

# Gender-Based Violence (GBV) Awareness for EAL Learners: **PHYSICAL VIOLENCE** **MILA'S STORY**



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Immigration, Réfugiés  
et Citoyenneté Canada

Funded by:

Immigration, Refugees  
and Citizenship Canada

# REFLECT • How did you feel when you came to Canada? (CLB 1+)



How did you feel when you came to Canada?

## Grammar Note:

**Present** = feel, feels

- I feel happy right now.
- She feels happy when she gets a gift.

**Past** = felt

- I felt happy yesterday.
- He felt happy when he graduated from LINC 4.

## I felt



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

## Other:

# PREDICT • How does she feel? (CLB 1+)



How does she feel?

She feels



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



1. Mila and Ivan came to Canada 2 years ago.

YES NO

2. Life in Canada was easy.

YES NO

3. Ivan got a job.

YES NO

4. Ivan felt stressed.

YES NO

5. Ivan yelled at Mila once.

YES NO

6. Ivan grabbed Mila's arm.

YES NO

7. Ivan hit Mila in the face.

YES NO

8. Ivan said sorry.

YES NO

9. Mila was happy.

YES NO

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



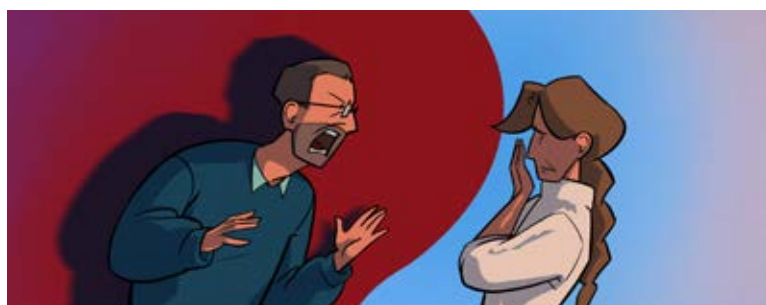
Mila and Ivan came to Canada 2 years ago. They wanted a better life for their children.



But life in Canada was hard. The bills were high. Ivan didn't find a job.



Ivan felt stressed. Mila was worried about him.



Ivan got angry. He yelled at Mila every day.



One night, Ivan grabbed Mila's arm.



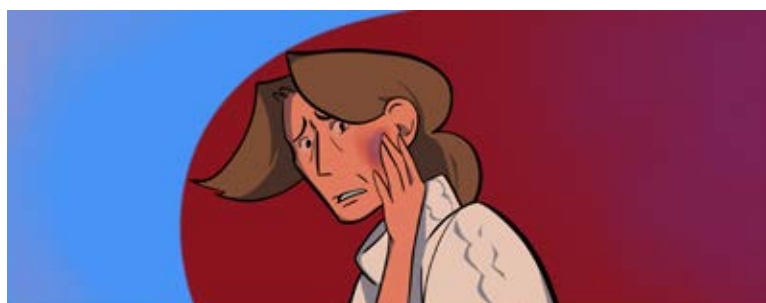
**Mila got a bruise.**



**Ivan said sorry.**



**Another night, Ivan hit Mila.**



**It hurt alot.**



**Ivan said sorry again.**



**Mila didn't know what to do.  
She felt scared and judged.**



**She didn't want her children to  
see. She didn't want her family to  
worry.**

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



**1. Why did Mila and Ivan come to Canada?**

- a) They wanted a better life for their children.
- b) Ivan got a job in Canada.

**2. Why is Ivan stressed and angry? You can choose more than one.**

- a) Mila yelled at Ivan.
- b) Bills were high.
- c) Ivan didn't get a job.

**3. What did Ivan do? You can choose more than one.**

- a) Ivan yelled at Mila.
- b) Ivan grabbed Mila's arm.
- c) Ivan hit Mila.
- d) Ivan said sorry.

**4. How did Mila feel? You can choose more than one.**

- a) Worried
- b) Scared
- c) Judged
- d) Angry

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel

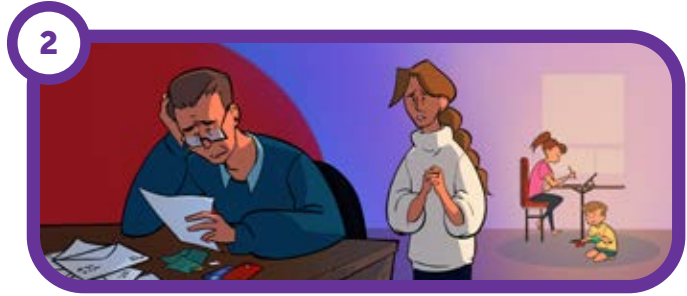


Other:



Mila and Ivan \_\_\_\_\_ to  
Canada 2 years ago.

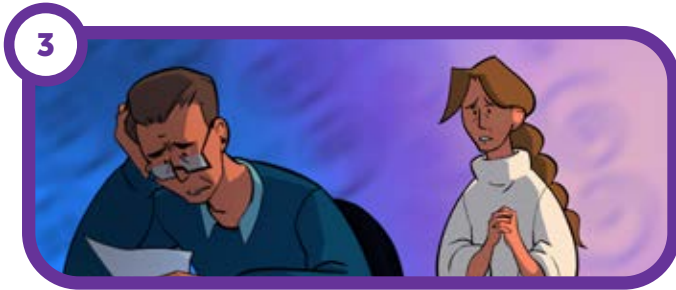
They \_\_\_\_\_ a better life  
for their children.



But life in Canada \_\_\_\_\_  
hard.

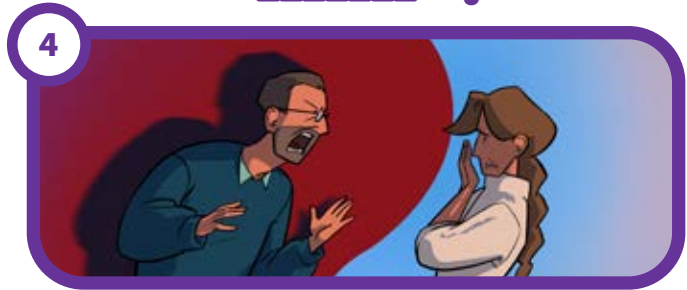
The bills \_\_\_\_\_ high.

Ivan didn't \_\_\_\_\_ a job.



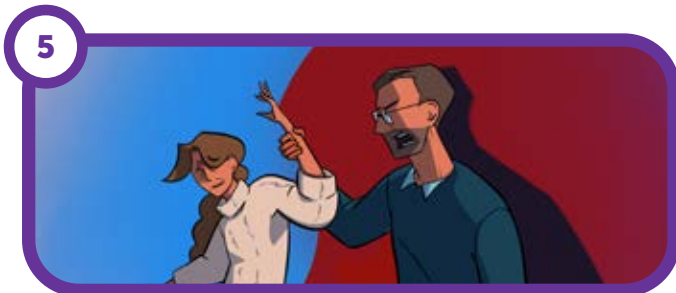
Ivan \_\_\_\_\_ stressed.

Mila \_\_\_\_\_ worried about  
him.



Ivan \_\_\_\_\_ angry.

He \_\_\_\_\_ at Mila every  
day.



One night, Ivan \_\_\_\_\_  
Mila's arm.



Mila \_\_\_\_\_ a bruise.

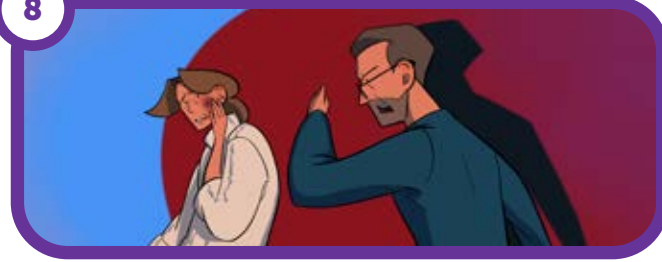


7



Ivan \_\_\_\_\_ sorry.

8



Another night, Ivan \_\_\_\_\_  
Mila.

9



It \_\_\_\_\_ a lot.

10



Ivan \_\_\_\_\_ sorry again.

11



Mila \_\_\_\_\_ know what to  
do.

She \_\_\_\_\_ scared and  
judged.

12



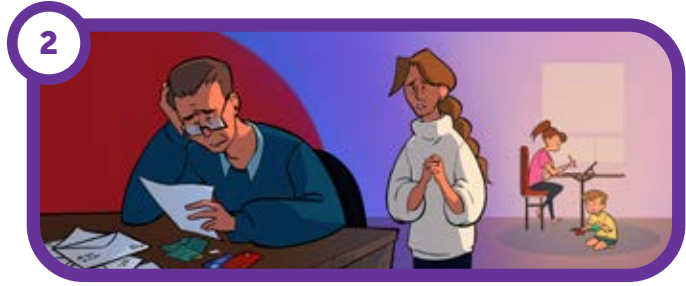
She \_\_\_\_\_ want her  
children to see.

She didn't \_\_\_\_\_ her  
family to worry.



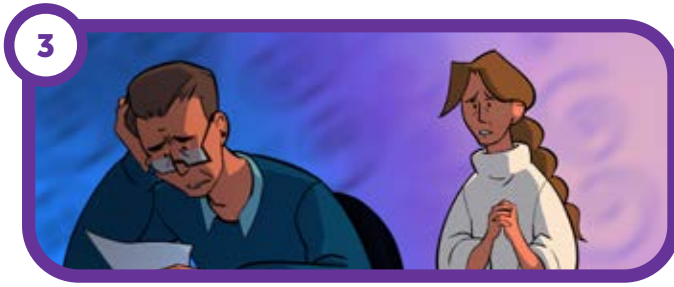
1

Mila and Ivan came to  
Canada 2 years \_\_\_\_\_.  
They wanted a \_\_\_\_\_  
life for their children.



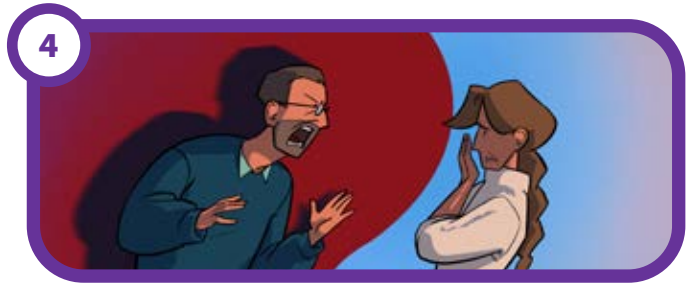
2

But life in Canada was  
\_\_\_\_\_.  
The bills were \_\_\_\_\_.  
Ivan didn't find a \_\_\_\_\_.



3

Ivan felt \_\_\_\_\_.  
Mila was \_\_\_\_\_ about  
him.



4

Ivan got \_\_\_\_\_.  
He yelled at Mila \_\_\_\_\_  
day.



5

One night, Ivan grabbed Mila's  
\_\_\_\_\_.



6

Mila got a \_\_\_\_\_.



Ivan said \_\_\_\_\_.



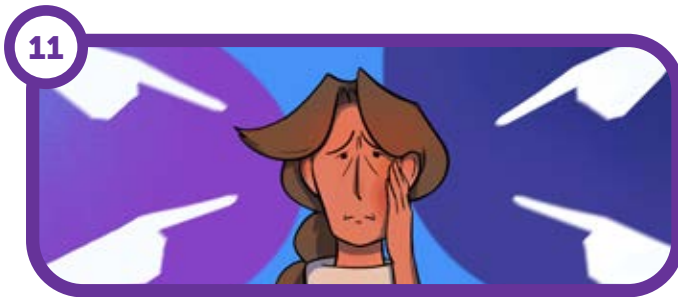
Another \_\_\_\_\_, Ivan hit Mila.



It hurt a \_\_\_\_\_.



Ivan said sorry \_\_\_\_\_.



Mila didn't know what to do. She felt \_\_\_\_\_ and \_\_\_\_\_.



She didn't want her children to \_\_\_\_\_.  
She didn't want her family to \_\_\_\_\_.

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired

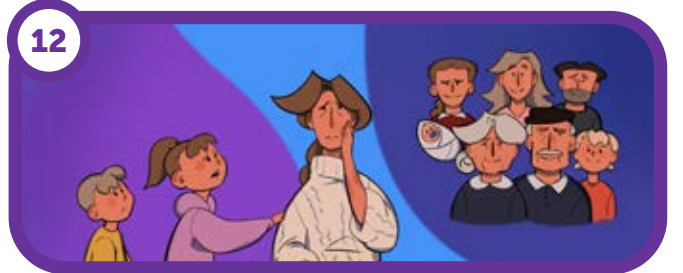
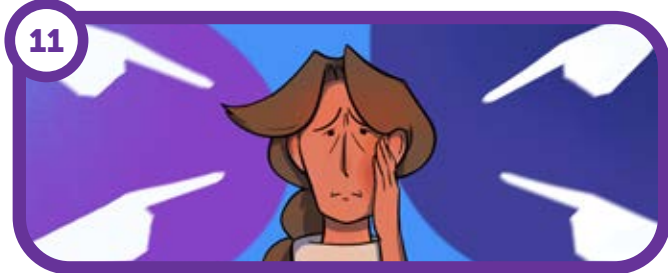
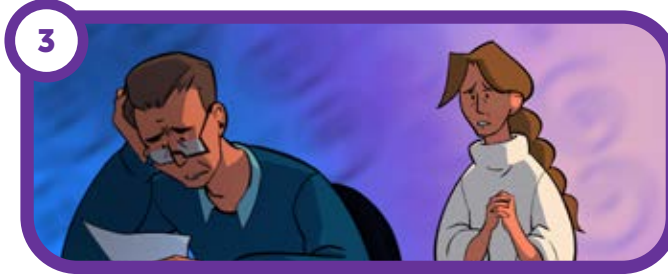
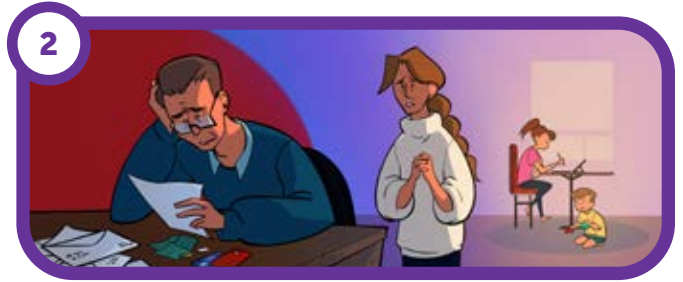


confused



lonely

Other:



# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other:



How do you feel about this story?



I feel



Other:

Is Mila okay? Why or why not?

Mila is okay / not okay because

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



**go** to the hospital



**talk** to Ivan



**talk** to a friend



**talk** to a counsellor



**leave**



**go** to a shelter



**tell** the police



**get** legal help



Other:



Other:



**go to the  
hospital**



**talk to Ivan**



**talk to a friend**



**talk to a  
counsellor**



**leave**



**go to a shelter**



**tell the police**



**get legal help**

1 go to the hospital

2 talk to Ivan

3 talk to a friend

4 talk to a counsellor

5 leave

6 go to a shelter

7 tell the police

8 get legal help



A



B



C



D



E



F



G



H



go to the  
hospital



talk to Ivan



talk to a friend



talk to a  
counsellor



leave



go to a shelter



tell the police



get legal help

# WRITE • What can Mila do? (CLB 1+)



Blank space for writing.



Blank space for writing.



Blank space for writing.



Blank space for writing.

# WRITE • What can Mila do? (CLB 1+)



Blank space for writing.



Blank space for writing.



Blank space for writing.



Blank space for writing.

Listen to your teacher say 3 options. 

**Circle** the options you hear:

go to the hospital



tell the police



talk to Ivan



go to a shelter



leave



talk to a counsellor



get legal help



talk to a friend



# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



What can Mila do? (You can choose more than one.)

Mila can

go to the hospital



tell the police



talk to Ivan



go to a shelter



leave



talk to a counsellor



get legal help



talk to a friend





Draw the end of Mila's story.



You are Mila's friend. Mila tells you about her problem. What do you want to say? You can circle more than one. Then, practise saying the sentences with correct word stress.

**Pronunciation Note:**

-  Stressed (loud + long): nouns, verbs, adjectives, adverbs, W/H question words, negatives
-  Unstressed (soft + short): pronouns, prepositions, be verbs, helping verbs



I believe you.



I'm here for you.



It's not your fault.



Thank you for telling me.



Thank you for trusting me.



How can I help?



What do you need?



Let's find resources together.

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



sad



happy



scared



stressed



worried



angry



relaxed



tired



confused



lonely

Other:



### III. Getting Things Done

- 1.3 • Understand expressions used to attract attention and to request assistance in situations of immediate personal need.
- 2.3 • Understand expressions used to make and respond to requests and warnings in situations of immediate personal need.

Instructions: Listen to and **circle** the advice. (3 points)

talk to  
Ivan



talk to a  
friend



talk to a  
counsellor



leave



go to a  
shelter



get legal  
help



tell the  
police



CLB 2 only: Listen to the question. **Circle** the correct answer to the question.

- a) Mila can leave.
- b) Mila feels sad.
- c) Mila felt happy.
- d) Yes, she is.

**Success:**

CLB 1 = 1/2

CLB 2 = 2/3

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:

## TEACHER SCRIPT

Mila can talk to a friend.

Mila can go to a shelter.

CLB 2 Only: **What can Mila do?**



### III. Getting Things Done

- 3.3 • Understand expressions used in familiar everyday situations (such as requests, permission and warnings).
- 4.3 • Understand short communication intended to influence or persuade others in familiar, everyday situations.

Instructions: Watch the video and answer the questions.



<https://www.youtube.com/watch?v=-Vzc5VOgKok>



1. Neighbours, friends, family members, and coworkers are often the last people to know about an abusive relationship.

True False

2. Stopping domestic violence is difficult.

True False

3. To start, you can contact a shelter.

True False

4. You can only call shelters from 9am to 5pm.

True False

5. Shelters can give you information about many services in the community.

True False

6. Only women experience domestic violence.

True False

7. You can also find information on a website.

True False

8. Everyone can help stop domestic violence.

True False

**Success:**

CLB 3 = 5/8

CLB 4 = 6/8

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:



## IV. Sharing Information

- 1.4 • Give basic personal information in response to direct questions from a supportive listener.
- 4.4 • Give expanded basic personal information to a supportive listener.

**Instructions: Answer your teacher's questions about your feelings.**



I can...	No	So-So	Yes
*answer my teacher's questions.			
say feeling words.			
say a short sentence. I feel ____.			
CLB 2: use present and past tense.			

### Success:

CLB 1 = \* yes, 1 more yes  
 CLB 2 = \* yes, 2 more yes

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2  
 \_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:

# TEACHER'S QUESTIONS

1. Are you okay with this topic?

2. How do you feel?

3. CLB 2: How did you feel when you came to Canada?



### IV. Sharing Information

- 3.4 • Give information about immediate needs and some feelings related to common everyday activities.
- 2.4 • Give information about needs and feelings related to common everyday activities.

**Instructions: Answer your teacher’s questions about your feelings.**



I can...	No	So-So	Yes
*answer my teacher’s questions.			
say feeling words.			
speak in complete sentences.			
use present and past tense.			
give reasons with “because.”			
use good grammar.			

**Success:**

CLB 3 = \* yes, 3 more yes

CLB 4 = \* yes, 4 more yes

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

Continue:

Work on:

## TEACHER'S QUESTIONS

1. Are you okay with this topic?

2. How do you feel?

3. How did you feel when you came to Canada? Why?

4. How did you feel yesterday? Why?

5. How do you feel when [teacher choice]?

6. How do you feel when [teacher choice]?



### IV. Comprehending Information

- 1.4 • Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs.
- 2.4 • Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.

Instructions: Look at the poster and answer the questions.



Neighbours, Friends & Families



Instructions: Look at the poster. Write the correct numbers next to the words.



- \_\_\_\_\_ Health card
- \_\_\_\_\_ ID
- \_\_\_\_\_ Keys
- \_\_\_\_\_ Medicine
- \_\_\_\_\_ Money
- \_\_\_\_\_ Phone numbers
- \_\_\_\_\_ Photos and children's toys

CLB 2 only: **Circle** the correct answer. (2 points)



Mila can use this list to...

- a) go on a trip.
- b) come to Canada.
- c) leave Ivan.
- d) go shopping.

**Success:**

CLB 1 = 5/7

CLB 2 = 7/9

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:



### III. Getting Things Done

- 3.3 • Get information from short business or service texts (such as brochures, notices, form letters and flyers).
- 4.3 • Get information from short business or service texts (such as brochures, notices, form letters and flyers).

**Instructions: Read the poster and answer the questions.**



1. **Identification** for yourself and children: birth certificates, SIN cards, passports, immigration papers, driver's license

2. **Valuables & keepsakes:** important jewelry, small family heirlooms\*, pictures, small toys, books and comfort items for children

3. **Important personal papers:** marriage certificate, custody orders, restraining orders, work permits, records of police reports or other evidence of abuse

4. **Medication:** one month's supply of medication for you and children, and a copy of all medication prescriptions

5. **Keys:** House and car keys, safety deposit box or post office box key

6. **Funds:** cash, debit card, credit card, cheques

7. **Financial documents:** housing documents (mortgage statement or rental agreement), account numbers, investment papers, tax returns (past two years), car registration and insurance information

8. **Phone numbers:** important numbers and addresses of family, close friends, lawyer, local shelters and helplines

9. **Health insurance cards and medical records**

**Note:** many of these records are available online if you do not have paper copies

**\*Note:** if you have the ability and access, try to store any family heirlooms in a safety deposit box or another safe place before you leave

## Checklist of what to take when leaving an abusive situation



  
Neighbours, Friends & Families



Instructions: Read the poster and answer the questions.



### 1. Mila can use this list to...

- a) go on a trip.
- b) come to Canada.
- c) leave Ivan.
- d) go shopping

### 2. Match the thing with the category. (5 points)

- |                                  |                   |
|----------------------------------|-------------------|
| a) ___ Identification            | 1. Cash           |
| b) ___ Important personal papers | 2. Tax returns    |
| c) ___ Medication                | 3. Police reports |
| d) ___ Funds                     | 4. Passports      |
| e) ___ Financial documents       | 5. Prescriptions  |

3. Mila wants to get into her home. What thing on the list does she need?

4. Mila wants to go to the hospital. What thing on the list does she need?



Instructions: Read the poster and answer the questions.



5. Mila wants to contact a shelter. What thing on the list does she need?

6. “Valuables and keepsakes” are important because...

- a) they are worth a lot of money.
- b) you like them.
- c) both (a) and (b).

7. Mila can get her medical records online.

True False

8. CLB 4 ONLY: What is the most important thing on this list for Mila? Why? (2 points)

**Success:**

CLB 3 = 8/11

CLB 4 = 10/13

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

Score: \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

# TEACHER FEEDBACK

Continue:

Work on:



## II. Reproducing Information

- 1.2 • Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.
- 2.2 • Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks.

Instructions: Copy the list.



I can...	No	So-So	Yes
<b>*copy a list.</b> (a different line for each item)			
<b>copy words.</b>			
<b>write neatly.</b>			
<b>CLB 2:</b> spell and capitalize most words correctly.			

### Success:

CLB 1 = \* yes, 1 more yes

CLB 2 = \* yes, 2 more yes

\_\_\_\_\_ CLB 1 \_\_\_\_\_ CLB 2

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet



Instructions: Copy the list.

**Mila can:**

1. Go to the hospital.
2. Talk to Ivan.
3. Talk to a friend.
4. Talk to a counsellor.
5. Leave.
6. Go to a shelter.
7. Tell the police.
8. Get legal help.

# TEACHER FEEDBACK

Continue:

Work on:



## I. Interacting with Others

- 3.1 • Convey short, personal and informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).
- 4.1 • Convey short, personal, informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).

**Instructions: You are Mila’s friend. Mila texts you about her problem. She asks you for help. Reply to her text with a greeting, polite and supportive language, and suggestions.**

I can...	No	So-So	Yes
*write a clear text message.			
write a greeting.			
respond politely. E.g. I believe you. CLB 3: 1-2 sentences; CLB 4: 2-3 sentences			
make suggestions. E.g. You can... CLB 3: 1-2 sentences; CLB 4: 2-3 sentences			
use correct spelling, punctuation, and capitalization.			
use good grammar. E.g. You can + base verb.			
CLB 4: write a paragraph. (not just a list of sentences)			

### Success:

CLB 3 = \* yes, 3 more yes

CLB 4 = \* yes, 4 more yes

\_\_\_\_\_ CLB 3 \_\_\_\_\_ CLB 4

\_\_\_\_\_ Yes \_\_\_\_\_ Not Yet

Continue:

Work on:

# TEACHER FEEDBACK

A large speech bubble shape with a purple border and 20 horizontal lines for writing, intended for teacher feedback.

# CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



I'm **NOT** okay with this topic.

How do you feel? **Circle** or write.



I feel



Other: