

CLB 1 / 2

EMPLOYMENT
AT WORK

SAFE HAVEN CORE ENGLISH PROGRAM WRITING

Copying Information from
a Work Email



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SAFE HAVEN CORE ENGLISH PROGRAM

Copying Information from a Work Email

TASK OBJECTIVE

Learners will be able to **extract** and **accurately copy** work shift and **schedule information** from an email into their personal or work calendar.

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 1 – II

Reproducing Information

Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.

- Copies numbers
- Copies words and short sentences, including capitalization and punctuation.
- Copies text legibly; reader may still have difficulties decoding some letters and numbers.

Profile of Ability

Write basic information and a small number of familiar words and simple phrases related to immediate needs.

Feature(s) of Communication

- Limited to letters, numbers, single familiar words, and short familiar phrases
- Intended for a highly supportive and familiar reader
- Very short
- In non-demanding contexts

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS (CONT.)

CLB 2 – II

Reproducing Information

Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks.

- Copies numbers
- Copies words and sentences with correct capitalization and punctuation.
- Copies text legibly; reader may still have difficulties decoding some letters and numbers.

Profile of Ability

Write basic information, words, simple phrases, and a few simple sentences about highly familiar information related to immediate needs.

Feature(s) of Communication

- Limited to everyday words and phrases
- Intended for a highly supportive and familiar reader
- Very short
- In non-demanding contexts

ASSESSMENT TASK

Copy information from a work email into a work schedule/ calendar.

INSTRUCTOR NOTES

This task helps refugee claimants develop essential skills for work and daily life by teaching them how to identify key details—such as dates, times, and shift information—in work emails and accurately transfer them into a calendar or schedule. This supports the development of time management and basic English writing skills, both of which are critical for maintaining employment and attending important appointments. By learning to organize their own schedules, refugee claimants build greater independence, reliability, and confidence in navigating workplace expectations and settlement responsibilities.

This is important because many entry-level jobs in Canada require employees to manage their own schedules based on email or digital communication from supervisors. Refugee claimants may be unfamiliar with these expectations, and this task helps bridge that gap by teaching them how to understand and record essential information. It also supports broader settlement goals by reinforcing time management and digital literacy—skills that are vital for long-term success in both the workplace and daily life in Canada.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

CLASS SCHEDULE ACTIVITY

Introducing the Task

Sample Activity 2

COPY THE TIME AND DATE

Copies numbers

Sample Activity 3

COPY THE MISSING WORDS

Copies Words

Sample Activity 4

COPY THE EMAIL

Copies Sentences

Sample Activity 5

COPY INFORMATION

Copies text legibly

Sample Activity 6

SKILL USING TASK – COPYING INFORMATION FROM A WORK EMAIL

All criteria

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** Visuals (e.g., sample schedules, icons for days and shifts) and simplified texts are provided to support different learning styles. Oral instructions are supported by written and visual prompts.
- **Suggested:** Use color-coded sample schedules for visual support; allow students to demonstrate understanding by drawing, speaking, or physically moving around to compare information; use the projector to show how things can be done.

Trauma-informed Practices

- **Embedded:** Low-stress activities with clear structure and predictable steps help reduce anxiety.
- **Suggested:** Begin with a grounding routine (e.g., "check-in" question or breathing), offer choice (e.g., copy from the board or use a printed version), and use calm, supportive language and reassure that mistakes are part of learning.

Relevant Content

- **Embedded:** The topic is immediately practical and useful for learners' real-life needs, especially those working or preparing to work in shift-based jobs.
- **Suggested:** Use real-life inspired examples (e.g., cleaning, restaurant, warehouse schedules), ask questions like: "Do you work?", "What time do you work?" or "What day is your day off?" to connect to students' own experiences.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

Community Engagement & Classroom Connections

- **Embedded:** Students can share their previous or current work experiences with their classmates in basic language.
- **Suggested:** Pair and group work to “ask a classmate” about their schedule, supervisor and talk about work emails

Accessibility

- **Embedded:** All materials are provided in large print and plain language. Information is chunked, and instructions are given step-by-step with visual support.
- **Suggested:** Read all instructions aloud, use high-contrast printouts for visibility, allow additional time and repeat key instructions, and check for understanding frequently through yes/no or gesture-based responses.

Inclusivity, Diversity & Unity

- **Embedded:** Names and job contexts are culturally diverse (e.g., Mei, Abdi, Carlos) to reflect classroom demographics. Images used in the materials represent a range of ethnicities, clothing styles, and workplace settings to ensure all students feel represented and included.
- **Suggested:** Choose culturally relevant names or jobs when creating schedules, foster group collaboration where students help each other, and use inclusive language and create a respectful, welcoming classroom culture..



Writing

CLB 1

Theme	Employment - At Work
Task	Copy information from a work email
Competency	II - Reproducing Information

Name: _____ Date: _____

		Yes (2)	Not Yet (1)
*	The reader can understand the information in the schedule.	0	1
You can...			
	Copy the days and dates <i>Copies words and numbers</i>	0	1
	Copy the times of work shifts <i>Copies numbers</i>	0	1
*	Copy words and sentences <i>Copies words and sentences</i>	0	1
*	Copy clearly and use big letters <i>Copies text legibly</i>	0	1

Your Score

_____ / 10

0 - 4



5-6



7-10





Writing

CLB 1

Circle Yes or No

My writing is clear and easy to read	Yes	No
I can copy words	Yes	No
I can copy numbers	Yes	No
I can copy the right words in the schedule	Yes	No

Teacher's comments:



Writing

CLB 2

Theme	Employment - At Work
Task	Copy information from a work email
Competency	II - Reproducing Information

Name: _____

Date: _____

		Yes (2)	Not Yet (1)
*	The reader can understand the information in the schedule		
You can...			
	copy the days and dates. <i>Copies words and numbers</i>		
	copy the times of work shifts. <i>Copies numbers</i>		
*	copy words and sentences. <i>Copies words and sentences</i>		
*	write clearly and use big letters. <i>Copies text legibly</i>		

Your Score

_____ / 10

0 - 4



5-6



7-10





Writing

CLB 2

Circle Yes or No

My writing is clear and easy to read	Yes	No
I can copy words	Yes	No
I can copy numbers	Yes	No
I can copy the right information in the schedule.	Yes	No

Teacher's comments:

Sample Activity 1: Class Schedule Activity

(Introducing the Task)

Instructions:

1. Show students the blank schedule table with days and columns for Morning, Afternoon, Evening, and Time.
2. Explain that students will write their schedule by filling in the time for each part of the day.
3. Model one example on the board, e.g., **Monday – Morning – 9:00 to 10:30**
4. Have students write their own times in the table.
5. Ask students to check their work with a partner.
6. Review the schedule together on the board and correct any mistakes.

Day	Morning / Afternoon/ Evening	Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Sample Activity 2: Copy the Time and Date

(Copies numbers)

Instructions:

1. Give students Mei's schedule and a blank schedule

Explain that they will copy the dates and times into the blank schedule.

2. Model one example on the board

Read it aloud and show how to copy it correctly.

3. Students copy specific days of the schedule

Walk around to support and check understanding.

4. Check the work together

Project the full schedule and have students correct their work.

Mei works in an office.
This is her work
schedule for this week
(July 21-27).



Day/Date	Morning / Afternoon/ Evening
Monday, July 21	6:00 AM to 12:00 PM
	1:00 PM to 3:00 PM
Tuesday, July 22	8:00 AM to 12:00 PM
	1:00 PM to 5:00 PM
Wednesday, July 23	1:00 PM to 5:00 PM
	6:00 PM to 11:00 PM
Thursday, July 24	Off
Friday, July 25	6:00 AM to 12:00 PM
	1:00 PM to 3:00 PM
Saturday, July 26	6:00 PM to 2:00AM
Sunday, July 27	Off

Name: _____

Date: _____

1. Copy Mei's work schedule for **Monday**.

Day/Date	Time

2. Copy her work schedule for **Tuesday**.

Day/Date	Time

3. Copy her work schedule for **Wednesday**.

Day/Date	Time

4. Copy her work schedule for **Friday**.

Day/Date	Time

Sample Activity 3: Copy the Missing Words

(Copies Words)

Instructions:

1. Read the text aloud with students

Point to each word and punctuation mark. Emphasize capital letters, commas, and periods. Say: *“This word starts with a capital letter,”* or *“This is a period.”*

2. Write the text on the board or give a printed copy with missing words

Ask students to fill in the missing words on their worksheet. Remind them to use capital letters and punctuation correctly.

3. Support students while writing

Walk around and check that students are copying correctly — watch for capital letters at the beginning and periods at the end.

4. Review together

Read the sentences aloud again. Ask a few students to write one sentence on the board. Point out the capital letters and punctuation as a class.



This is Mr. Abdi. He is Mei's supervisor. He writes the work schedule. He changes the shifts every week. He sends emails to workers about the changes.

Copy the missing words.

This is _____ . He is Mei's _____ .

He writes the _____ . He

changes the _____ every _____ .

He sends _____ to workers about the

_____ .

Sample Activity 4: Copy the Email

(Copies Sentences)

Instructions:

- 1. Show or hand out Mr. Abdi's email to Mei about her schedule**
- 2. Read the email aloud together**
Point out capital letters, commas, and periods.
- 3. Students copy the full sentences**
Remind them to include all punctuation and use neat writing.
- 4. Walk around and support**
Help students with spelling, capitals, and punctuation as needed.
- 5. Review as a class**
Read the sentences again and check together for correct copying.

Mr. Abdi sent this email to Mei.

New Message ✕

From **Supervisor**

Subject **Work Shift**

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Hello Mei,
Here are your shifts for next Monday:

Monday, July 28:
Morning Shift: Off
Afternoon Shift: 1:00 PM to 5:00 PM
Night Shift: 6:00 PM to 11:00 PM

Please come on time. If you are sick or cannot come, please call me.

Thank you!
Mr. Abdi

Sample Activity 5: Copy Information

(Copies text legibly)

Instructions:

1. **Model clear writing on the board**

Write slowly and clearly. Use proper spacing, capital letters, and punctuation.

2. **Remind students to write neatly**

Say: *"Write carefully so others can read your writing."* Emphasize clear letters and space between words.

3. **Use lined paper or worksheets**

Provide materials that help students keep writing straight and organized.

4. **Check for legibility while walking around**

Look for:

- Clear letter shapes
- Proper use of capital and lowercase letters
- Punctuation (periods, commas, etc.)
- Neat spacing between words

5. **Give gentle feedback**

If writing is hard to read, ask the student to try again or trace over the correct form.

Fernanda works in a hotel. This is her work schedule for this week (October 6 -12).



Day/Date	Shift	Time
Monday, October 6	Morning Shift	Off
	Afternoon Shift	Off
	Night Shift	6:00 PM to 2:00 AM
Tuesday, October 7	Morning Shift	8:00 AM to 12:00 PM
	Afternoon Shift	1:00 PM to 5:00 PM
	Night Shift	Off
Wednesday, October 8	Morning Shift	Off
	Afternoon Shift	1:00 PM to 5:00 PM
	Night Shift	6:00 PM to 11:00 PM
Thursday, October 9	Morning Shift	Off
	Afternoon Shift	Off
	Night Shift	Off
Friday, October 10	Morning Shift	6:00 AM to 12:00 PM
	Afternoon Shift	1:00 PM to 3:00 PM
	Night Shift	Off
Saturday, October 11	Morning Shift	Off
	Afternoon Shift	Off
	Night Shift	6:00 PM to 2:00 AM

Copy the missing words.

Day/Date	Shift	Time
Monday, October 6		Off
		Off
		6:00 PM to 2:00 AM
Tuesday, October 7	Morning Shift	
	Afternoon Shift	
	Night Shift	
Wednesday, October 8		Off
		1:00 PM to 5:00 PM
		6:00 PM to 11:00 PM
Thursday, October 9	Morning Shift	
	Afternoon Shift	
	Night Shift	
Friday, October 10	Morning Shift	6:00 AM to 12:00 PM
	Afternoon Shift	1:00 PM to 3:00 PM
	Night Shift	Off
Saturday, October 11		Off
		Off
		6:00 PM to 2:00 AM



This is Mrs. Badawi. She is Fernanda's supervisor. She writes the work schedule for the cleaners. She changes the shifts every week. She sends emails to workers about the changes.

Copy the sentences.

Mrs. Badawi sent this email to Fernanda.

New Message ✕

From **Supervisor**

Subject **Work Shift**

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Hi Fernanda,
Here are your shifts for Saturday and Sunday:
Saturday, October 11:

- Morning Shift: Off
- Afternoon Shift: Off
- Night Shift: 6:00 PM to 2:00 AM

Sunday, October 12:

- Morning Shift: 6:00 AM to 12:00 PM
- Afternoon Shift: 1:00 PM to 3:00 PM
- Night Shift: Off

Please come on time. If you are sick or cannot come, please call me.

Thank you!
Mrs. Badawi

Name: _____

Date: _____

Copy the information from the email.

Day/Date	Shift	Time
Saturday, October 11		
Sunday, October 12		

Sample Activity 6: Skill-using Activity (continued)



Writing 1-2 II (Reproducing Information)
Copy Information from a Work Email

CLB 1/2

Name: _____

Date: _____

Instructions: Your supervisor sent you this email. Copy the days, shifts and times in your work schedule.

Day/Date	Shift	Time
	Morning Shift	
	Afternoon Shift	
	Night Shift	
Wednesday, August 6		
		8:00 AM to 12:00 PM
		Off
		10:00 PM to 5:00 AM

CLB 1-2 Assessment Handout

New Message ✕

From **Supervisor**

Subject **Work Shift**

B / U

Hello,

Here are your shifts for next week:

Tuesday, April 7:

- Morning Shift: 8:00 AM - 12:00 PM
- Afternoon Shift: Off
- Night Shift: 10:00 PM to 5:00 AM

Wednesday, April 8:

- Morning Shift: 8:00 AM to 12:00 PM
- Afternoon Shift: 1:00 PM to 5:00 PM
- Night Shift: Off

Friday, April 10:

- Morning Shift: Off
- Afternoon Shift: 1:00 PM - 5:00 PM
- Night Shift: 6:00 PM to 10:00 PM

Please come on time. If you are sick or cannot come, please call me. Thank you!

CLB 1 -2 Assessment Task



Writing 1-2 II (Reproducing Information)
Copy Information from a Work Email

CLB 1/2

Name: _____

Date: _____

Instructions: Your supervisor sent an email about your work shifts. Copy the information from the email onto your schedule.

Day/Date	Shift	Time