

CLB 3 / 4

SURVIVAL ENGLISH
COMMUNITY SERVICES

SAFE HAVEN **EMPLOYMENT** **ENGLISH** **PROGRAM** **WRITING**

Asking for Job Search Help



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SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM

Asking for Job Search Help

TASK OBJECTIVE

Learners will be able to **write** a **short email** to a **Safe Haven employment service** provider, asking for **help** with their **job search**.

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 3 – III

Getting Things Done

Write short, simple business or service messages (messages are about 5 sentences)

- Conveys the message, although a reader might have some difficulty following.
- Uses language and content that are appropriate to the intent and social context.

Profile of Ability

Developing control of spelling, punctuation and capitalization.

CLB 4 – III

Getting things Done

Write simple business or service messages (messages are about 7 sentences)

- Conveys main ideas and supports them with some detail in a basic paragraph structure.
- Uses language and content that are appropriate to the purpose, intent, and social context.

Profile of Ability

Adequate control of spelling, punctuation and capitalization.

Stage 1 Knowledge & Strategies

Beginning ability to use:

- Resources such as dictionaries, thesauruses [or, in this case, service directories] (Strategic Competence).
- Basic email writing conventions such as subject lines and opening/closing conventions (Functional Knowledge).

ASSESSMENT TASK

Write an email inquiry to a Safe Haven employment services provider.

INSTRUCTOR NOTES

This task helps refugee claimants learn how to scan a Safe Haven employment services directory and build writing skills for sending a simple email inquiry.

Learning how to navigate directories and locate relevant services, such as job search assistance, will equip refugee claimants with the scanning and research skills to be able to seek out these much-needed services. Further, building communications skills and comfort in semi-formal email writing helps empower refugee claimants to access these services in the real-world.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

EMPLOYMENT GOALS WRITTEN REFLECTION

Introducing the Task

Sample Activity 2

CONVEYING YOUR MESSAGE

CLB 3: Conveys the message; CLB 4: Conveys main ideas and supports them with some detail

Sample Activity 3

USING THE SAFE HAVEN SERVICE DIRECTORY

Stage 1 Strategic Competence: Beginning ability to use resources such as [service directories

- **Note:** the service directory is included in this task package as a .pdf, but some contact information may change over time. For up-to-date information, visit <https://bcrefugeehub.ca/bc-refugee-hub-bc-safe-haven-program-service-directory/>.

Sample Activity 4

PARTS OF AN EMAIL

Stage 1 functional knowledge: Beginning ability to use basic email writing conventions

Sample Activity 5

BUILDING AN EMAIL

CLB 3 & 4: Uses language and content that are appropriate to the intent and social context

Sample Activity 6

PEER-EDITING

Developing [CLB 3] or adequate [CLB 4] control of spelling, punctuation and capitalization

Assessment Task

Students write a short email to a Safe Haven employment service provider, asking for help with their job search.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** As a writing task, much of the skill-building involves a fair amount of copying information.
- **Suggested:** For different learning styles, consider printing and cutting out some of this information, so that visual learners might choose to place these information cards into the correct spaces instead. Consider also varying group sizes (tables, whole class, partners, individually) between and within the different activities and doing some worksheet handouts as 11x17 enlargements that students can work on together.

Trauma-informed Practices

- **Embedded:** Questions about work experience may trigger traumatic memories from students' previous lives and home countries, while questions about employment goals may provoke feelings of anxiety about the future.
- **Suggested:** Introduce these questions carefully with an eye for student discomfort; consider making these questions optional.

Relevant Content

- **Embedded:** The task develops core skills relevant to finding services, making inquiries and accessing much-needed settlement and/or employment assistance.
- **Suggested:** Note that the contact information included in the Safe Haven service directory may change over time. For up-to-date information, visit <https://bcrefugeehub.ca/bc-refugee-hub-bc-safe-haven-program-service-directory/>.

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

Community Engagement & Classroom Connections

- **Embedded:** The task uses the actual Safe Haven Directory of Services from BC Refugee Hub.
- **Suggested:** Consider a follow-up computer lab activity where students a) find this directory online, and b) draft and send their emails to an actual Safe Haven employment service provider (remember to help with editing before sending).

Accessibility

- **Embedded:** The task involves a fair amount of scaffolding for students who may not be comfortable writing freely.
- **Suggested:** In skill-building, consider allowing students to draw arrows rather than copy information into blanks to avoid repetitive copying, or adapt the task to be done online, where students might access tools like speech-to-text (avoid using AI tools, like ChatGPT, however).

Inclusivity, Diversity & Unity

- **Embedded:** Safe Haven employment services are available to refugee claimants only.
- **Suggested:** Consider showing how some other types of services, such as settlement, housing, and trauma counselling may be available to students with different immigration statuses (p. 8 of the directory).



Writing

CLB 3

Theme	Survival English - Community Services
Task	Asking for Job Search Help
Competency	III - Getting Things Done

Name: _____

Date: _____

	Holistic Your reader can...	Yes (2)	Not Yet (1)
*	Follow your email and understand your request		
	Analytic You can...	Yes (2)	Not Yet (1)
*	Express your message somewhat clearly <i>Conveys the message, although a reader might have some difficulty following</i>		
*	Use language appropriate to a short, simple email inquiry <i>Uses language and content that are appropriate to the intent and social context</i>		
	Write a short (~5 sentence) message <i>Messages are about 5 sentences</i>		
	Follow basic email writing conventions (ex. subject, opening/closing) <i>Beginning ability to use basic email conventions</i>		
	Use mostly OK spelling, punctuation and capitals <i>Developing control of spelling, punctuation and capitalization</i>		

Total

_____ / 12



Writing

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



Writing

CLB 4

Theme	Survival English - Community Services
Task	Asking for Job Search Help
Competency	III - Getting Things Done

Name: _____

Date: _____

	Holistic Your reader can...	Yes (2)	Not Yet (1)
*	Follow your email and understand your request		
	Analytic You can...	Yes (2)	Not Yet (1)
*	Express the message with some detail in basic paragraph form <i>Conveys main ideas and supports them with some detail in a basic paragraph structure</i>		
*	Use language appropriate to a short email inquiry <i>Uses language and content that are appropriate to the purpose, intent and social context</i>		
	Write a short (~7 sentence) message <i>Messages are about 7 sentences</i>		
	Follow basic email writing conventions (ex. subject, opening/closing) <i>Beginning ability to use basic email conventions</i>		
	Use mostly correct spelling, punctuation and capitals <i>Adequate control of spelling, punctuation and capitalization</i>		

Total

_____ / 12



Writing

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

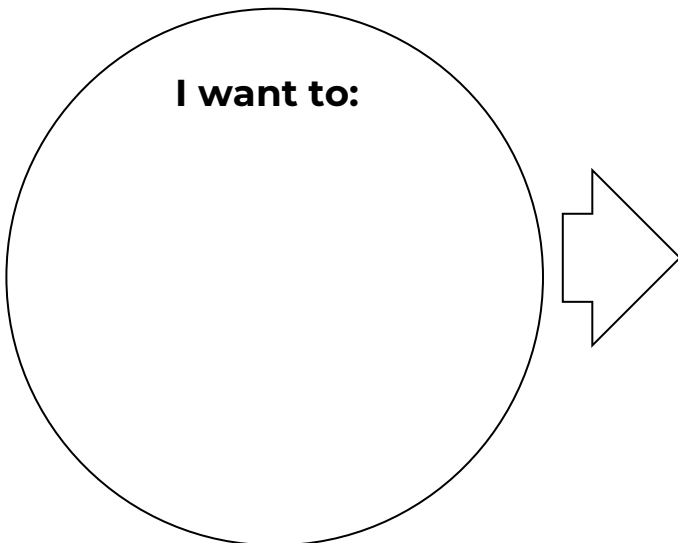
Not yet

Sample Activity 1: Employment Goals Written Reflection

(Introducing the Task)

Instructions: What are your employment goals? What do you need to do to reach your goals? Who can help you along the way? Fill in the information below to begin to create a job planning road map.

I want to:



...because

I need to:

Step 1:

Step 2:

Step 3:

Who can help me?



Sample Activity 2: Conveying the message

(CLB 3: Conveys the message; CLB 4: Conveys main ideas and supports them with some detail)

Finding Employment Services

The Safe Haven program offers many job search and employment services for refugee claimants in BC:

Employment Services include:

- Job search
- Resume writing
- Interview preparation
- Job market info
- Job placement services



Which of these Employment Services are you looking for? Copy your **top 3**:

- 1.
- 2.
- 3.

Now, choose one of these and explain *why*:

I would like help with _____,


because _____

Source: This information, including screenshots, comes from BC Refugee Hub's Directory of Services (<https://bcrefugeehub.ca/publications/bc-refugee-hub-bc-safe-haven-program-service-directory/>)

Sample Activity 3: Using the Safe Haven Service Directory

(Beginning ability to use resources such as [service directories])

Part 1: Use the Safe Haven Service Directory to find a Safe Haven service provider that offers employment services in your area.

- Look for this symbol: 
- Find your city
- Is there a job search check mark (✓) in your city? **YES / NO**
- Copy the following information:

Organization name: _____

Contact name: _____

Email address: _____

*Check for spelling, punctuation and capitals: did you copy the information *exactly* as it is in the directory? Ask your teacher to double-check.

Part 2: In this lesson we are going to write an email asking for job search help. It is always a good idea to include a subject, and to include your contact's name if possible. Use your notes (above) and copy them into the blanks:

SUBJECT: Job search assistance

TO: _____
(contact persons's email address)

Dear _____ at _____:
(contact name) (organization name)

(*Using your contact's name, or the organization's name is considered a polite and professional way to begin an email.)

NOTE FOR TEACHERS: Some organizations have multiple contacts: you may have to help students choose the one most closely related to job search services.

Sample Activity 4: Parts of an Email

(Beginning ability to use basic email writing conventions)

Instructions: Below is an example of an email asking for job search assistance. Working with a partner, read the email carefully and identify the following parts:

- Circle the **subject**, **greeting** and **signature**
- Underline the part(s) where it says the **purpose** or **reason** for the email
- Put a star (*) next to the details, such as:
 - Work experience
 - Skills
 - Employment goals
- [Make a box] around where it says **thank you**

When you are finished, compare your answers to another group.

SUBJECT: Job search help

TO: info@abcsettlementorganization.org

Dear Employment Services at ABC Settlement Organization,

I am a refugee claimant living in Vancouver, BC. I would like to ask you for help with my job search. I was a mechanic in my home country. I worked for more than 10 years. I can work with machines and am good at understanding instructions. I want to find a job in a warehouse or in an auto repair shop. I would like to get some more help in resume writing and interview preparation. Please let me know if you can meet: my phone number is (555) 555-5555. Thank you for your time; I hope to hear from you soon.

Sincerely,

Student One

Phone: (555) 555-5555

Email: student1@123settlementorganization.org

ANSWER KEY

Sample Activity 4: Parts of an Email

SUBJECT: Job search help

TO: info@abcsettlementorganization.org

Dear Employment Services at ABC Settlement Organization:

I am a refugee claimant living in Vancouver, BC. I would like to ask you for help with my job search. I was a mechanic in my home country.* I worked for more than 10 years.* I can work with machines, and am good at understanding instructions.* I want to find a job in a warehouse or in an auto repair shop.* I would like to get some more help in resume writing and interview preparation. Please let me know if you can meet: my phone number is (555) 555-5555. [Thank you for your time; I hope to hear from you soon.]

Sincerely,

Student One

Phone: (555) 555-5555

Email: student1@123settlementorganization.org

GREETING

INTRODUCTION & PURPOSE

DETAILS

REQUEST

THANK YOU

CLOSING / SIGNATURE

Sample Activity 5: Building an Email

(Uses language and content that are appropriate to the intent and social context)

Part 1: Now it's your turn! Start with your notes:

<p>About the organization: (you can find this information in Activity 2)</p>	<p>Organization name: _____</p> <p>Contact person: _____</p> <p>Email address: _____</p>
<p>About you:</p>	<p>Job goal: _____</p> <p>Job experience: _____</p> <p>Skills (CLB 4 only): _____ _____</p> <p>Looking for help with (circle 1-2):</p> <ul style="list-style-type: none"> ○ Job search ○ Resume writing ○ Interview preparation ○ Job market info ○ Job placement services <p>Email address: _____@_____.</p>

Sample Activity 5: Building an Email (continued)

Part 2: Now, let's put some of this information into an email.

SUBJECT: _____

TO: _____@_____.
(contact person's email address)

Dear _____ at _____:
(contact person) (organization name)

My name is _____ and I am a Safe Haven client living in _____.
(your name) (your city)

I am writing to you because _____

(why?)

I was a _____ in _____ for _____.
(job name) (home country) (how long?)

I can _____ and _____.
(skill 1, CLB 4 only) (skill 2, CLB 4 only)

I would like to get some help with _____.
(what kind of help are you looking for?)

Please let me know if you can meet me. Thank you for your time, and I look forward to hearing from you.

Sincerely,

(your name)

Contact: _____
(your email address or phone number)

Sample Activity 6: Peer-Editing

(Developing [CLB 3] or adequate [CLB 4] control of spelling, punctuation and capitalization)

Instructions

Exchange email drafts with a partner. Read your partner's email. Complete the checklist, and tell them two things they did well, and one thing they should work on.

Did your partner...	YES	NOT YET
Include all the necessary parts of an email, including: <ul style="list-style-type: none"> ◦ Subject? ◦ Greeting? ◦ Signature? 		
Introduce themselves?		
Say <i>why</i> they're emailing?		
Include some details? (REQUIRED FOR CLB 4 ONLY)		
Thank the reader?		
Write with mostly OK: <ul style="list-style-type: none"> ◦ Spelling? ◦ Capitals? ◦ Punctuation? 		
2 things you did well:	1 thing you can improve on:	
1. 2.	1.	

Writing III Assessment Handout

CLB 3



Writing
CLB 3-III. Getting Things Done
Asking for Job Search Help

Instructions:

You have found a Safe Haven employment service provider and are now ready to write your email. Write a short (~5 sentences) email to ask for employment help. When you finish, complete the self-reflection on the next page.

To: _____@_____.com

SUBJECT: Job search help

Dear _____:

My name is _____.

I am writing to you because _____

Sincerely,

Writing III Assessment Handout

CLB 4



Writing

CLB 4-III. Getting Things Done

Asking for Job Search Help

Instructions:

You have found a Safe Haven employment service provider and are now ready to write your email. Write a short (~7 sentences) email to ask for employment help. When you finish, complete the self-reflection on the next page.

To: _____@_____.com

SUBJECT: _____

Dear _____,

_____.

I am writing to you because _____

Sincerely,

Self-reflection:

Did you...:	YES	NOT YET
Include all the necessary parts of an email, including: <ul style="list-style-type: none"> ◦ Subject? ◦ Greeting? ◦ Signature? 		
Introduce yourself?		
Say why you're emailing?		
Include some details? (REQUIRED FOR CLB 4 ONLY)		
Thank the reader?		
Proofread for: <ul style="list-style-type: none"> ◦ Spelling? ◦ Capitals? ◦ Punctuation? 		

...if "NOT YET," please go back to edit 

...if "YES," you may now hand in your email to your teacher. Good work 😊

Possible Extension Activity:

Real-World Emails: Your students have now:

- a) found the contact information of an actual Safe Haven employment specialist;
- b) begun to identify components of professional emails; and
- c) built their own simple drafts of an email inquiry.

To help put their knowledge and skills into action, consider having students actually send these email inquiries.

First, ask students if they are already receiving employment help or have been matched with an employment specialist. If not, ask students whether or not they feel comfortable sending a version of their email to a Safe Haven employment specialist. Participation in this activity should be optional/voluntary, but stress the value of this step: being able to write emails like these enables students to access important services which are freely available to them.

Note: the contact information included in the Safe Haven service directory may not be up-to-date. Check the BC Refugee Hub website for up-to-date information:

<https://bcrefugeehub.ca/bc-refugee-hub-bc-safe-haven-program-service-directory/>.