

CLB 1 / 2

SURVIVAL ENGLISH

HEALTH AND WELLNESS

SAFE HAVEN CORE ENGLISH PROGRAM LISTENING

Understanding People's Feelings



Funded by / Financé par:



©AMSSA 2025



SAFE HAVEN CORE ENGLISH PROGRAM

Understanding People's Feelings

TASK OBJECTIVE

By the end of the lesson, learners will be able to:

- Recognize simple **wellness-related expressions** (e.g. *"I feel sick." / "I am tired."*)
- Choose an **appropriate response** when they hear a greeting or emotion
- **Respond politely** in short, supportive phrases (e.g. *"I'm sorry." / "Do you need help?"*)

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 1 – 1

Interacting with Others

Understand individual greetings, introductions and goodwill expressions.

- Identifies individual, familiar words and short phrases used in common courtesy formulas.
- Indicates comprehension with appropriate verbal or non-verbal responses.

Profile of Ability

The listener can understand a **very limited** number of common individual words, simple phrases and routine courtesy formulas related to immediate personal needs.

Feature(s) of Communication

When the communication is:

- Spoken clearly at a slow rate
- Strongly supported by visuals or non-verbal communication (pictures, gestures)
- Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)
- Related to immediate personal needs
- Very short
- In non-demanding contexts

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 2 – 1

Interacting with Others

Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas.

- Identifies common courtesy phrases and an expanding range of expressions.
- Responds to requests for basic personal information or to identify people and objects.

Profile of Ability

The listener can understand a limited number of individual words, simple phrases and short, simple sentences related to immediate personal needs.

Feature(s) of Communication

When the communication is:

- Spoken clearly at a slow rate
- Strongly supported by visuals or non-verbal communication (pictures, gestures)
- Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)
- Related to immediate personal needs
- Short
- In non-demanding contexts

ASSESSMENT TASK

Listen to what people say. Circle the correct answer.

INSTRUCTOR NOTES

This task helps refugee claimants learn how to understand and respond to simple spoken messages about feelings. They practice listening for key words and tone of voice to recognize emotions such as sadness, fear, or happiness. Learners also build confidence in asking for help when they feel unwell or uncertain, which encourages them to take action when they need support.

These listening and communication skills are essential for everyday interactions, such as speaking with doctors, settlement workers, or community members. Recognizing and expressing feelings helps refugee claimants build self-awareness, form healthy relationships, and adjust to life in a new and often unfamiliar environment.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

HOW ARE YOU?

Introducing the Task

Sample Activity 2

IDENTIFYING EMOTIONS WITH EMOJIS

The listener can indicate comprehension with appropriate verbal or non-verbal responses

Sample Activity 3

SAY "HI" AND "HELLO"

Understand individual greetings

Sample Activity 4

HOW DO THEY FEEL?

Identify familiar words

Sample Activity 5

SKILL-USING TASK

All criteria

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** The task uses both audio and visual supports (e.g., dialogues with transcripts, emojis, and facial expression images) to present content in multiple ways, supporting different learning preferences and needs.
- **Suggested:** The instructor can allow students to listen multiple times, provide sentence frames (e.g., "I feel ___ because ___"), and offer visual aids like emojis or flashcards to help students connect emotions with expressions and tone.

Trauma-informed Practice

- **Embedded:** The activity avoids emotionally triggering content by using simple, everyday emotions (e.g., sad, tired, sick). Learners are not required to share personal experiences and can participate at their comfort level.
- **Suggested:** Create a calm and predictable classroom routine. Allow learners to opt out of speaking in front of the class. Use group repetition or pair practice instead of singling out individuals. Offer reassurance and positive feedback to reduce anxiety.

Relevant Content

- **Embedded:** The activity reflects real-life situations that learners may face in their daily lives in Canada, such as asking someone how they feel or responding when someone is upset or concerned.
- **Suggested:** Use familiar, culturally neutral scenarios such as visiting a doctor's office, speaking with a neighbour, or interacting at a settlement agency. Emphasize how recognizing emotions in these everyday settings can help learners understand when someone needs support or how to respond appropriately.

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

Community Engagement & Classroom Connections

- **Embedded:** Learners practise social interaction skills that are transferable to community spaces like clinics, schools, and community centres.
- **Suggested:** Include role-plays where learners practice listening and responding to feelings in everyday interactions. Encourage learners to reflect on times they have needed to ask for help or check on someone else.

Accessibility

- **Embedded:** Activities are designed using clear, slow-paced transcripts and simple sentence structures. Visual cues such as emojis and facial expression images make the content more accessible for learners with limited literacy or language skills.
- **Suggested:** Provide printed transcripts for all listening tasks. Allow learners to respond non-verbally (e.g., pointing to an emoji).

Inclusivity, Diversity & Unity

- **Embedded:** The activities welcome diverse perspectives by using inclusive visuals and a variety of names that reflect different backgrounds to ensure all learners feel represented and respected.
- **Suggested:** Encourage students to share how emotions are expressed in different cultures, if they wish. Use inclusive language (e.g., “everyone feels sad sometimes”) and model respect for different ways of showing emotions.



Listening

CLB 1

Theme	Survival English - Health and Wellness
Task	Understanding People's Feelings
Competency	I - Interacting with Others

Name: _____ Date: _____

You can...	Yes (2)	Not Yet (1)
Listen to Hi and Hello <i>Understand greetings (Q1)</i>		
Listen to feelings: sad, tired, sick <i>Understand a limited number of individual words (Q7 & 8)</i>		
* Listen and answer: How are you? <i>Understand goodwill expressions (Q2)</i>		
* Listen and answer: Are you okay? <i>Understand goodwill expressions (Q2)</i>		
Listen and say: Thank you and I am sorry <i>Understand an expanding range of basic courtesy formulas (Q4)</i>		

Your Score

_____ / 10

0 - 3



4-6



7-10





Listening

CLB 1

Circle Yes or No

I can listen to words.	Yes	No
I can listen and answer "How are you?"	Yes	No
I can listen and answer "Are you okay?"	Yes	No
I can listen and answer "Thank you" and "I am sorry."	Yes	No

Teacher's comments:


👂

Listening

CLB 2

Theme	Survival English - Health and Wellness
Task	Understanding People's Feelings
Competency	I - Interacting with Others

Name: _____ Date: _____

You can...	Yes (2)	Not Yet (1)
Listen to Hi and Hello <i>Understand greetings (Q1)</i>		
Listen to feelings: sad, tired, sick <i>Understand a limited number of individual words (Q7 & 8)</i>		
* Listen and answer: How are you? <i>Understand goodwill expressions and an expanding range of basic courtesy formulas (Q2)</i>		
* Listen and answer: Are you okay? and Let's talk <i>Understand a limited number of common simple phrases (Q3 & Q6)</i>		
Listen and say: Thank you and I am sorry <i>Understand a very limited number of common routine courtesy formulas (Q4)</i>		

Your Score _____ / 10

0 - 3 
 4-6 
 7-10 



Listening

CLB 2

Circle Yes or No

I can listen to words.	Yes	No
I can listen and answer "How are you?"	Yes	No
I can listen and answer "Are you okay?"	Yes	No
I can listen and answer "Thank you" and "I am sorry."	Yes	No

Teacher's comments:

Sample Activity 1: How are you? (Introducing the Task)

Instructions:

1. Write on the Board:

Write these three questions in large, clear letters:

- *How are you?*
- *How do you feel*
- *Are you okay?*

2. Class Discussion:

Read each question aloud and ask students what they think it means. Encourage simple responses if they know any.

3. Model Answers:

Say and write a few basic responses, such as:

- *I'm fine, thank you.*
- *I feel tired.*
- *Yes, I'm okay.*

Have students repeat each response aloud, practicing pronunciation and intonation.

4. Copy Responses:

Ask students to copy the questions and answers into the worksheet you gave them.

5. Listening Practice:

Erase the questions from the board. Ask one question to individual students. Support responses as needed and repeat correct answers as a class.

Sample Activity 1: How are you?

How are you?

I am _____.

How do you feel?

I feel _____.

Are you okay?

Yes, I am. I am _____.

No, I am not. I am _____.

Sample Activity 2: Identifying Emotions with Emojis

(The listener can indicate comprehension with appropriate verbal or non-verbal responses.)

Instructions:

1. Introduce Vocabulary:

Show each emoji and say the emotion word clearly (e.g., “happy”).

Students repeat the word after you. Use facial expressions or gestures to help illustrate the emotion.

2. Group Practice (Listening + Speaking):

Read simple sentences aloud, e.g.:

- *I feel happy.*
- *She is sad.*
- *He is tired.*

Students listen and point to the matching emoji on their worksheet.

Repeat sentences for reinforcement.

3. Teacher Says – Students Point (Listening Only):

Say just the emotion word (e.g., “angry”). Students listen and point to the correct emoji. Repeat with different emotions.





4. Student Participation (Listening + Speaking):

Invite individual students to say an emotion aloud. The rest of the class listens and points to the emoji they hear.





5. Creative Wrap-Up (Listening + Speaking + Drawing):

Students draw their own emoji to show one feeling. Then, each student shows their emoji and says the emotion aloud (e.g., “I drew happy”).

Activity 2a: Identifying Emotions with Emojis**How are you?**




I am good/okay.	
I am tired.	
I am sad.	
I am sick.	
I am _____.	Draw Here

Sample Activity 2b: Identifying Emotions with Emojis**How do you feel?**




I feel good/okay.	
I feel tired.	
I feel sad.	
I feel sick.	
I feel _____.	DrawHere

Sample Activity 2c: Identifying Emotions with Emojis

Are you okay?

<p>Yes, I am. I am good.</p>	
<p>Yes, I am. I am okay.</p>	
<p>Yes, I am. I am fine.</p>	

Are you okay?

<p>No, I am not. I am sick.</p>	
<p>No, I am not. I am tired.</p>	
<p>No, I am not. I am sad.</p>	

Sample Activity 3: Say “Hi” and “Hello”

(Understand individual greetings)

Instructions:

1. Introduction (Listening + Repeating):

Say each greeting clearly with appropriate tone and body language. Have students repeat after you. Show visuals to support understanding (e.g., sun for “Good morning”).

2. Listening and Responding (Listening + Non-verbal/Verbal Response):

Say a greeting aloud (e.g., “Hi!”).

- Students respond with a wave, thumbs up, or repeat the greeting.
- Do this as a whole class several times using different greetings.

3. Match the Greeting (Listening + Worksheet):

Give students a worksheet with pictures of people greeting each other (e.g., someone waving in the morning).

- Say a greeting aloud (e.g., “Good afternoon!”).
- Students listen and circle the correct picture.
- Repeat with other greetings.

4. Pair Practice (Listening + Speaking):

Put students in pairs. One student says a greeting (from a card or memory), and the other responds appropriately. Switch roles.

- For example:

A: *Hello!* B: *Hi!*

A: *How are you?*

B: *I'm fine, thank you.*

5. Wrap-Up Game (Listening + Movement):

Teacher says a greeting. Students walk around the room and find a partner to say the same greeting to. Optional: Play soft music and pause it for each round.

Target Phrases (Activity Script):

1. *Hello!/ Hi!*
2. *Good morning!*
3. *Good afternoon!*
4. *Good evening!*
5. *Nice to meet you*

Sample Activity 3: Say "Hi" and "Hello"

Listen to the teacher. Circle the correct picture that matches the greeting you hear.

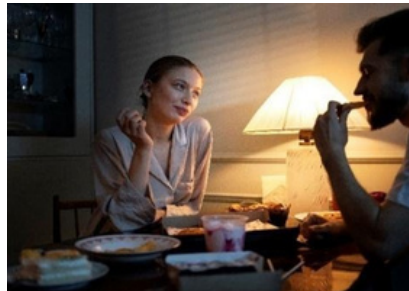
1.



2.



3.



4.



5.



Sample Activity 4: How Do They Feel?

(Identify familiar words)

Instructions:

1. Review the Vocabulary (Listening + Repeating):

Show each word with a picture or emoji. Say the word clearly and have students repeat:

- *Sad* – frown, tears
- *Tired* – yawn/stretch
- *Sick* – hold stomach/head
- *Okay* – neutral face, thumbs up
- *Good* – big smile, thumbs up

Use simple sample sentences:

- *I feel good.*
- *She is okay.*
- *He is tired.*

2. Listening and Pointing (Verbal + Non-Verbal Response):

Activity:

Use the conversation in the activity as a script. Read the conversation.

Students listen and circle the correct emoji.

Repeat as needed and check as a class.

Sample Activity 4: How Do They Feel?

Listen. Circle the correct picture.

Ali and Mei



Ali: Hello Mei.

Mei: Hi Ali.

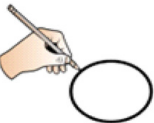
Ali: Are you okay?

Mei: No, I am not. I feel sick.

Ali: I am sorry.

Mei: Thank you.

Circle.



Mei is



Reem and Paula



Reem: Hi Paula.

Paula: Hi Reem.

Reem: How are you?

Paula: I am good. Thank you. And you?

Reem: I am okay.

Circle.



Paula is



Adam and Sue



Sue: Hello Adam.

Adam: Hi Sue.

Sue: Are you okay?

Adam: No, I am not. I am tired.

Sue: You need to sit down.

Adam: Thank you.

Circle.



Adam is



Teacher and Asha



Teacher: Hi Asha.

Asha: Hi teacher.

Teacher: Are you okay?

Asha: No, I am not. I feel sad.

Teacher: Do you need help?

Asha: Yes, please.

Teacher: Let's talk.

Circle.



Asha is



TRANSCRIPT

Sample Activity 5: Skill-using Task - Teacher's Handout

Instructions for the teacher: Read the statements on the left out loud for students to circle the correct response.

Transcript			
1. Hello.	I am sorry.	Hi.	I feel tired.
2. How are you?	Hello.	Thank you.	I am good.
3. How do you feel?	I feel tired.	No, I am not.	I am sorry.
4. I feel sad.	Hi.	Do you need help?	I feel good.
5. Are you okay?	Yes, I am fine.	Hello.	Thank you.

Sample Activity 5: Skill-using Task - Student Handout

Name: _____

Date: _____

Listen to the teacher. Circle the correct answer.



1.	I am sorry.	Hi.	I feel tired.
2.	Hello.	Thank you.	I am good.
3.	I feel tired.	No, I am not.	I am sorry.
4.	Hi.	Do you need help?	I feel good.
5.	Yes, I am fine.	Hello.	Thank you.

TRANSCRIPT

Listening I Assessment Task: Teacher's Copy

The highlighted part is the transcript.

1. Hello.

- a. Thank you.
- b. **Hi.** ✓
- c. Good.

2. How are you?

- a. Yes, I am.
- b. No thanks.
- c. **I am good.** ✓

3. Are you okay?

- a. I'm sorry.
- b. No, thank you.
- c. **Yes, I am fine.** ✓

4. I feel sick.

- a. **I'm sorry.** ✓
- b. Hello.
- c. No, thank you.

5. Do you need help?

- a. **Yes, please.** ✓
- b. Thank you.
- c. Me too.

6. I feel sad.

- a. **Let's talk.** ✓
- b. Hello.
- c. I need coffee.

7. I feel tired.

- a. Thank you.
- b. **You need to sit down.** ✓
- c. Hi.

8. How do you feel?

- a. I am sorry.
- b. **I feel good.** ✓
- c. Good morning.

CLB 1-2 Assessment Task Handout (Student's Copy)

Page 1

Name: _____

Date: _____



CLB 1-2 Assessment Task Handout

Listen. Circle the correct answer.

1. a. Thank you.
b. Hi.
c. Good.

2. a. Yes, I am.
b. No thanks.
c. I am good.

3. a. I'm sorry.
b. No, thank you.
c. Yes, I am fine.

4. a. I'm sorry.
b. Hello.
c. No, thank you.

Listen. Circle the correct answer.



5. a. Yes, please.
b. Thank you.
c. Me too.

6. a. Let's talk.
b. Hello.
c. I need coffee.

7. a. Thank you.
b. You need to sit down.
c. Hi.

8. a. I am sorry.
b. I feel good.
c. Good morning.