

# Gender-Based Violence (GBV) Awareness for EAL Learners: **SEXUAL VIOLENCE** **MAY'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



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

## Other:

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



How does she feel?

She feels



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



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



1. May and Ken came to Canada 3 years ago.

YES NO

2. They had 3 children.

YES NO

3. They worked hard.

YES NO

4. May was tired.

YES NO

5. Ken wanted to hug May.

YES NO

6. May wanted to kiss Ken.

YES NO

7. May said "Yes."

YES NO

8. Ken stopped.

YES NO

9. May was angry.

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



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



May and Ken came to Canada 5 years ago with their 3 children. They were busy. They worked hard.



One night, May was tired. She wanted to go to sleep early.



Ken wanted to hug her. He wanted to kiss her. May said "no."



Ken got angry. He said, "You are my wife!"



**He hugged her. He kissed her. May said “no” again.**



**Ken didn't stop. He kept hugging her. He kept kissing her.**



**May felt angry. She wanted to cry. She didn't want to tell anyone because she was ashamed.**

# 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. How long have May and Ken been in Canada?**

- a) \_\_\_ 5 years
- b) \_\_\_ 3 years

**2. May wanted to go to sleep early because...**

- a) \_\_\_ She was sad.
- b) \_\_\_ She was angry.
- c) \_\_\_ She was tired.

**3. What did Ken want to do? You can choose more than one.**

- a) \_\_\_ Hug May.
- b) \_\_\_ Kiss May.
- c) \_\_\_ Sleep.

**4. Why did Ken get angry?**

- a) \_\_\_ May said no.
- b) \_\_\_ May wanted to hug him.
- c) \_\_\_ May said yes.

**5. How did May feel at the end of the story? You can choose more than one.**

- |                |               |
|----------------|---------------|
| a) ___ happy   | a) ___ scared |
| b) ___ ashamed | b) ___ angry  |

# 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:



1

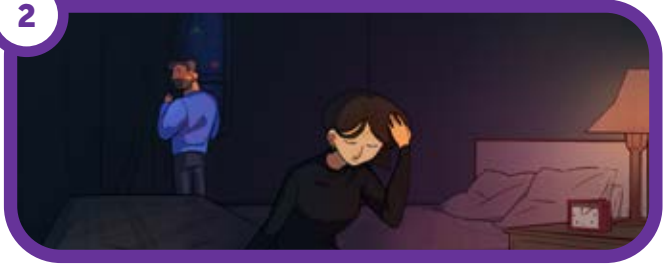


May and Ken \_\_\_\_\_  
to Canada 5 years ago with  
their 3 children.

They \_\_\_\_\_ busy.

They \_\_\_\_\_ hard.

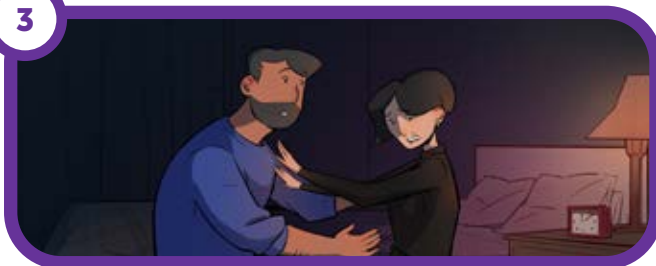
2



One night, May \_\_\_\_\_  
tired.

She \_\_\_\_\_  
to go to sleep early.

3

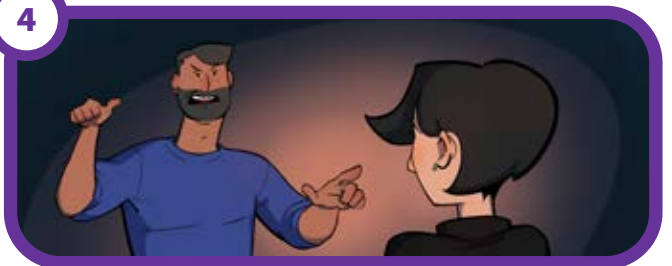


Ken wanted to \_\_\_\_\_  
her.

He wanted to \_\_\_\_\_  
her.

May \_\_\_\_\_ "no."

4



Ken \_\_\_\_\_ angry.

He said, "You \_\_\_\_\_  
my wife!"



5

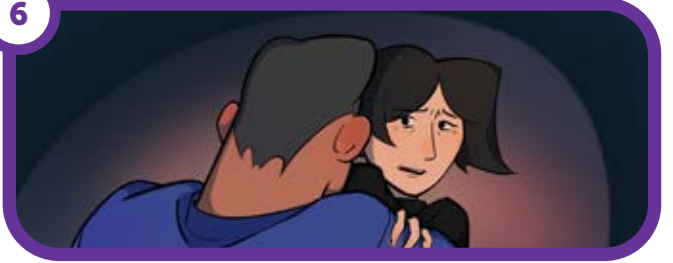


He \_\_\_\_\_ her.

He \_\_\_\_\_ her.

May said "no" \_\_\_\_\_.

6



Ken \_\_\_\_\_ stop.

He \_\_\_\_\_ hugging her.

He \_\_\_\_\_ kissing her.

7



May \_\_\_\_\_ angry.

She \_\_\_\_\_ to cry.

She \_\_\_\_\_ want  
to tell anyone because she

\_\_\_\_\_ ashamed.



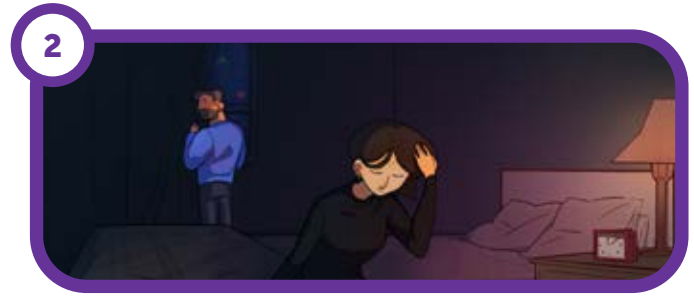
May and Ken came \_\_\_\_\_

Canada 5 years \_\_\_\_\_

with their 3 \_\_\_\_\_.

They were \_\_\_\_\_.

They worked \_\_\_\_\_.



One night, May was

\_\_\_\_\_. She wanted to

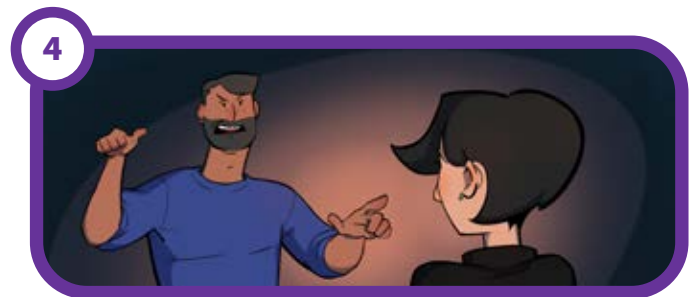
go to sleep \_\_\_\_\_.



Ken \_\_\_\_\_ to hug her.

He \_\_\_\_\_ to kiss her.

May said "\_\_\_\_\_."



Ken got \_\_\_\_\_.

He said, "You are my

\_\_\_\_\_!"



5

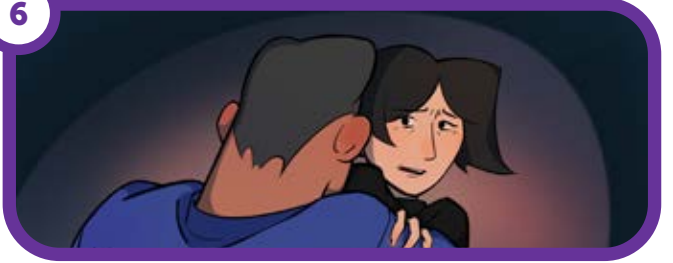


He hugged \_\_\_\_\_.

\_\_\_\_\_ kissed her.

May \_\_\_\_\_ "no" again.

6



Ken didn't \_\_\_\_\_.

He kept \_\_\_\_\_ her.

He kept \_\_\_\_\_ her.

7



May felt \_\_\_\_\_.

She wanted to \_\_\_\_\_.

She didn't want to \_\_\_\_\_

anyone \_\_\_\_\_

she was \_\_\_\_\_.

# 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

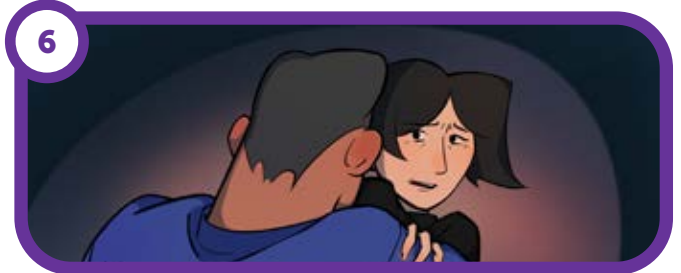
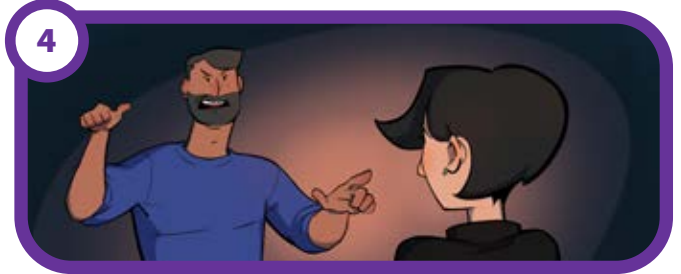
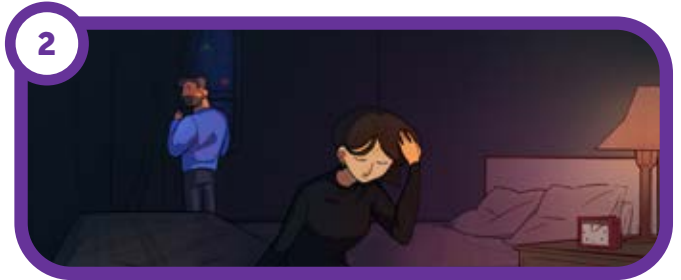


confused



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 May okay? Why or why not?

May 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:



**go** to the hospital



**talk** to Ken



**talk** to a friend



**talk** to a counsellor



**leave**



**go** to a shelter



**tell** the police



**get** legal help



Other:



Other:



**go to the  
hospital**



**talk to Ken**



**talk to a friend**



**talk to a  
counsellor**



**leave**



**go to a shelter**



**tell the police**



**get legal help**



1 talk to a friend



A

2 talk to a counsellor



B

3 leave



C

4 go to a shelter



D

5 tell the police



E

6 get legal help



F

7 go to the hospital



G

8 talk to Ken



H



go to the  
hospital



talk to Ken



talk to a friend



talk to a  
counsellor



leave



go to a shelter



tell the police



get legal help



Blank white space for writing.



Blank white space for writing.



Blank white space for writing.



Blank white space for writing.



Blank white 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:

go to the hospital



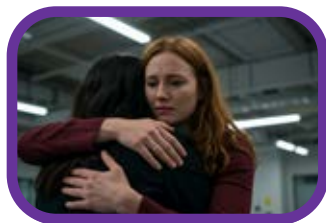
tell the police



talk to Ken



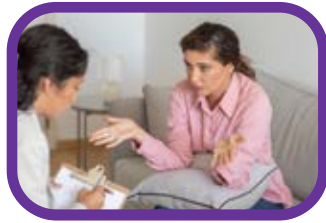
go to a shelter



leave



talk to a counsellor



get legal help



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 May do? (You can choose more than one.)

May can

go to the hospital



go to a shelter



talk to Ken



talk to a counsellor



leave



talk to a friend



get legal help



other:



tell the police





Draw the end of May's story.



You are May's friend. May 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  
Ken



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) May can leave.
- b) May feels sad.
- c) May 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

May can talk to a friend.

May can go to a shelter.

May can get legal help.

CLB 2 Only: **What can May 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.**





Instructions: Look at the poster. 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)



May can use this list to...

- a) go on a trip.
- b) come to Canada.
- c) leave Ken.
- 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. May can use this list to...



- a) go on a trip.
- b) come to Canada.
- c) leave Ken.
- 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. May wants to get into her home. What thing on the list does she need?

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



Instructions: Read the poster and answer the questions.



5. May 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. May can get her medical records online.

True False

8. CLB 4 ONLY: What is the most important thing on this list for May? 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.



**May can:**

1. Go to the hospital.
2. Talk to Ken.
3. Talk to a friend.
4. Talk to a counsellor.
5. Leave.
6. Go to a shelter.
7. Tell the police.
8. 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 May's friend. May 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, rounded rectangular box with a purple border and a purple triangular pointer at the bottom center. Inside the box are 20 horizontal purple 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: