

CLB 3 / 4

CORE

SURVIVAL ENGLISH:
COMMUNITY SERVICES

SAFE HAVEN CORE ENGLISH PROGRAM READING

Reading Community Events Posters



Funded by / Financé par:



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SAFE HAVEN CORE ENGLISH PROGRAM

Reading Community Events Posters

TASK OBJECTIVE

Students will learn to **read** a poster a **community events poster** for **refugee claimants**

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 3 – III

Getting things Done

Get information from short business or service texts.

- Gets overall meaning
- Identifies layout and specific information
- Scans formatted text to find specific information

CLB 4 – III

Getting things Done

Get information from short business or service texts.

- Identifies type and purpose
- Identifies layout and specific information
- Finds main ideas, specific information and key details
- Compares facts and information to make choices

Features of Communication (CLB 3 & 4): Text is:

- Clearly organized and easy to read with a simple layout
- Sometimes supported by graphics.

Stage 1 Strategic Competence:

- Beginning ability to use basic reading strategies (such as scanning to locate specific information)

ASSESSMENT TASK

Read a poster about community events for refugee claimants

INSTRUCTOR NOTES

This task helps students build basic scanning skills to read community events posters.

Learning how to understand simple community events posters, such as for conversation circles, will help refugee claimants find out about community events in their areas and make valuable community connections. Further, introducing students to conversation circles within a safe, controlled classroom environment may make refugee claimant students feel more comfortable and confident pursuing similar real-world community events.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

DISCUSSION & VOCABULARY-BUILDING

Introducing the task

Sample Activity 2

INTRODUCING COMMUNITY POSTERS

CLB 3: Gets overall meaning; CLB 4: Identifies type and purpose

Sample Activity 3

IDENTIFYING LAYOUT

CLB 3/4: Identifies layout and specific information, may rely on graphics and other visual cues

Sample Activity 4

SCANNING FOR INFORMATION

CLB 3: Scans formatted text to find specific information; CLB 4: Finds main ideas, specific information and key details; Stage 1 Strategic Competence: Beginning ability to use basic reading strategies such as scanning to locate specific information

Sample Activity 5

SEQUENCE WORDS

Identifies sequence and location signals

Sample Activity 6

MAKING COMPARISONS

CLB 4: Compares facts and information to make choices

Learner Assessment Task

Students read a community event poster for refugee claimants.

Possible extension activities

1. Computer lab research: Students try to find a conversation circle event in their own area, using a Google search, or [BC Refugee Hub's website](#), under "resources" or "events."
1. Mock conversation circle: Model conversation circle participation within a safe, controlled classroom environment, so that students may become more likely to participate in real-world events. Consider making this a Skill-Using portfolio artefact (see the end of this package for a student self-assessment form)

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** Learner task offers multiple comprehension-checking options, such as multiple-choice and short answer questions, as well as circling and copying information.
- **Suggested:** In skill-building, consider providing other options, like having students place vocabulary cards directly into blanks, or circling relevant information in the poster.

Trauma-informed Practices

- **Embedded:** Discussion questions about making friends may be difficult for those experiencing social isolation.
- **Suggested:** Focus discussion on sharing advice, rather than personal experiences that may be difficult for students to share.

Relevant Content

- **Embedded:** Task uses real-world community events posters and introduces students to important community events they may not have known about.
- **Suggested:** Try to connect skill-building activities to the purpose of the task as much as possible.

Community Engagement & Classroom Connections

- **Embedded:** Conversation circles offer valuable opportunities for students to connect with their local communities.
- **Suggested:** Consider extension activities that connect classroom learning to real-world events, such as computer lab research or mock conversation circles (see final page of this task package).

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

Accessibility

- **Embedded:** Placing vocabulary cards into spaces allows students with writing difficulties to demonstrate comprehension of meaning.
- **Suggested:** Consider providing pictures, rather than definitions for those with reading difficulties. Some language on the skill-building posters may also be somewhat high-level without being necessary to a basic understanding of the task: consider covering, hiding or editing unnecessary or distracting text.

Inclusivity, Diversity & Unity

- **Embedded:** Photo prompt portrays some diversity of age, gender and ethnic identities.
- **Suggested:** Encourage students to share their personal reflections about the task with the class.



Reading

CLB 3

Theme	Reading Community Events Posters
Task	Read a poster about events for refugee claimants.
Competency	III - Getting Things Done

Name: _____

Date: _____

	You can...	Yes (2)	Not Yet (1)
*	Get overall meaning (Q1) <i>Gets overall meaning</i>		
	Identify layout (Q2) <i>Identifies layout and specific information</i>		
*	Scan text for specific information (Q3) <i>Scans formatted text to find specific information</i>		

Total

_____ / 6



Reading

CLB 3

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred *criteria

Successful overall in this task?

Yes

Not yet



Reading

CLB 4

Theme	Reading Community Events Posters
Task	Read a poster about events for refugee claimants.
Competency	III - Getting Things Done

Name: _____

Date: _____

	You can...	Yes (2)	Not Yet (1)
	Get overall meaning (Q1) <i>Gets overall meaning</i>		
	Identify layout (Q2) <i>Identifies layout and specific information</i>		
*	Scan text for specific information (Q3) <i>Finds ... specific information and key details</i>		
	Compare information to make choices (Q4) <i>Compares facts and information to make choices</i>		
*	Identify type and purpose (Q5) <i>Identifies type and purpose</i>		

Total

_____ / 8



Reading

CLB 4

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred *criteria

Successful overall in this task?

Yes

Not yet

Sample Activity 1: Discussion & Vocabulary-Building

(Introducing the Task)



1. What are these people doing?
2. Have you been able to **meet new people** in Canada? Where?
3. What kind(s) of things do you like to **talk about** with friends?
4. What *advice* do you have for newcomers who want to **make friends**?

Wrap-up: This picture shows something called a “Conversation circle” or “Coffeehouse meet-and-greet.” These free, informal social events are for newcomers to meet people, practice their speaking skills and build community connections. They are often held at libraries and community centres and are usually free. This task package will be about reading a poster for an event like this.

Sample Activity 1: Discussion & Vocabulary-Building (continued)

Instructions for Teachers:

Part one: Matching

Print, cut and shuffle table copies for students to

1. read aloud and work on pronunciation;
2. try to guess the meanings of each word, then
3. match words with definitions

1. <u>C</u> onversation	Talking with other people
2. <u>W</u> eekly	Every week
3. <u>R</u> svp	Reply and tell someone if you're coming or not
4. <u>G</u> athering	Social get-together in a group of people
5. <u>R</u> efreshments	Drinks and light snacks
6. <u>N</u> etworking	Meeting people and making friends

Sample Activity 1: Discussion & Vocabulary-Building (continued)

Instructions for teachers:

Part two: Fill-in-the-blanks Enlarge an 11x17 table copy (small groups), or zoom in on your classroom SMART Board (whole class) for students to fill in the blanks.

NOTE: You may want your students to write in the blanks, or just place the cut-out vocabulary words from Part One in the correct spaces.



1. You can bring your lunch to the meeting, but some _____, like tea and coffee, will be provided.
2. I had a nice _____ with my classmate. We talked about music, art and food from our home countries.
3. _____ is important for newcomers and job-seekers: it helps them make connections.
4. I had to _____ to the birthday party invitation and say if I was going to come, and if I wanted to bring a guest.
5. We had some friends over last weekend. It wasn't a big party, just a small _____.
6. My son has a _____ soccer practice. He practices every Tuesday.

ANSWER KEY

Sample Activity 1: Discussion & Vocabulary-Building

1. You can bring your lunch to the meeting, but some refreshments, like tea and coffee, will be provided.
2. I had a nice conversation with my classmate. We talked about music, art and food from our home countries.
3. Networking is important for newcomers and job-seekers: it helps them make connections.
4. I had to RSVP to the birthday party invitation and say if I was going to come, and if I wanted to bring a guest.
5. We had some friends over last weekend. It wasn't a big party, just a small gathering.
6. My son has a weekly soccer practice. He practices every Tuesday.

Sample Activity 2: Introducing Community Posters

(CLB 3: Gets overall meaning; CLB 4: Identifies type and purpose)

Instructions: Look at the text below. Identify the important information.

Community ESL Conversation Circle

For Refugee Claimants in Vancouver

Join us for an engaging conversation circle designed to help refugee claimants practice English, share stories, and build community connections. All are welcome.

Location: Vancouver Community Center

Date & Time: Every Tuesday, 6 PM

Drop-ins welcome, no registration required.



1. **What** is the event?
2. **Who** is the event for?
3. What does the event **help** with? (3 things)
 -
 -
 -
4. **CLB 4:** What kind of text do you think this is? (*Circle one*)
 - a. A business card
 - b. A website
 - c. A poster

Sample Activity 3: Identifying Layout (Identifies layout and specific information; may rely on graphics and other visual cues)

Event title:

When and where?

Registration info:

Details about the event:

Contact:

Settlement & Integration Program

Beginner English Conversation Circle

Mondays 9:30am - 11:30 am
Burnaby Neighborhood House
4460 Beresford Street, Burnaby

- No Drop-ins
- Child-minding and bus tickets available upon request
- Registration Required
- Registration Deadline: September 6th, 2024

Do you want to improve your English conversational skills?
Come and join us!

- Diverse topics about life in Canada
- Friendly and welcoming environment
- Small group setting to encourage participation
- Connect with other fellow newcomers and make friends

September 9th - October 28th, 2024

For more information to register, please contact
 Miguel: MiguelLL@burnabynh.ca

WWW.BURNABYNH.CA

Burnaby Neighbourhood House is a community driven and community funded agency located on the unceded territories of the Tsleil-Waututh (səlilwətaʔ), Kwikwetlem (kʷikwəʔləm), Squamish (Skwəwú7mesh Uxwumixw) and Musqueam (xʷməθkʷəyám) nations with a unique focus on neighbours supporting neighbours.

4460 Beresford Street
 Burnaby, BC V5H 0B8
 (In front of Metrotown Skytrain)
 (604)431-0400

Funded by: Immigration, Refugees and Citizenship Canada
 Financé par: Immigration, Réfugiés et Citoyenneté Canada

(poster by Burnaby Neighbourhood House:
<https://burnabynh.ca/series/beginner-english-conversation-circle/>)

Instructions: Circle the parts of the poster that show:

- Where the event is
- When the event is
- The title of the event
- Registration information
- Event details
- Contact information

Sample Activity 4: Scanning for Information (CLB 3: Scans formatted text to find specific information; CLB 4: Finds ... specific information and key details)

Instructions: Look at the poster. Try to find the important information.



 4460 Beresford Street
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(In front of Metrosan Skytrain)
(604)431-0400

Funded by:  Immigration, Refugees and Citizenship Canada
Financed par: Immigration, Réfugiés et Citoyenneté Canada

1. **Where** is the event?

2. **When** is the event?

3. **Who** is the event for?

4. Do you need to register? **YES / NO**

5. What are **3 things** the event helps with?

○ _____

○ _____

○ _____

Sample Activity 5: Making Comparisons (CLB 4: Compares facts and information to make choices)

Instructions: Compare this poster with the previous one. What is similar? What is different?

Settlement & Integration Program

English Conversation Circle for Newcomers

Start practicing and building confidence in speaking English with our conversation circle!

- Diverse topics about life in Canada
- Friendly and welcoming environment
- Connect with other fellow newcomers and make friends

Session:

Date: May 5th, 2025 - July 14th, 2025 (Every Monday)

Time: 9:30am- 11:30am

Registration Required (No drop ins)

- For more information to register, please contact Miguel: MiguelL@burnaby.nh.ca
- **Location:** Burnaby Neighbourhood House
4460 Beresford Street, Burnaby

We are funded by Immigration, Refugees and Citizenship Canada (IRCC) and, in accordance with their requirements, we focus on supporting permanent residents and convention refugees, while also welcoming all community members

WWW.BURNABYNH.CA

Burnaby Neighbourhood House is a community driven and community funded agency located on the unceded territories of the Tsleil-Waututh (salilwetaʔ), Kwikwetlem (kʷikwəʔəlam), Squamish (Skwxwú7mesh Úxwumixw) and Musqueam (xʷməθkʷəy̓əm) nations with a unique focus on neighbours supporting neighbours.



4460 Beresford Street
Burnaby, BC V5H 0B8
(in front of Metrotown Skytrain)
(604)431-0400



Funded by:

Immigration, Refugees
and Citizenship Canada

Financé par:

Immigration, Réfugiés
et Citoyenneté Canada

Sample Activity 6: Making Comparisons (continued)

Instructions: Work with a partner to fill out the chart about the two posters. Put the following information into the correct category: similar or different?

Location

Day of the week

Title

Website

Contact information

Time

Who is welcome

SIMILAR:	DIFFERENT:

Now, answer the following questions about the two posters by checking (✓) the correct box:

Which event...	#1	#2	Both
1. Starts in the morning?			
2. Requires registration?			
3. Is in Burnaby?			
4. Is every Wednesday?			
5. Is funded by IRCC?			
6. Is open to refugees?			

Assessment Task: Read a Community Events Poster

Instructions: Read the information below and answer the questions on the following page.



Coffee Connection

Join us for weekly time of conversation and connection for
Refugee Claimants

 Wednesdays 3:00 pm to 4:00 pm

 Inasmuch Office
2285 Clearbrook Road
Ring our door bell at the north
parking lot near the big
Bakerview Music Academy Sign

 No need to RSVP

This weekly gathering will include:

- Conversation and networking
- Discussion about Canadian Culture and holidays
- Refreshments

We hope you will join us for this weekly time of connection!

Funded by / Financé par: _____

(poster by Inasmuch: <https://www.inasmuch.ca/events>)

CLB 3/4 Reading Assessment Task Handout CLB: 3 / 4 (circle)

Name: _____

Date: _____



Reading 3/4-III (Getting Things Done): Reading Community Events Posters

Criteria: Get overall meaning (#1) Identify layout (#2); Scan text for specific information (#3);

CLB 4: Compare information to make choices (#4); Identify type and purpose (#5)

1. What is the event about?

- a. Job networking
- b. Conversation and connection for refugee claimants
- c. Drinking coffee

2. Circle and label the parts of the text that show:

- a. The **title**
- b. The **day** and **time**
- c. The **address**
- d. The **registration information**

3. Now, copy the important information into the table below:

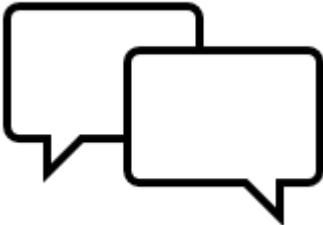

Event name: _____
Location: _____
Day: _____
Time: _____
Who for? _____
The event includes:
1. _____
2. _____
3. _____
RSVP? YES / NO (Circle)

4. **REQUIRED FOR CLB 4 ONLY:** Compare this event to one of the other events in this lesson: which event would you prefer to attend? Explain your reasons.

5. **REQUIRED FOR CLB 4 ONLY:** What *kind* of text do you think this is?

- A business card
- A website
- A poster

Post-assessment reflection:

	<ul style="list-style-type: none"> ◦ Would you like to attend an event like this? Why or why not? Discuss with a classmate when you finish.
	<ul style="list-style-type: none"> ◦ What did you find difficult about this assessment? ◦ What did you find easy? Why? <hr/> <hr/>

Possible extension activities:

- 1. RC Event Web Search:** The posters used in this task package are for actual conversation circle events in Abbotsford and Burnaby. If your school has a computer lab or laptop loans, have students use a search engine to find similar local events in *their* area. NOTE: You might prompt by writing a Google search term on the board, like “Refugee Claimant Conversation Circle (City_name)”, or offer more guidance, like specific urls. For a list of conversation circles available to refugee claimants in BC, see BC Refugee Hub: <https://bcrefugeehub.ca/> under “resources” or “events.”
- 2. Classroom Mock “Coffee Connection”:** Students may be more likely to actually follow-up and attend these kinds of social networking events in the real world if they have already been modelled in the safe space of the classroom. For a warm-up activity in the following class, try hosting something like a Conversation Circle in your classroom. If possible, ask students beforehand if they drink coffee or tea, then bring a kettle, some instant coffee a few tea bags and some paper cups to an upcoming class. Write a few guiding questions on the board, but be cautious of topics that may be uncomfortable for refugee claimants to talk about, like their families, health, current housing situation or immigration journeys. Some neutral conversation-starters might be:
 - Who is your favourite _____ (artist, writer, singer, athlete etc.) and why?
 - If you could have any job in the world, what would it be?
 - Tell me about a holiday or festival in your home country.
 - What do you like about living in your new city?
 - Do you have a favourite _____?
 - Colour?
 - Flower?
 - Food?
 - Animal?
 - (Other)?

NOTE: You may want to count this conversation as a portfolio artefact in the form of a self-assessed Skill-Using speaking Task, but try to keep the environment as informal and stress-free as possible. See the following page for a possible self-assessment form.

CLB 3/4 Speaking

SKILL-USING Assessment Task Handout

CLB: 3 / 4 (circle)



Speaking 3/4-I (Interacting with Others): Coffee Connection Conversation Circle

Theme	Coffee Connection Conversation Circle
Task	Participate in a conversation circle
Competency	I - Interacting with Others

Name: _____

Date: _____

I can...	Yes (2)	Not Yet (1)
Introduce myself		
Begin a conversation		
Ask for help if needed (ex. "I'm sorry, can you repeat that?")		
Ask questions		
Take part in small talk		

Self-reflection:

My classmates and I talked about _____ (topics)

One thing I thought was interesting was _____

Something I want to talk more about is _____