

## Safe Haven Language Curriculum Teacher's Checklist

Principles		Checklist
<b>Universal Design for Learning Framework</b>	<b>Multiple Means of Engagement</b>	<input type="checkbox"/> Provide refugee claimants with options to choose what and how to learn, using a variety of real-world tasks to keep them involved and motivated. <input type="checkbox"/> Adapt the learning methods and materials to meet the needs, levels, and interests of refugee claimants, while maintaining a flexible learning environment.
	<b>Multiple Means of Representation</b>	<input type="checkbox"/> Use a variety of teaching and delivery methods to give refugee claimants the opportunity to learn in ways that work best for them and suit their needs. <input type="checkbox"/> Facilitate access to additional resources and support, including extra time, clear instructions, and tailored learning methods.
	<b>Multiple Means of Action and Expression</b>	<input type="checkbox"/> Create a welcoming environment that encourages refugee claimants to participate, share what they know, and reflect on their learning. <input type="checkbox"/> Employ group and peer activities as tools to enhance collaboration, build confidence, share experiences, and strengthen communication skills.
<b>Trauma-Informed Practices</b>		<input type="checkbox"/> Establish a safe and supportive class environment by creating clear routines and regularly checking in on mental wellness by asking questions related to feelings. <input type="checkbox"/> Use active listening to build trust and a sense of security in the class. Allow refugee claimants to express their feelings and share their struggles and encourage others to show support and share similar experiences. <input type="checkbox"/> Keep a list of mental health resources and contacts that can help refugee claimants deal with trauma or other related problems. Be prepared to share these resources with learners to empower and support them.
<b>Relevant Content</b>		<input type="checkbox"/> Assess the needs of refugee claimants by using needs assessments, asking questions, and holding discussions to establish connections between their real-world necessities and what they learn in class. <input type="checkbox"/> Choose learning topics and materials that are relevant to the immediate needs of refugee claimants, such as Employment and Canadian Culture.
<b>Community Engagement</b>		<input type="checkbox"/> Connect refugee claimants with community programs and services that can provide access to the community, different forms of support, and effective social engagement. <input type="checkbox"/> Use community resources to refer refugee claimants to programs, invite guest speakers into the class, create partnerships with local organizations, and help the learners engage in volunteering and community services.
<b>Accessibility</b>		<input type="checkbox"/> Provide access to multiple learning platforms and tools, such as in-person, online or blended courses, to fit the busy schedules of refugee claimants trying to adjust to life in Canada. <input type="checkbox"/> Keep the students engaged by using simple language and speaking at a pace that matches the skills and levels of refugee claimants. Empower them by offering resources, constructive feedback, and helping them take charge of their education.
<b>Inclusivity, Diversity and Unity</b>		<input type="checkbox"/> Ensure that all cultures, minority groups, and learners who identify as 2SLGBTQIA+ are included and actively involved in class activities. Make sure that all groups are represented and have a voice in your lesson plans. <input type="checkbox"/> Recognize differences and use shared goals to promote unity among learners, encouraging collaboration to create connections based on mutual respect and understanding.