



## Choosing Community Organizations

### A CLB 5/6 Module with Assessment Tasks



**THE  
IMMIGRANT  
EDUCATION  
SOCIETY**

This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-building and skill-using activities
- ✓ CLB 5 and CLB 6 Assessment Tasks
- ✓ Answer Keys
- ✓ Links to CLB 5 and CLB 6 Online Assessment Tasks

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## **Development Team**

Trina St. Jean (Writer and Developer)

TIES LINC Department (Review and Dissemination)

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For any questions related to this material, please contact:

The Immigrant Education Society  
3820 32 Street NE  
Calgary, Alberta  
T1Y 7L9

403-291-0002 | [www.immigrant-education.ca](http://www.immigrant-education.ca)

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**TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#).**

	Listening (CLB 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
<b>Real-World Task Goal (s)</b>	Understanding a presentation about community organizations and their services	Giving a presentation about a community organization and its services	Reading a brochure from a community organization	Taking notes on voicemail from community organizations
<b>Context/Background Information</b>	Knowledge of the range of community organizations (non-profit and government) and types; awareness of the services community organizations offers; understanding of eligibility, fees and service conditions; format of brochures; structure of a presentation			
<b>CLB Competency Areas and Features</b>	<p><b>Getting Things Done</b> Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice) in everyday personally relevant situations.</p> <p><b>Comprehending Information</b> Understand presentations related to everyday, personally relevant topics or situations.</p> <p><b>CLB 5:</b> Up to 5 minutes in length <b>CLB 6:</b> Up to 10 minutes in length</p>	<p><b>Sharing Information</b> Give presentations about sequences of events; incidents in the past, present or future; or to describe scenes, pictures or daily routines.</p> <p><b>CLB 5:</b> Presentations are up to about 5 minutes long <b>CLB 6:</b> Presentations are up to about 7 minutes long</p>	<p><b>Getting Things Done</b> Get information from simple to moderately complex service texts such as brochures</p> <p><b>CLB 5:</b> Text is up at about 1 page <b>CLB 6:</b> Text is up at about 2 pages</p>	<p><b>Reproducing Information</b> Reduce short, factual, oral discourse to notes or messages.</p> <p><b>CLB 5:</b> oral discourse has about 5 to 7 details <b>CLB 6:</b> oral discourse has about 10 details</p>

	Listening (CLB 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
<b>Language Focus</b>	<p><b>Pragmatics:</b> awareness of the listener’s understanding while doing a presentation, appropriate tone, body language and eye contact.</p> <p><b>Grammar:</b> modals for suggestions and advice (e.g. You could visit this organization and Zero Conditionals (e.g. If you need..., you can....)).</p> <p><b>Vocabulary:</b> different types of community organizations, the types of services they offer</p>			
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>· Listening for key details</li> <li>· Listening for the gist</li> <li>· Listening for expressions of opinion</li> </ul>	<ul style="list-style-type: none"> <li>· Using present tense to describe a situation/habitual experience</li> <li>· Presentation strategies: using cohesive devices, organizing the presentation, checking for understanding, body language</li> </ul>	<ul style="list-style-type: none"> <li>· Skimming and scanning techniques to find information on a brochure or website</li> <li>· Understanding the gist of informational texts</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies for recording complete and correct information</li> <li>· Strategies for checking and editing work</li> <li>· Correct capitalization and punctuation</li> </ul>
<b>Assessment Task</b>	Listening to a presentation about community services and answering questions.	Giving a presentation about a community organization and its services.	Reading a brochure from a community organization and answering questions.	Taking notes on voicemail from community organizations.

## Instructor Resources

1. Language Companion Stage 2: Community Services (*Where I Live*) P. 14-15
2. LINC Classroom Activities (LINC 3), Algonquin College: Kathleen Johnson, Sheila Morrison.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_3\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_3_Classroom_Activities.pdf)
  - pp. 273 – 305. Community and Government Services: Block Parent, Neighborhood Watch and the Food Bank
  - Accompanying Learning Objects (online activities):  
<http://www.moresettlement.org/LINC1-4/LINC3/index.htm>
3. LINC Classroom Activities (LINC 4), Algonquin College: Kathleen Johnson, Sheila Morrison.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_4\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf)
  - pp. 328 – 347. Community and Government Services: 2-1-1.
  - Accompanying Learning Objects (online activities):  
<http://www.moresettlement.org/LINC1-4/LINC4/index.htm>
4. 211 (Alberta) website: <https://www.ab.211.ca/>
5. Real World Tasks website: [Realworldtasks.ca](http://Realworldtasks.ca):
  - Sharing Information and Suggestions with a Friend (CLB 6 Speaking)
6. CBC Edmonton EAL. Monthly story: Edmonton Food Bank. Contains a pdf with activities and audio for a listening activity.  
\*Note: This is at a CLB 6/7 level so would be challenging for CLB 5 students.  
<https://www.cbc.ca/edmonton/eal/2014/03/story-33-edmonton-food-bank.html>
7. Presentation skills: LINC Classroom Activities Volume 2 (CLB 5 page 69; CLB 6 page 133)  
[http://www.moresettlement.org/LINC5-7Activities/LINC\\_5-7\\_Classroom\\_Activities\\_Volume2.pdf](http://www.moresettlement.org/LINC5-7Activities/LINC_5-7_Classroom_Activities_Volume2.pdf)

### Listening Materials

8. 211 Videos <https://www.ab.211.ca/> (At the bottom of the page)
9. Immigrant Services: Accessing Language Services video  
<https://www.youtube.com/watch?v=11gJXvsTQ-l>
10. LINC 5-7 Classroom Activities. Volume 2. Toronto District School Board.
  - Voice Mail Messages. Page 341-343 (385-387 in PDF)
  - Taking Messages. Page 384 (428 in PDF)
  - Audio available at: [http://wiki.secteurétablissement.org/index.php/LINC\\_5-7\\_Classroom\\_Activities\\_Volumes\\_1\\_&\\_2](http://wiki.secteurétablissement.org/index.php/LINC_5-7_Classroom_Activities_Volumes_1_&_2)

## Grammar Materials

### 10. Modals for advice/suggestions:

- should: <https://www.allthingsgrammar.com/should.html>
- <https://www.englishpage.com/modals/modalintro.html>
- <https://www.teach-this.com/functional-activities-worksheets/giving-advice> (some free activities, some require a membership)

### 11. Zero Conditionals:

- <https://www.allthingsgrammar.com/zero-conditional.html>
- <https://www.englishpage.com/conditional/conditionalintro.html>

## Warm-up Activity

The following discussion questions can be done in small groups or on a discussion board.

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### Community Organization Discussion Questions

A **community organization** is a place where a group of people work together for the same goal. For example, a community organization can help people find a job or help newcomers settle in a new country.

1. Did you get help from any organizations when you first arrived in Canada? Which organizations helped and what services did they provide?

2. What services can help:

- Newcomers?
- Seniors?
- Children?
- Teenagers?
- Parents?
- The unemployed?



3. What kind of community organization would you like to go to? What kinds of services would you like the organization to have? (For example: childcare, free classes, fun activities, help to find a job, etc.)

4. How do you think community organizations have the funds to provide free services?

5. Whose responsibility do you think it is to provide services to people in need: the community or the government, or both?

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### Other Warm-up Activities:

1. Students do an Online Search using these materials from the Language Companion:

- Language Companion Stage 2: Community Services (*Where I Live*) P. 14-15

2. Students create a “dream” community organization in a small group. They imagine the perfect community organization with all the services they want. What would it have? (E.g. childcare, translation services, cooking classes, help with resumés, free Wi-Fi, etc.) They give the organization a name.



## Vocabulary

**Basic vocabulary that might be covered in the module:**

Organization	Non-profit organization	Services	Family members
To help	Fees	Program	Assistance
To support (verb) Support (noun)	No charge Free of charge	To refer (verb) Referral (noun)	Teens Seniors
To offer	Sliding scale	Register	Coaching
To provide	Eligible/Eligibility	Drop in	Counseling

**These are the categories of services covered on the 211 Website:**

Caregivers	Employment	Health
Children / Families	Financial Supports	Homelessness
Community Programs	Food / Basic Needs	Youth
Disability Supports	General	Indigenous Peoples
Disaster	Violence / Abuse	LGBTQ2S+
Education / Students	Volunteering/Donations	Legal
Emergency / Crisis	Government	Mental Health / Addictions
Newcomers	Seniors / Older Adults	Shelter/Housing

## Grammar

1. Depending on the group, a brief review of **present tense (third person)** to describe organizations, services, etc. could be useful. A great way to practice is by using the LINC program as examples.

- This organization **helps/supports** \_\_\_\_\_ (families, parents, people looking for a job, etc.). *ex. Who does LINC support?*
- This organization **offers/provides** \_\_\_\_\_ (childcare, computer classes, etc.). *ex. LINC doesn't offer cooking classes.*
- This organization **can help you** \_\_\_\_\_ (*verb*: find a job, learn to cook, find a counsellor, etc.). *ex. LINC helps you improve your English. LINC doesn't help you with money problems.*

2. Introduction and/or review of **Zero Conditional**:

- As applied to accessing services at community organizations:
  - If you have a problem with....
  - If you need help with....
  - If your child needs help....
- Possible resources:
  - <https://www.allthingsgrammar.com/zero-conditional.html>
  - <https://www.englishpage.com/conditional/conditionalintro.html>

3. **Modals** for suggestions and advice:

- should, can, could, might/may
- Possible resources:
  - <https://www.allthingsgrammar.com/should.html>
  - <https://www.englishpage.com/modals/modalintro.html>
  - <https://www.teach-this.com/functional-activities-worksheets/giving-advice>

## Listening

### SB Skill-Building Activities

Students practice listening for details, understanding the main idea and guessing the meaning of unknown words. Possible resources on community organizations to practice:

- 211 videos: <https://www.ab.211.ca/>
- Immigrant Services: Accessing Language Services: <https://www.youtube.com/watch?v=11gJXvsTQ-I>

### SU Skill-Using Tasks

The following could be adapted to be used as skill-using activities:

1. LINC Classroom Activities (LINC 3), Algonquin College: Kathleen Johnson, Sheila Morrison. [http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_3\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_3_Classroom_Activities.pdf)

- pp. 273 – 305. Community and Government Services: Block Parent, Neighborhood Watch and the Food Bank
- Audio files found here: [http://wiki.settlementatwork.org/index.php/LINC\\_1-4\\_Classroom\\_Activities](http://wiki.settlementatwork.org/index.php/LINC_1-4_Classroom_Activities)

2. LINC Classroom Activities (LINC 4), Algonquin College: Kathleen Johnson, Sheila Morrison. [http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_4\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf)

- pp. 328 – 347. Community and Government Services: 2-1-1.  
\*Challenging for CLB 5, but may be adapted.
- Audio files found here: [http://wiki.settlementatwork.org/index.php/LINC\\_1-4\\_Classroom\\_Activities](http://wiki.settlementatwork.org/index.php/LINC_1-4_Classroom_Activities)

3. The instructor gives information about organizations and their services (from, for example, <https://www.ab.211.ca/>) in a presentation. Students answer teacher-prepared questions or fill in a chart similar to the one used for skill-using in writing.

4. Students can listen to other students share information on community organizations (in the speaking skill-using activity), answer questions or fill in a chart, then carry out a self-assessment.

## Speaking

### SB Skill-Building Activities

1. Students practice using present tense to describe organizations they are familiar with and the services they offer (for example, their LINC program).
2. Students could carry out role plays in which they share information with each other on community organizations (information taken from brochures or websites such as <https://www.ab.211.ca/>).
3. Students practice using basic modals for advice and/or zero conditional in games and role plays. Some possible resources:
  - <https://www.allthingsgrammar.com/zero-conditional.html>
  - <https://www.englishpage.com/conditional/conditionalintro.html>
  - should: <https://www.allthingsgrammar.com/should.html>
  - <https://www.englishpage.com/modals/modalintro.html>
  - <https://www.teach-this.com/functional-activities-worksheets/giving-advice> (some free activities, some require a membership)

### SU Skill-Using Tasks

1. Students share information with a partner or in small groups about an organization they find on <https://www.ab.211.ca/>.
  - The instructor can assign organizations or categories to students, or give them brochures of organizations.

The instructor may provide a chart such as the one below for students to copy information:

Name of Organization	
Location	
Phone number	
Website	
Services Offered	
Who is Eligible	
Cost/Fees	

## Reading

### SB Skill-Building Activities

1. Students practice skimming and scanning for details and reading for the main idea.

The instructor can bring in brochures from community organizations in the area for practice, or students can read websites of community organizations or descriptions on <https://www.ab.211.ca/>.

### SU Skill-Using Tasks

1. The instructor provides a simple brochure or asks students to visit the website of a community organization. Students read to answer teacher-developed multiple-choice questions or students can answer open-ended questions such as:

1. What is the name of the organization?
2. Where is the organization (location)?
3. What services does the organization offer?
4. Who is eligible for the services?
5. How much do the services cost?

After completing a skill-using activity, students can carry out a reading self-assessment.

## Writing

### SB Skill-Building Activities

Students practice:

- Listening to messages and taking notes
- Strategies for accurate and complete note-taking: e.g. checking over notes after writing, organizing ideas into categories, using simple shorthand when appropriate

For skill-building purposes, the following cart can be used:

Name of Organization	
Location	
Phone number	
Website	
Services Offered	
Who is Eligible	
Cost/Fees	

### SU Skill-Using Tasks

1. Instructor can read information from community organizations, or record “voicemails” from organizations, for students to listen to. Students could also leave each other voicemails in a role play situation (in which they are calling from community organizations).

Find examples of organizations and programs in Calgary at <https://www.ab.211.ca/> (Most other provinces across Canada also have their own 211 websites.)

Students take notes to reduce the information to key details.

Students can carry out a self-assessment and/or get feedback:

- In the form of a peer assessment
- From the instructor on a modified version of the Writing Assessment google form.


## Tips for Using Assessment Tasks

1. In this Module Plan document, you will find the paper version of CLB 5/6 Multilevel Assessment Tasks only. However, there are links to separate CLB 5 and CLB 6 Online Assessment Tasks for each skill (Google Forms).
2. For each Google Form assessment, you have a choice of **View** or **Make a Copy**. To use it with your students, choose Make a Copy. Once you do so:
  - You can edit the copy.
  - You can view individual and group results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
  - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
  - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
  - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
    - i. The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
  - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
  - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
  - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

## CLB 5/6 Assessment Tasks

- In this section, you will find CLB 5/6 Assessment Tasks for:
  - Listening
  - Speaking
  - Reading
  - Writing

### CLB 5/6 Listening Assessment Task

<b>TASK</b>	Listening to a presentation about community organizations
<b>COMPETENCY</b>	<b>Getting Things Done</b> <b>Comprehending Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 5:</b> Students must get 9/13 in Part 1 <b>CLB 6:</b> Students must get 9/13 in Part 1 and 4/6 in Part 2
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Students listen to a presentation about community organizations.           <ul style="list-style-type: none"> <li>• CLB 5 listens to Part 1</li> <li>• CLB 6 listens to Part 1 and 2</li> </ul> </li> <li>2. Students can listen to the audio <b>2 times</b>.</li> <li>3. Students answer comprehension questions.           <ul style="list-style-type: none"> <li>• CLB 5 answers Part 1</li> <li>• CLB 6 answers Part and Part 2</li> </ul> </li> </ol>
<b>Online Assessments</b>  	CLB 5 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a> CLB 6 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a> *Note: the audio files are already embedded into the Online Assessments.  <b>Audio Files</b> Part 1 (CLB 5 and 6): <a href="#">HERE</a> Part 2 (CLB 6 only): <a href="#">HERE</a>



## CLB 5/6 Listening Assessment Transcript: Presentation about Community Organizations

Good morning everyone. Thank you for joining me today in this workshop about useful organizations that provide services to families in our great city. My name is Cynthia Wells. I'm excited to be here and share this information with you because I believe we are fortunate to have so many places to turn to in times of need. I'll only be talking about a few examples, but please remember that if you'd like to find a different resource, you can always call 211. Or, check out their website, where you'll find tons of organizations in 23 categories of service providers.

The first organization I'd like to mention is Catholic Family Service. CFI offers a variety of programs that help parents learn the skills to take care of their children. For example, they provide classes to young fathers called Fathers Moving Forward. To be eligible for this program, you must be between 16 and 25 years old. The goal of this course is to teach dads how to be a hands-on parent and a positive role model for their child. There is also a similar program for young mothers called Motherhood Matters. CFI will match young mothers, under age 24, with another mother in the community who has already gone through the program. They spend time together for nine weeks in workshops. Another wonderful opportunity CFI provides is the Families and Schools Together program. Families get together weekly for nine weeks at their child's school. Both parents and their children attend the meetings, with support from school staff and a social worker. Families make connections with other families, while parents develop and practice positive parenting and leadership skills.

The second organization I'm going to share is Carya. Carya has been an active non-profit organization in Calgary since 1910 and provides a large list of courses and programs to families of all types. One example is the Connect Parenting group. This program lasts nine weeks and helps mothers or fathers build stronger relationships and communication with their teenage children, ages 11 to 17. Carya also has nine different classes for children and teens, such as Bloom. Bloom helps girls between ages 11 and 16 build confidence. Another example is Worry Warriors, in which kids and teens can learn how to manage stress and anxiety. The cost for all

of these programs are on a sliding scale, so if you have a low income the cost would be very small.

The third organization I want to tell you about is West Central Community Resource Centre. This centre is located in the southwest of Calgary and offers many services that can help families build strong relationships with each other and the community. For parents who are having difficulty taking care of their children, there is an In-home Support Program. Support workers can visit parents in their own house and help them learn more parenting skills and how to create a positive environment in the home. There is also a Women's Group for immigrant women that meets weekly, where women of different backgrounds can talk about the challenges they face together. West Central Community Resource also has a Kids Konnect program. In this program, school-aged children can get help from volunteers to do their homework and have fun with other children. This program runs every week in three different locations in the city and is free.

Lastly, I want to give an example of a unique program for individuals with special family needs. It's called Best Beginning and is specifically for pregnant women or teens on a low income. In Best Beginning, women can join discussions on topics related to having a healthy pregnancy. They can also learn about parenting and nutrition, and get assistance such as coupons for food, bus tickets, and referrals for free dental work.

And I think that's all for now. I hope you found some of the information I shared with you helpful. We're going to take a quick break, but first I have a quote to share with you. A wise man once said, "Difficult roads often lead to beautiful destinations." Together, as a community, we can help each other to deal with life's many challenges and find positive solutions.

## **Part 2 (CLB 6 only)**

Thanks for coming back everyone. I hope you got to know each other a little during the break. We're going to continue where we left off – talking about specialized programs for families with unique circumstances.

Another specialized program in Calgary is called Caring Companion. If you have a senior living at home and you are their full-time caregiver, this program can help. Caring Companion

will match your senior with a volunteer who can meet them or take them out once a week, allowing you to have a break from caregiving responsibilities. We don't often talk about the stress caregivers of seniors face, and this program offers a small way of relieving some of that stress.

The second program with a unique focus that I'd like to talk about is the Antyx Community Arts Society Youth Engagement project. This program is for youth ages 13 to 24, and involves teens in community art projects. Whether your teen likes art or not, this program can offer your teen an opportunity to get out of the house, meet new people and express their creativity.

Before we wrap things up, I would like to tell you about a new and very important program at the Boys and Girls Clubs of Calgary. It's called the Aura Program and it provides youth with a safe place where sexual orientation and gender identity is respected. This program is for lesbian, gay, bisexual, transgender, queer, questioning, two-spirit and other sexual and gender minority youth between the ages of 14 and 24. Aura offers an affirming environment where youth can strengthen their relationships with natural supports. It allows them to build connections to the community and provides housing to end homelessness.

Well, that's all we have time for today. It was my absolute pleasure to tell you about some of the fantastic organizations that can support families and their diverse needs here in Calgary. Remember, you can always call 211 or visit their fantastic website for more information.

Thank you and have a great day.



## CLB 5/6 Listening Assessment: Presentation about Community Organizations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Listening to a presentation about community organizations
<b>COMPETENCY</b>	<b>Getting Things Done</b> <b>Comprehending Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 5: 9/13 in Part 1</b> <b>CLB 6: 9/13 in Part 1 and 4/6 in Part 2</b>
<b>INSTRUCTIONS</b>	<b>CLB 5:</b> Listen to Part 1 of the audio and answers the questions for Part 1. <b>CLB 6:</b> Listen to Part 1 & Part 2 of the audio and answer the questions for Part 1 and Part 2.

### Part 1: CLB 5 and CLB 6

1. What is this talk about? (1 point)
  - a) Catholic Family Service
  - b) Organizations that offer support to families in Calgary
  - c) Parenting classes in Calgary
  - d) Places Cynthia Wells has worked
2. Who is this talk for? (1 point)
  - a) People who want to work with children
  - b) Fathers
  - c) Mothers
  - d) Families
3. Who is eligible for the Fathers Moving Forward program? (1)
4. How long is the Motherhood Matters program? (1)
5. Where are the meetings for the Families and Schools Together program? (1)
6. Check (✓) the sentences that are TRUE according to the presentation: (5 points)
  - a) \_\_\_\_\_ Carya is more than 100 years old.
  - b) \_\_\_\_\_ Bloom teaches kids to improve communication.
  - c) \_\_\_\_\_ The Connect Parenting group helps parents talk to teens.
  - d) \_\_\_\_\_ There are fees for Carya programs.
  - e) \_\_\_\_\_ In Kids Connect, parents help their kids with school work.

7. In the program Worry Warriors, kids and teens can learn how to manage stress and anxiety. What do you think the meaning of **Warrior** is? (1)

- a. Fighter
- b. Teacher
- c. Leader

8. Which program mentioned do you think is the best for a family with young children? Why? (2 points)

### Part 2: CLB 6 only

1. What is the speaker's opinion of organizations in Calgary? (1 point)

- a) that people in Calgary are lucky to have so much support
- b) there isn't enough help for people who need it
- c) there are no organizations for seniors

2. Which program is helpful for the caregiver of someone at home over the age of 65? (1 point)

- a) the Aura Program
- b) Caring Companion
- c) Best Beginning

3. Your neighbor is pregnant and she wants to learn about eating well. She and her husband are unemployed. Which program might help her? (1 point)

- a) the Aura Program
- b) Caring Companion
- c) Best Beginning

4. The Aura Program provides support to sexual and gender minority youth, including housing.

What can we infer from this? (1 point)

- a) Sexual and gender minority youth sometimes face homelessness
- b) There are not enough apartments in Calgary
- c) Sexual and gender minority youth have difficulty finding jobs

5. The speaker said: **A wise man once said, "Difficult roads often lead to beautiful destinations."** What do you think this quote means? (1 point)

- a) Transportation is not always easy.
- b) Problems allow us to take nice photos.
- c) Problems can take us to a happier life in the future.

6. The speaker says the Aura Program is important. Why do you think she feels that way? (1 point)

- a) It's offered by the Boys and Girls Club
- b) Sexual and gender minority youth need somewhere safe to go
- c) It's a fun and exciting program

<b>Score:</b>	<b>Part One</b>	<b>/13</b>
	<b>Part Two</b>	<b>/6</b>

**Did you achieve CLB 5 or 6 on this task?**

- Not Yet
- Yes: CLB 5
- Yes: CLB 6

## Answer Key CLB 5/6 Listening Assessment: Presentation about a Community Organization


### Part 1:

1. b
2. d
3. young fathers age 16-25
4. 9 weeks
5. the child's school
6. checks (✓) for: a, c, d
7. fighter
8. Answers may vary: must name one program and give reason for opinion

### Part 2:


1. a
2. b
3. c
4. a
5. c
6. b

## CLB 5/6 Speaking Assessment Task

<b>TASK</b>	Giving a presentation about a community organization
<b>COMPETENCY</b>	<b>Sharing Information</b>
<b>CRITERIA FOR SUCCESS</b>	Students must get “yes” on the Holistic Criteria and 4/6 of Analytic Criteria.
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Students do research on a community organization by the instructor. The instructor can choose organizations from the 211 website or allow students to choose from within categories on the website. (Depending on the number of students in the class.)</li> <li>2. CLB 5 students give a presentation about a community organization in their area. They speak for 4 – 5 minutes.</li> <li>3. CLB 6 students give a presentation about TWO community organizations in their area. They speak for 6 – 8 minutes.</li> <li>4. Instructor fills out the online assessment rubric (link found below).</li> </ol>
<b>Online Assessments</b> 	<p>CLB 5 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 6 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>*Note: The Speaking Task card is inserted into the Google form, but you can also find it on the next page of this module plan.</p>




## CLB 5 Speaking Assessment Task Card: Presenting a Community Organization

<b>TASK</b>	<b>Presenting a community organization</b>
<b>COMPETENCY</b>	Sharing Information
<b>CRITERIA FOR SUCCESS</b>	You will be assessed on the Criteria on the assessment form. You must get “Yes” on Holistic Criteria and 4/6 of Analytic Criteria
<b>INSTRUCTIONS</b>	<p>You will give a presentation about a community organization in your area. Your instructor will tell you which organization, and you will do research online (on the organization’s website) to learn about the organization. In your presentation, you will describe:</p> <ul style="list-style-type: none"> <li>• Where the organization is</li> <li>• What services it offers</li> <li>• Who is eligible to access the services</li> <li>• Fees for services</li> <li>• How to register for services</li> <li>• Any other helpful information</li> </ul> <p> <b>You should speak for 4 – 5 minutes.</b></p>

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## CLB 6 Speaking Assessment Task Card: Presenting Community Organizations

<b>TASK</b>	<b>Presenting a community organization</b>
<b>COMPETENCY</b>	Sharing Information
<b>CRITERIA FOR SUCCESS</b>	You will be assessed on the Criteria on the assessment form. You must get “Yes” on Holistic Criteria and 4/6 of Analytic Criteria
<b>INSTRUCTIONS</b>	<p>You will give a presentation about TWO community organizations in your area. Your instructor will tell you which organizations, and you will do research online (on the organization’s website) to learn about the organizations. In your presentation, you will describe:</p> <ul style="list-style-type: none"> <li>• Where each organization is located</li> <li>• What services each organization offers</li> <li>• Who is eligible to access the services</li> <li>• Fees for services</li> <li>• How to register for services</li> <li>• Any other helpful information</li> <li>• Differences between the two organizations</li> </ul> <p> <b>You should speak for 6 – 8 minutes.</b></p>



## CLB 5/6 Speaking Assessment Rubric: Presentation about a Community Organization

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Telling someone about a community organization
<b>COMPETENCY</b>	<b>Sharing Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>“Yes” on Holistic Criteria and 4/6 of Analytic Criteria</b>
<b>INSTRUCTIONS</b>	<p>1. <b>CLB 5 students:</b> You will give a presentation about one community organization in your area. You should speak for 4 – 5 minutes.</p> <p>2. <b>CLB 6 students:</b> You will give a presentation about TWO community organizations in your area. You should speak for 6 – 8 minutes.</p>

<b>Holistic Criteria (CLB 5 and 6)</b>	<b>Not Yet</b>	<b>Yes</b>
Completed all of the task. Followed instructions.		
<b>Analytic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
Provided necessary information		
Presented information using connected discourse		
<b>CLB 5:</b> Used an introduction, some development, and a conclusion <b>CLB 6:</b> Used an introduction, development, and a conclusion		
<b>CLB 5:</b> Provided adequate descriptions <b>CLB 5:</b> Provided adequate detailed descriptions		
<b>CLB 5:</b> Showed awareness of eye contact and body language <b>CLB 6:</b> Showed awareness of eye contact, body language, volume and rate		
<b>CLB 5:</b> Spoke for 4-5 minutes <b>CLB 6:</b> Spoke for 6-8 minutes		

<p>You did this well:</p>       	<p>Next time, try:</p>       
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**Did you achieve CLB 5 or 6 on this task?**

Not Yet

Yes: CLB 5

Yes: CLB 6

## CLB 5/6 Reading Assessment Task

<b>TASK</b>	Reading a community organization brochure
<b>COMPETENCY</b>	<b>Getting Things Done</b> Get information from short business or service texts (such as brochures, notices, form letters and flyers)
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 5:</b> Students must get 9/13 in Part 1 <b>CLB 6:</b> Students must get 9/13 in Part 1 and 4/6 in Part 2
<b>INSTRUCTIONS</b>	<p>1. Students read the Canadian Mental Health Association (Calgary) brochure:</p> <ul style="list-style-type: none"> <li>• CLB 5 reads Page One</li> <li>• CLB 6 reads Page One and Two</li> </ul> <p>Brochure: copyright of Canadian Mental Health Association: Calgary. <a href="https://cmha.calgary.ab.ca/">https://cmha.calgary.ab.ca/</a></p> <p>2. Students answer comprehension questions in the Google Form.</p>
<p><b>Online Assessments</b></p> 	<p>CLB 5 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 6 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>*Note: The reading text is inserted into the Google form, but you can also find it on the next page of this module plan.</p>

# Programs and Services

## Welcome Centre

CMHA Calgary's Welcome Space provides individuals, family members and the community with access to tools, skills and resources to learn about mental health and wellbeing. In addition, visitors are provided with information about supports and services available for those with a mental health or addiction concern. Staff by our Peer Supporters, those individuals with personal or family experience of a mental health or addiction concern, our Welcome Centre is open to everyone, with support available in person, through email or over the phone. No appointment is necessary.



**Peer Support** Our Peer Support service provides the opportunity for anyone—individual, family member or professional—looking for a connection with other who understand what it's like to go through a mental health or addiction concern, or looking for information about a mental health diagnosis, the chance to speak with someone with lived personal experience.



**Recovery College** Using an educational-based approach, Recovery College offers courses to help people recognize and develop their own resourcefulness and awareness in order to support themselves or their loved one on their recovery journey. Everyone—family, friends, caregivers, professionals and the general public—are welcome to attend our free, courses supporting recovery and wellbeing. All of our courses are interactive and positive learning experiences, emphasizing hope, control and opportunity.



**Family Support** Family and friends often have a difficult time coping with a relative or friend who is experiencing a mental health or addiction concern, and wonder how best to help. Feelings of grief, frustration, anger, sadness, resentment and confusion are common experiences. The Family Support Program provides support, education and information to help people learn how to deal with these emotions, and to develop healthy strategies to support their loved one and to look



## Canadian Mental Health Association – Calgary Region

#105, 1040 – 7 Avenue SW, Calgary, AB T2P 3G9

**P** 403-297-1700 **F** 403-270-3066

[cmha.calgary.ab.ca](http://cmha.calgary.ab.ca)  [cmhacalgaryregion](https://www.facebook.com/cmhacalgaryregion)  [CMHACalgary](https://twitter.com/CMHACalgary)  [cmhacalgary](https://www.instagram.com/cmhacalgary)



after themselves through one-on-one counselling, support groups as well as drop-in groups. Our services are open to individuals, couples, and families.

### Suicide Bereavement

The experience of a suicide-related loss is often isolating because of the stigma attached to this type of death. The Suicide Bereavement Support Program offers a variety of services such as one-on-one counselling, a psycho-educational support group, individual peer support, drop-in groups as well as educational presentations and debriefings to assist survivors in dealing with grief and loss. Our services are open to individuals, couples, and families.



### Street Outreach and Stabilization (SOS)

The SOS Program works to link hard-to-reach individuals experiencing mental health or addiction concerns to essential community services. The SOS team supports individuals with resources needed to help turn their lives around. SOS coordinators offer specialized, culturally inclusive supports to Indigenous people who have mental health or addiction concerns and experience homelessness. Linkage to psychiatric and medical



treatments, income support, housing referrals and daily living skills enables homeless individuals to get back on their feet so they can live in safety and comfort.

### Leisure Recreation

The Leisure Recreation program is available to clients already enrolled in other CMHA Calgary programs (including Recovery College). The program focuses on enhancing self-esteem, building confidence and promoting recovery in a safe, empowering environment through participation in social and recreational activities. The program offers opportunities for socialization, building a community network, physical and mental health enhancements, increased recreational skills for community transition, and guided activity-based discovery through peer-led activities in the community.



**Education** The Education program works to promote mental health and wellness through engaging interactive learning sessions presented to youth and adult audiences by qualified educators using evidence-based knowledge and top quality teaching practices. As well, more advanced skill and resiliency building programs are offered.



## Canadian Mental Health Association – Calgary Region

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[cmha.calgary.ab.ca](http://cmha.calgary.ab.ca)  [cmhacalgaryregion](https://www.facebook.com/cmhacalgaryregion)  [CMHACalgary](https://twitter.com/CMHACalgary)  [cmhacalgary](https://www.instagram.com/cmhacalgary)



## CLB 5/6 Reading Assessment: Reading a Brochure about a Community Organization

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Reading a community organization brochure (Copyright of Canadian Mental Health Association: Calgary. <a href="https://cmha.calgary.ab.ca/">https://cmha.calgary.ab.ca/</a> )
<b>COMPETENCY</b>	<b>Comprehending Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 5: 9/13 in Part 1</b> <b>CLB 6: 9/13 in Part 1 and 4/6 in Part 2</b>
<b>INSTRUCTIONS</b>	Read the text and answer the questions

### Part 1: CLB 5 and CLB 6

1. What is this brochure about? (1 point)
  - a) Peer Support
  - b) Canadian Mental Health Association Programs and Services
  - c) Where families can get support
  - d) Recovery College
2. Who is this handout for? (1 point)
  - a) Doctors
  - b) Immigrants
  - c) People with an addiction
  - d) People who need help with any mental health or addiction issues
3. Circle whether the sentences are TRUE or FALSE according to the brochure. (4 points)
  - a) You need an appointment to go to the Welcome Centre. *True False*
  - b) Peer Support allows people to talk to someone who has had a similar experience.  
*True False*
  - c) You can take a course at Recovery College to learn mathematics. *True False*
  - d) People don't always know how to help someone who is facing a mental health or addiction concern. *True False*
4. Give two examples of common feelings for people experiencing a mental health or addiction concern. (2 points)
5. Who is the Welcome Centre open to? (1 point)
6. What do the Recovery College courses emphasize? (1 point)

7. What is the website for CMHA? (1 point)

8. Your friend is dealing with a mental health issue. Which service at CMHA would you suggest to him? WHY? (2 points)

**Part 2: CLB 6**

1. What is the purpose of this handout? (1 point)

2. What does SOS stand for? (1 point)

3. Which program is only available to people registered for other CMHA programs? (1 point)

4. In the SOS section, it says, "... income support, housing referrals and daily living skills enables homeless individuals to **get back on their feet** so they can live in safety and comfort." What do you think **get back on their feet** means? (1 point)

- a. Wake up
- b. Dance and celebrate
- c. Return to a normal life situation

5. In the Education section, the article says "The Education program works to **promote** mental health and wellness..." What do you think **promote** means? (1 point)

- a. Improve
- b. Stop
- c. Prevent

6. What is the main difference between the Leisure Recreation and Education services offered?

- a. Leisure offers counseling: Education offers classes.
- b. Leisure offers classes: Education offers counseling.
- c. Leisure offers social and recreational activities: Education offers classes.

<b>Score:</b>	<b>Part One</b>	<b>/13</b>
	<b>Part Two</b>	<b>/6</b>

**Did you achieve CLB 5 or 6 on this task?**

- Not Yet
- Yes: CLB 5
- Yes: CLB 6

## Answer Key CLB 5/6 Reading Assessment: Reading a Community Organization Brochure

### Part 1:


1. b
2. d
3. a) F; b) T; c) F; d) T
4. 2 of: grief, frustration, sadness, resentment and confusion
5. everyone
6. hope, control and opportunity
7. [cmha.calgary.ab.ca](http://cmha.calgary.ab.ca)
8. Answers vary: name a service and reason

### Part 2:

1. to tell people about CMHA services
2. Street Outreach and Stabilization
3. Leisure Recreation
4. c
5. a
6. c



## CLB 5/6 Writing Assessment Task

<b>TASK</b>	Taking notes on voicemail from community organizations
<b>COMPETENCY</b>	<b>Reproducing Information</b>
<b>CRITERIA FOR SUCCESS</b>	<p><b>CLB 5:</b> Students must get “yes” on Holistic Criteria and 3/4 Analytic Criteria (Voicemail #1)</p> <p><b>CLB 6:</b> Students must get “yes” on Holistic Criteria and 4/5 on Analytic Criteria (Voicemail #1 and #2)</p>
<b>INSTRUCTIONS</b>	<p>1. Students listen to voicemail from community organizations and take notes on key details.</p> <ul style="list-style-type: none"> <li>• <b>CLB 5</b> students listen to <b>Voicemail #1</b> only.</li> <li>• <b>CLB 6</b> students listen to <b>Voicemail #1 and #2</b>.</li> </ul> <p>2. Students can:</p> <ul style="list-style-type: none"> <li>• type the notes into the assessment <i>or</i>;</li> <li>• handwrite the notes then take a photo to send to the instructor.</li> </ul> <p>3. The instructor fills out the Google Form Rubric.</p>
<p><b>Online Assessments</b></p> 	<p><b>CLB 5</b> Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p><b>CLB 5</b> Google Form Rubric: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p><b>CLB 6</b> Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p><b>CLB 6</b> Google Form Rubric: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p><b>AUDIO FILES:</b></p> <p>Voicemail #1: <a href="#">HERE</a></p> <p>Voicemail #2: <a href="#">HERE</a></p>



## CLB 5/6 Writing Assessment: Taking Notes of Voicemail from Community Organizations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Taking notes of voicemail from community organizations
<b>COMPETENCY</b>	<b>Reproducing Information</b>
<b>CRITERIA FOR SUCCESS</b>	<b>CLB 5: “Yes” on Holistic Criteria and 3/4 of CLB 5 Analytic Criteria</b> <b>CLB 6: “Yes” on Holistic Criteria and 4/5 of CLB 6 Analytic Criteria</b>
<b>INSTRUCTIONS</b>	Two community organizations left voicemail on your phone. <b>Listen to Voicemail #1</b> and <b>Voicemail #2</b> and write down the key details. Write the information correctly and completely.

Holistic Criteria	Not Yet	Yes
Followed instructions. Included key details.		
Analytic Criteria:	Not Yet	Yes
<b>CLB 5 &amp; 6:</b> Recorded details legibly		
<b>CLB 5 &amp; 6:</b> Used correct spelling, capitalization and punctuation		
<b>CLB 5:</b> Recorded 5 – 6 details <b>CLB 6:</b> Recorded 7 – 8 key details		
<b>CLB 5:</b> Conveyed a clear message <b>CLB 6:</b> Wrote message with accurate details for others		
<b>*CLB 6:</b> Used common conventions such as point form		

<p>You did this well:</p>     	<p>Next time, try:</p>     
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**Did you achieve CLB 5 or 6 on this task?**

- Not Yet
- Yes: CLB 5
- Yes: CLB 6

## Transcript CLB 5/6 Writing Assessment: Taking Notes of Voicemail from Community Organizations

### **Voicemail #1:**

Hello. My name is Carmen and I'm calling from the Sunny Center for Youth. The reason I'm calling is that we have a few spots left in our upcoming Teen Programs you might be interested in. Next week, our Youth Mentorship program, for teens ages 13 – 17 will begin. It's a great way for your teen to get involved in the community and gain valuable experience. The fees for this program are on a sliding scale, and your teen must have a referral from school. Please go to our website, SunnyCentre.ca, and register if your teen is interested. Hope to see you soon!

### **Voicemail #2:**

Hi. This is John calling from The Hope House Employment Centre. I'm leaving this message for Sam. Sam, I got your email and thought I would call and let you know that some of workshops are starting in November. We have Job Interview Skills, Networking and Resume Writing workshops, all taking place on Saturdays from 9 am to 5 pm. There will be guest speakers on all of these topics, and we have coaches who can help you practice your skills one-on-one. To be eligible, you must have been unemployed for the past 4 months or longer. We also offer childcare and the fees for childcare are on a sliding scale. To register, you would need to call me back at 403-867-9090. We have one opening left, so call as soon as possible if you're hoping to join us.

## Answer Key CLB 5/6 Writing Assessment: Taking Notes of Voicemail from Community Organizations

### **Voicemail #1: Key details (CLB 5 and 6)**

- Carmen
- Sunny Centre for Youth
- A few spots in Teen programs
  - Youth Mentorship
  - Ages 13-17
- Fees: sliding scale
- Need referral from school
- Register: SunnyCentre.ca

### **Voicemail #2: Key details (CLB 6)**

- John
- Hope House Employment Centre
- Workshops starting in Nov.:
  - Job Interview Skills, Networking, Resume Writing
- Sat. 9 – 5
- Guest speakers, coaches
- Eligible: unemployed 4 months or longer
- Childcare: small fee
- 403-867-9090
- 1 opening: call asap

## Sources:

- Photo by [Belinda Fewings](#) on [Unsplash](#)
- CMHA Programs and Services (brochure): copyright of Canadian Mental Health Association. <https://cmha.calgary.ab.ca/>