

CLB 1/2

SURVIVAL ENGLISH
COMMUNITY & SERVICES

SAFE HAVEN CORE ENGLISH PROGRAM SPEAKING

Asking for Help



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SAFE HAVEN CORE ENGLISH PROGRAM

Asking for Help

TASK OBJECTIVE

Learners will be able to **ask for help** using **simple phrases** in familiar, everyday situations (e.g., “*Help, please,*” “*Can you help me?*”), using **appropriate tone** and **body language**.

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 1 – III

Getting Things Done

Make and respond to simple requests related to immediate personal needs (such as asking for assistance).

- Uses appropriate single words, phrases, memorized expressions and courtesy formulas.
- Uses acceptable gestures and body language when making requests.

Profile of Ability

The speaker can:

- Communicate very basic personal information using a few common, familiar words and formulaic expressions, usually in response to simple questions related to immediate needs.

Feature(s) of Communication

When the communication is:

- Short and face-to-face
- Strongly supported by gestures and visual cues
- Informal
- With one familiar person at a time
- Guided and encouraged by questions and prompts from a highly supportive listener
- In non-demanding contexts

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 2 – III

Getting Things Done

Make and respond to simple requests related to common everyday activities.

- Uses appropriate memorized expressions, simple sentences, and courtesy formulas for requests.

Profile of Ability

The speaker can:

- Communicate basic personal information using short phrases and some sentences, usually in response to questions about personal needs and experiences.

Feature(s) of Communication

When the communication is:

- Short and face-to-face
- Strongly supported by gestures and visual cues
- Informal
- With one familiar person at a time
- Guided and encouraged by questions and prompts from a highly supportive listener
- In non-demanding contexts

ASSESSMENT TASK

Ask someone for help.

INSTRUCTOR NOTES

This task helps refugee claimants learn how to ask for help in English, using simple and polite phrases like “Help, please,” or “Can you help me?” At CLB 1/2, these are essential survival skills that support their ability to communicate basic needs in real-life situations—such as at clinics, transit stations, shelters, or government offices. The task also builds confidence in speaking, encourages independence, and helps them participate more actively in their new environment.

This is important because refugee claimants often face unfamiliar, urgent situations where they must rely on themselves to access support. Without the ability to ask for help, they risk isolation, confusion, or being unable to access critical services like healthcare, housing, or legal aid. Developing this foundational skill gives them a sense of control, helps reduce stress, and supports their overall integration and safety in Canada.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

FLASHCARDS WARM UP

Introducing the Task

Sample Activity 2

LEARN AND PRACTICE THE LANGUAGE

Uses memorized expressions and courtesy formulas

Sample Activity 3

COPY AND SPEAK

Uses appropriate single words, phrases, memorized expressions and courtesy formulas

Sample Activity 4

ASK FOR HELP

Uses acceptable gestures and body language when making requests

Sample Activity 5

SKILL USING TASK – ASKING SOMEONE FOR HELP

All criteria

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** The activity uses visuals, gestures, repetition, and sentence frames (e.g., “Can you help me, please?”) to support learners with varied needs and learning styles.
- **Suggested:** Instructors can offer multiple modes of input (e.g., audio, visuals, modeling) and allow students to respond through speech, pointing, or acting out. Use visual scenario cards and realia to reinforce meaning.

Trauma-informed Practices

- **Embedded:** The task focuses on familiar, non-threatening situations (e.g., getting directions, asking for help in a store), using predictable and simple language patterns.
- **Suggested:** Allow students to observe before participating in role-plays. Avoid putting learners on the spot and provide the option to opt out or use a buddy system. Use calm, supportive language and tone during activities.

Relevant Content

- **Embedded:** All scenarios reflect real-life situations refugee claimants may encounter in daily life—like asking for help at a clinic, community centre, or bus stop.
- **Suggested:** Instructors can invite learners to share (if comfortable) real examples of when they needed help, then build role-play scenarios around those experiences. Use photos of local places to create context.

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

Community Engagement & Classroom Connections

- **Embedded:** The activity introduces basic language that can be used in community settings, helping learners feel more prepared to interact outside the classroom.
- **Suggested:** Invite a community support worker or volunteer to visit the class and model how to ask for help. Practice using local maps, bus schedules, or signage from nearby services.

Accessibility

- **Embedded:** Materials use large print, visuals, and simplified language. Instructions are modeled and repeated, ensuring learners of all literacy levels can participate.
- **Suggested:** Provide printed sentence frames with icons, offer audio recordings of key phrases, and allow learners to work in mixed-level pairs for peer support.

Inclusivity, Diversity & Unity

- **Embedded:** Activities are collaborative and respectful, allowing learners from different backgrounds to work together and share their cultural experiences of asking for help.
- **Suggested:** Encourage discussion of how asking for help may differ in students' home cultures. Allow learners to teach key help-related phrases from their languages to build connection and celebrate diversity.



Speaking

CLB 1/2

Theme	Survival Skills - Community
Task	Ask for help
Competency	III - Getting Things Done

Name: _____ Date: _____

		Yes (2)	Not Yet (1)
*	The Listener can understand and help you.		
	You can...	Yes (2)	Not Yet (1)
*	Ask people for help. <i>Uses memorized expressions and courtesy formulas</i>		
	Say the right words. <i>Uses appropriate single words and phrases</i>		
*	Speak politely. <i>Uses courtesy formulas</i>		
	Look at the other person's eyes. <i>Uses acceptable gestures and body language when making requests</i>		

Total

_____ / 10

Learner Self-Assessment of Task Criteria

Name: _____

Circle Yes or No

The speaking was easy.	Yes	No
I can ask people for help.	Yes	No
I can say the right words.	Yes	No
I can speak politely.	Yes	No
I can look at the other person's eyes.	Yes	No

Teacher's comments:

Sample Activity 1: Flashcards Warmup (Introducing the Task)

Instructions:

1. Show pictures of people in different places (e.g., at a store, on a bus)
2. Ask: *What is happening?* or *Do they need help?*
3. Teacher elicits the word “Help” using different images and writes it on the board using big bold letters.

Image 1: *Tim has homework. The homework is not easy. He needs----- what? What does Tim’s mom do?*

Image 2: *There was an accident. You called 911 for ----- what?*

Image 3: *Ali lives in the house next to Jack. Jack is old. He can not go to the garden. What does Ali do?*

Image 4: *I have no money. I need food for my family. I go to the food bank. It ----- me get free food. What does the food bank do?*

Image 5: *Jose can’t see. He needs ----- to get home. What does the woman do?*

4. Teach or review simple help-related expressions.
5. Say and model each expression slowly with gestures.
6. Have students repeat chorally and then individually.

Image 1**Image 2**

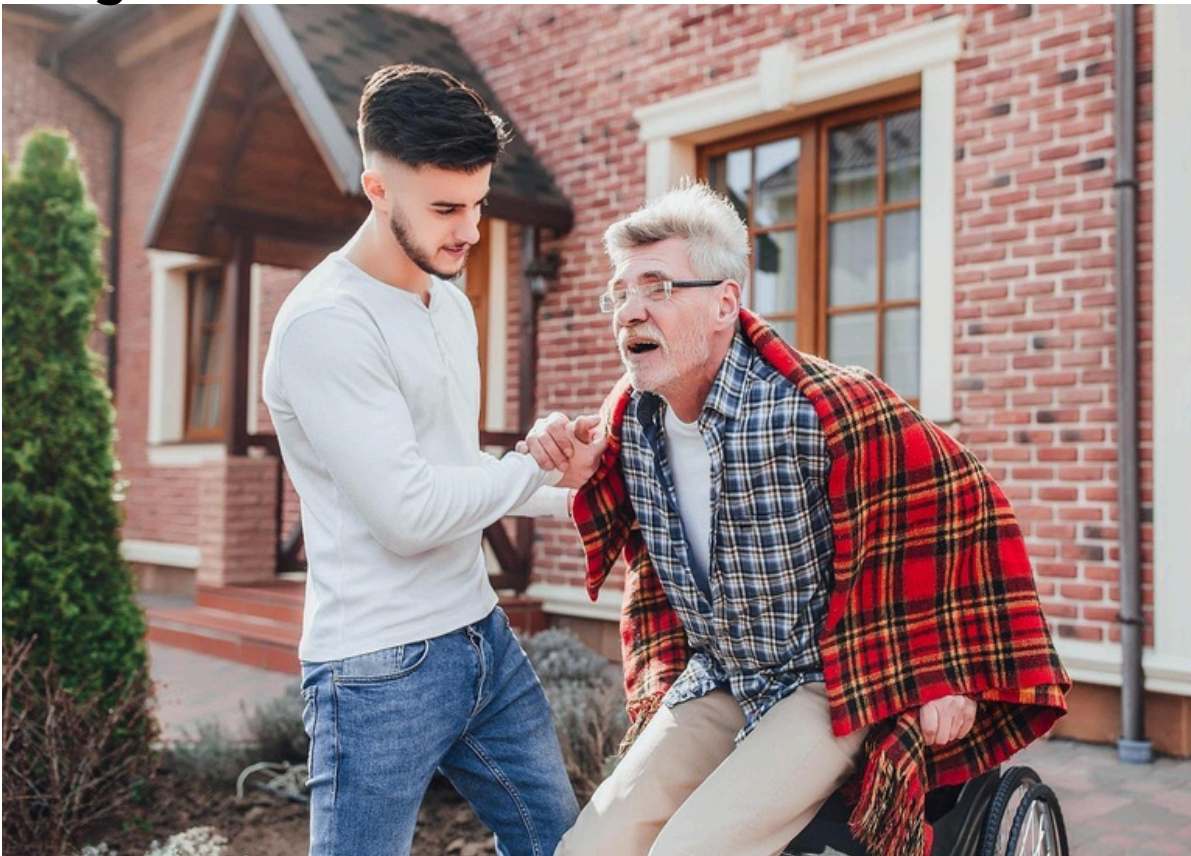
Image 3**Image 4**

Image 5

Sample Activity 2: Learn and Practice the Language

(Uses memorized expressions and courtesy formulas)

Instructions:

1. Ask learners: *Do you ask for help at the store? At the doctor? At school?*

2. Teach and repeat together:

- *Excuse me.*
- *Can you help me, please?*
- *Thank you.*

3. Use gestures and repetition. Model polite tone.

4. Key Language (Memorized Expressions & Phrases):

- *Excuse me.*
- *Can you help me?*
- *I need help*
- *Where is the ...?*
- *I don't understand.*
- *This, please. (pointing)*
- *Thank you.*
- *Help, please.*

5. Hand out the worksheet. Tell the students the story behind every image, add more details to emphasize people's need for help. Explain the word "teller" as some students might not be familiar with it. Write the answers on the board. Introduce "*Can you help me, please?*", "*Excuse me,*" and "*Help, please.*"

6. Ask the students to copy the answers in the worksheet.

Sample Activity 3: Copy and Speak

(Uses appropriate single words, phrases, memorized expressions and courtesy formulas)

Instructions:

Hand out the worksheet to each student.

1. Ask students to copy each sentence twice. As they write, encourage them to read each word aloud to practice pronunciation and recognition.
1. Have students walk around the classroom, using the sentences on the worksheet to practice asking their classmates for help.
3. Ask students to leave their worksheets on their desks.
4. Then, have them walk around again and practice asking for help without looking at the worksheet, using their memory.

Sample Activity 3: Copy and Speak



1. This sofa is heavy. Can you help me, please?



2. I can't read this message. It is difficult. Help, please.



3. Hello. 911. I am very sick. I need an ambulance. Can you help me, please?



4. Excuse me. Can you help me, please? Where is the food bank?

Sample Activity 4: Ask for Help

(Uses acceptable gestures and body language when making requests)

Instructions:

1. Demonstrate two ways of asking for help:
 - One with no eye contact, no smile, rude tone
 - One with a smile, eye contact, polite tone
2. Ask students:
 - *Which is better?*
 - *Why?*
3. Teach and model gestures:
 - Waving or raising a hand to get attention
 - Smiling when speaking
 - Nodding to show thanks
 - Making eye contact briefly
4. Have students repeat gestures and expressions after you.
5. Print and cut out the cards.
6. Give one card to each student (or pair).
7. Students act out the scenario using polite words and gestures (eye contact, smiling, hand gestures).

Sample Activity 4: Ask for Help

Card 1

- 😊 You dropped your pencil.
- 👉 Ask someone to help you pick it up.

Card 2

- 😊 You can't open your water bottle.
- 👉 Ask for help opening it.

Card 3

- 😊 You are lost in the school.
- 👉 Ask where your classroom is.

Card 4

- 😊 You don't understand a word.
- 👉 Ask a classmate what it means.

Card 5

- 😊 You need help turning on the computer.
- 👉 Ask someone how to do it.

Card 6

- 😊 You can't find the bathroom.
- 👉 Ask where the bathroom is.

Card 7

- 😊 You want to borrow a pen.
- 👉 Ask a classmate politely.

Card 8

- 😊 You spilled your drink.
- 👉 Ask someone for help to clean it up.

Card 9

- 😊 You can't carry your heavy bag.
- 👉 Ask for help carrying it.

Card 10

- 😊 You are looking for the teacher.
- 👉 Ask someone, "Where is the teacher?"

Sample Activity 5: Skill Using Task – Asking Someone for Help

(All criteria)

Instructions:

1. Give each student two images that show people in everyday situations (e.g., asking for help, giving directions).
1. Ask the students to look at each picture and describe what is happening. Prompt them with the question:
 - *What is the story in this picture?*
2. Next, ask:
 - *What can the people in the picture say?*
(Encourage simple phrases like *Excuse me, Can you help me, please?* or *Thank you.*)
3. Remind students to make good eye contact while speaking to you or their classmates.
 - *Say: When you speak, look at the person's eyes. This shows you are polite.*
4. Have each student take turns describing their pictures and speaking as if they are one of the people in the image, using both words and gestures.

Sample Activity 5: Skill Using Task – Asking Someone for Help

Instructions: Look at the pictures. How do you ask for help?
What can you say?

Look at the picture. What can the man say?



Look at the picture. What can the man say?



Look at the picture. What can the man say?



Look at the picture. What can the woman say?



CLB 1-2 Assessment Task

Look at the picture. What can the man say?

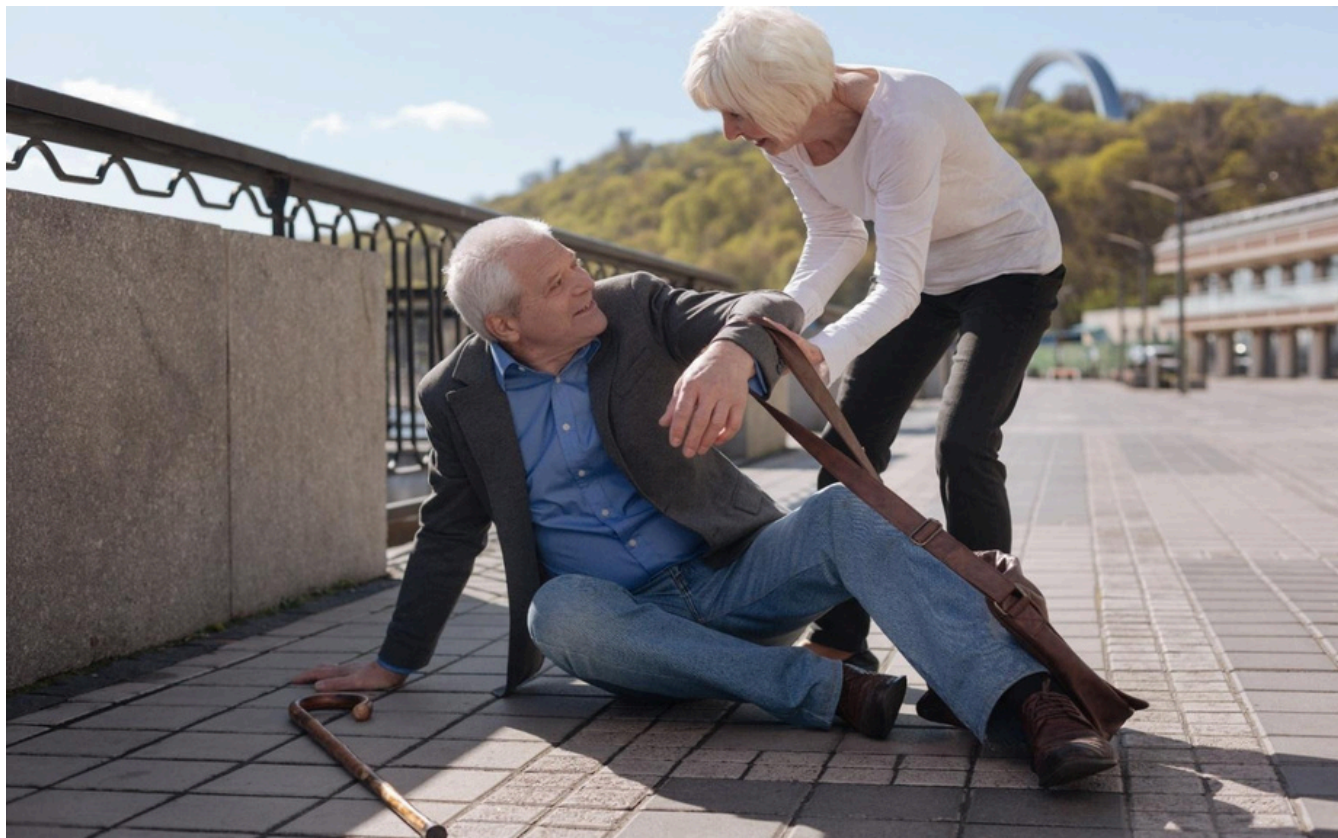


Look at the picture. What can the woman say?



CLB 1-2 Assessment Task

Look at the picture. What can the man say?



Look at the picture. What can the student say?

