than one. Then, practise saying the sentences with correct word stress.

**Pronunciation Note:**

-  Stressed (loud + long): nouns, verbs, adjectives, adverbs, W/H question words, negatives
-  Unstressed (soft + short): pronouns, prepositions, be verbs, helping verbs

  
I believe you.

  
I'm here for you.

  
It's not your fault.

  
Thank you for telling me.

  
Thank you for trusting me.

  
How can I help?

  
What do you need?

  
Let's find resources together.

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



### III. Getting Things Done

- 1.3 • Understand expressions used to attract attention and to request assistance in situations of immediate personal need.
- 2.3 • Understand expressions used to make and respond to requests and warnings in situations of immediate personal need.

Instructions: Listen to and **circle** the advice. (3 points)

talk to  
Iman and  
his parents



talk to a  
friend



talk to a  
counsellor



leave



go to a  
shelter



get legal  
help



tell the  
police



CLB 2 only: Listen to the question. **Circle** the correct answer to the question.

- a) Rana can leave.
- b) Rana feels sad.
- c) Rana felt happy.
- d) Yes, she is.

**Success:**

CLB 1 = 1/2

CLB 2 = 2/3

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:

## TEACHER SCRIPT

Rana can talk to a friend.

Rana can go to a shelter.

Rana can get legal help.

CLB 2 Only: **What can Rana do?**



### III. Getting Things Done

- 3.3 • Understand expressions used in familiar everyday situations (such as requests, permission and warnings).
- 4.3 • Understand short communication intended to influence or persuade others in familiar, everyday situations.

Instructions: Watch the video and answer the questions.



<https://www.youtube.com/watch?v=-Vzc5VOgKok>



1. Neighbours, friends, family members, and coworkers are often the last people to know about an abusive relationship.

True False

2. Stopping domestic violence is difficult.

True False

3. To start, you can contact a shelter.

True False

4. You can only call shelters from 9am to 5pm.

True False

5. Shelters can give you information about many services in the community.

True False

6. Only women experience domestic violence.

True False

7. You can also find information on a website.

True False

8. Everyone can help stop domestic violence.

True False

**Success:**

CLB 3 = 5/8

CLB 4 = 6/8

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:





## IV. Sharing Information

- 1.4 • Give basic personal information in response to direct questions from a supportive listener.
- 2.4 • Give expanded basic personal information to a supportive listener.

**Instructions: Answer your teacher's questions about your feelings.**



I can...	No	So-So	Yes
*answer my teacher's questions.			
say feeling words.			
say a short sentence. I feel ____.			
CLB 2: use present and past tense.			

### Success:

CLB 1 = \* yes, 1 more yes  
 CLB 2 = \* yes, 2 more yes

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2  
 \_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:

## TEACHER'S QUESTIONS

1. Are you okay with this topic?

2. How do you feel?

3. CLB 2: How did you feel when you came to Canada?



## IV. Sharing Information

- 3.4 • Give information about immediate needs and some feelings related to common everyday activities.
- 4.4 • Give information about needs and feelings related to common everyday activities.

**Instructions: Answer your teacher's questions about your feelings.**



I can...	No	So-So	Yes
*answer my teacher's questions.			
say feeling words.			
speak in complete sentences.			
use present and past tense.			
give reasons with "because."			
use good grammar.			

### Success:

CLB 3 = \* yes, 3 more yes  
 CLB 4 = \* yes, 4 more yes

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

Continue:

Work on:

## TEACHER'S QUESTIONS

1. Are you okay with this topic?

2. How do you feel? Why?

3. How did you feel when you came to Canada? Why?

4. How did you feel yesterday? Why?

5. How do you feel when [teacher's choice]?

6. How do you feel when [teacher' choice]?



### IV. Comprehending Information

- 1.4 • Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs.
- 2.4 • Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.

**Instructions: Look at the poster and answer the questions.**



Neighbours, Friends & Families



Instructions: Look at the list. Write the correct numbers next to the words.



- \_\_\_\_\_ Health card
- \_\_\_\_\_ ID
- \_\_\_\_\_ Keys
- \_\_\_\_\_ Medicine
- \_\_\_\_\_ Money
- \_\_\_\_\_ Phone numbers
- \_\_\_\_\_ Photos and children's toys

CLB 2 only: **Circle** the correct answer (2 points)

Rana can use this list to...

- a) go on a trip.
- b) come to Canada
- c) leave Iman and his parents.
- d) go shopping

**Success:**

CLB 1 = 5/7

CLB 2 = 7/9

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet



# TEACHER FEEDBACK

Continue:

Work on:



### III. Getting Things Done

**3.3** • Get information from short business or service texts (such as brochures, notices, form letters and flyers).

**4.3** • Get information from short business or service texts (such as brochures, notices, form letters and flyers).

**Instructions: Read the poster and answer the questions.**



**1. Identification** for yourself and children: birth certificates, SIN cards, passports, immigration papers, driver's license

**2. Valuables & keepsakes:** important jewelry, small family heirlooms\*, pictures, small toys, books and comfort items for children

**3. Important personal papers:** marriage certificate, custody orders, restraining orders, work permits, records of police reports or other evidence of abuse

**4. Medication:** one month's supply of medication for you and children, and a copy of all medication prescriptions

**5. Keys:** House and car keys, safety deposit box or post office box key

**6. Funds:** cash, debit card, credit card, cheques

**7. Financial documents:** housing documents (mortgage statement or rental agreement), account numbers, investment papers, tax returns (past two years), car registration and insurance information

**8. Phone numbers:** important numbers and addresses of family, close friends, lawyer, local shelters and helplines

**9. Health insurance cards and medical records**

**Note:** many of these records are available online if you do not have paper copies

**\*Note:** if you have the ability and access, try to store any family heirlooms in a safety deposit box or another safe place before you leave

## Checklist of what to take when leaving an abusive situation



Neighbours, Friends & Families



Instructions: Read the poster and answer the questions.



1. Rana can use this list to...



- a) go on a trip.
- b) come to Canada.
- c) leave Iman and his parents.
- d) go shopping.

2. Match the thing with the category. (5 points)



- |                                 |                   |
|---------------------------------|-------------------|
| a)___ Identification            | 1. Cash           |
| b)___ Important personal papers | 2. Tax returns    |
| c)___ Medication                | 3. Police reports |
| d)___ Funds                     | 4. Passports      |
| e)___ Financial documents       | 5. Prescriptions  |

3. Rana wants to get into her home. What thing on the list does she need?

4. Rana wants to go to the hospital. What thing on the list does she need?



Instructions: Read the poster and answer the questions.



5. Rana wants to contact a shelter. What thing on the list does she need?

6. "Valuables and keepsakes" are important because...

- a) they are worth a lot of money.
- b) you like them.
- c) both (a) and (b).

7. Rana can get her medical records online.

True False

8. CLB 4 ONLY: What is the most important thing on this list for Rana? Why? (2 points)

**Success:**

CLB 3 = 8/11

CLB 4 = 10/13

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:



## II. Reproducing Information

- 1.2 • Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.
- 2.2 • Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks.

Instructions: Copy the list.



I can...	No	So-So	Yes
*copy a list. (a different line for each item)			
copy words.			
write neatly.			
CLB 2: spell and capitalize most words correctly.			

### Success:

CLB 1 = \* yes, 1 more yes

CLB 2 = \* yes, 2 more yes

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet



Instructions: Copy the list.



**Rana can:**

1. Talk to Iman and his parents.
2. Talk to a friend.
3. Talk to a counsellor.
4. Leave.
5. Go to a shelter.
6. Tell the police.
7. Get legal help.

**Continue:**

**Work on:**





## I. Interacting with Others

- 3.1 • Convey short, personal and informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).
- 4.1 • Convey short, personal, informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).

**Instructions: You are Rana’s friend. Rana texts you about her problem. She asks you for help. Reply to her text with a greeting, polite and supportive language, and suggestions.**

I can...	No	So-So	Yes
*write a clear text message.			
write a greeting.			
respond politely. E.g. I believe you. CLB 3: 1-2 sentences; CLB 4: 2-3 sentences			
make suggestions. E.g. You can... CLB 3: 1-2 sentences; CLB 4: 2-3 sentences			
use correct spelling, punctuation, and capitalization.			
use good grammar. E.g. You can + base verb.			
CLB 4: write a paragraph. (not just a list of sentences)			

**Success:**

CLB 3 = \* yes, 3 more yes

CLB 4 = \* yes, 4 more yes

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

Continue:

Work on:

# TEACHER FEEDBACK

A large speech bubble shape with a purple border and 20 horizontal lines for writing feedback.

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other: