

Gender-Based Violence (GBV) Awareness for EAL Learners: **FINANCIAL VIOLENCE** **ADA'S STORY**



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. Ada and Davu came to Canada 1 year ago.

YES NO

2. They worked hard and saved money.

YES NO

3. They bought a house and a car.

YES NO

4. Davu stopped working.

YES NO

5. Davu took Ada's bank card and credit card.

YES NO

6. Ada did all the shopping.

YES NO

7. Davu gave Ada money.

YES NO

8. Ada started work again.

YES NO

9. Ada 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:



Ada and Davu came to Canada 4 years ago for work. At first, they were happy.



They worked hard. They saved money. They bought a house. They bought a car.



Then Davu told Ada, "Stop working. I can take care of everything." Ada said okay.



Soon, Davu controlled the money. He took Ada's bank card. He took her credit card.



Davu did all the shopping.



Ada asked for money for food and clothes. Davu said, "No. You don't need that."



Ada wanted to work again. But Davu said, "No. Stay at home."



Ada didn't know what to do. She felt trapped and frustrated.

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:



1. Why did Ada and Davu come to Canada?

- a) For work
- b) For school

2. What did Ada and Davu do?

- a) Worked hard
- b) Saved money
- c) Bought a house
- d) Bought a car
- e) Started a business

3. What did Davu do?

- a) Took Ada's bank card
- b) Took Ada's credit card
- c) Did the shopping
- d) Gave Ada money

4. How did Ada feel at the end of the story?

- a) Happy
- b) Trapped
- c) Frustrated

CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



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

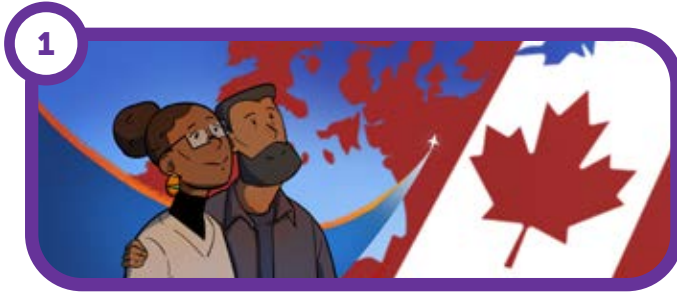
How do you feel? **Circle** or write.



I feel

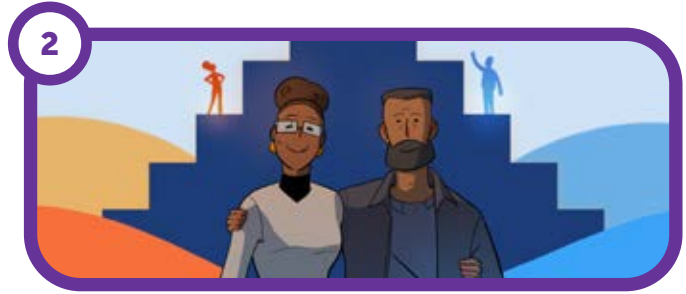


Other:



Ada and Davu _____
to Canada 4 years ago for
work.

At first, they _____
happy.

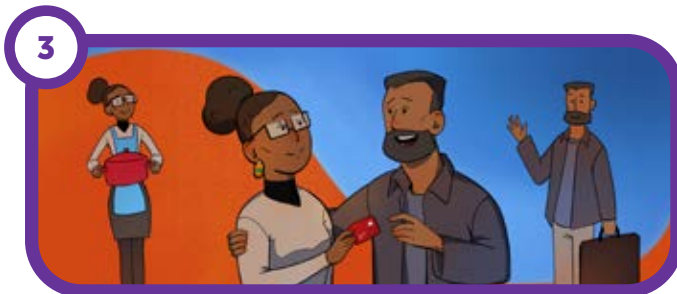


They _____ hard.

They _____ money.

They _____ a house.

They _____ a car.



Then Davu _____ Ada,

“Stop working. I _____
take care of everything.”

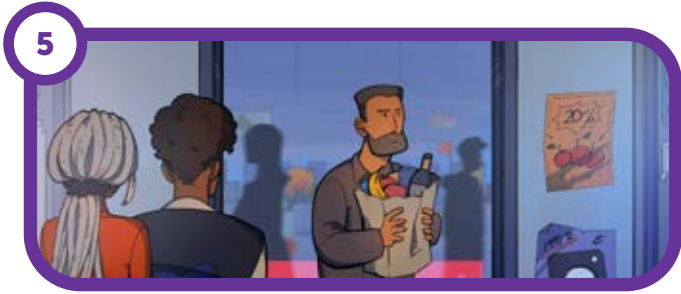
Ada _____ okay.



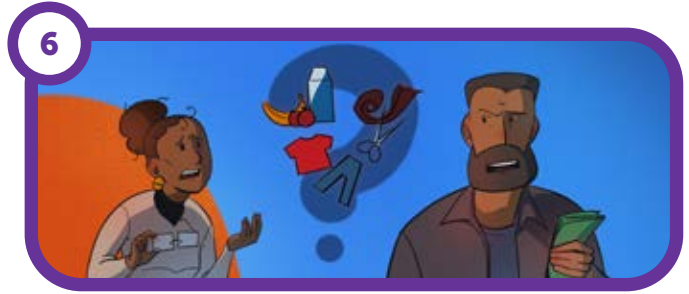
Soon, Davu _____ the
money.

He _____ Ada's bank
card.

He _____ her credit
card.



Davu _____ all the shopping.



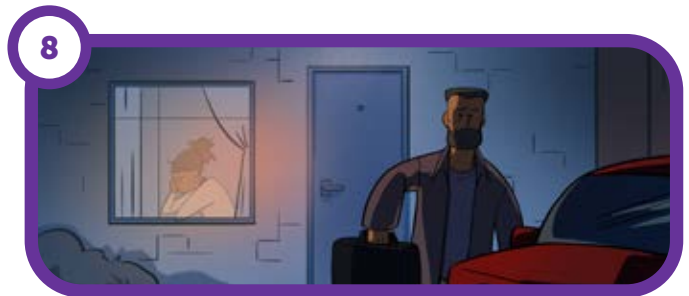
Ada _____ for money for food and clothes.

Davu _____, "No. You don't need that."



Ada _____ to work again.

But Davu _____, "No. Stay at home."

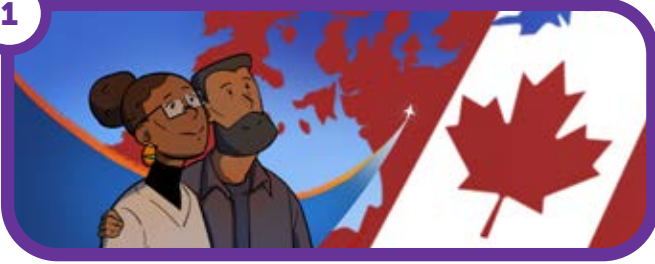


Ada didn't _____ know what to do.

She _____ trapped and frustrated.



1



Ada and Davu came to Canada 4 years ago for _____.

_____.

At first, they were _____.

2



They worked _____.

They saved _____.

They bought a _____.

They bought a _____.

3



Then Davu told Ada, "Stop working. I can take _____ of everything."

Ada said _____.

4

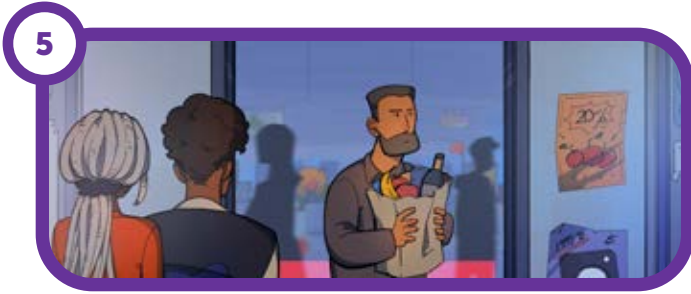


Soon, Davu controlled the _____.

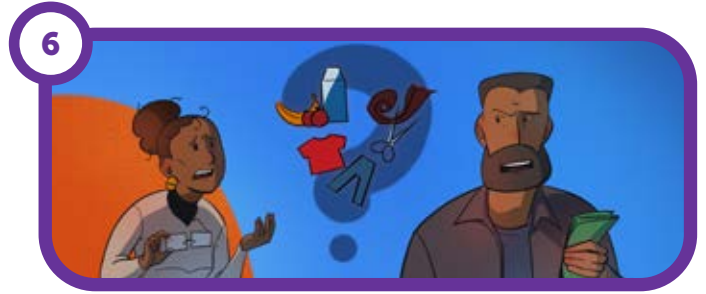
_____.

He took Ada's _____ card.

He took her _____ card.



Davu did all the _____.



Ada asked for money for
food and _____.

Davu said, "No. You don't
need that."



Ada wanted to _____
again.

But Davu said, "No. Stay
at _____."



Ada didn't know what to
_____.

She felt _____ and
_____.

CHECK-IN • Are you okay? (CLB 1+)

Are you okay? **Circle**



I'm okay with this topic.



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

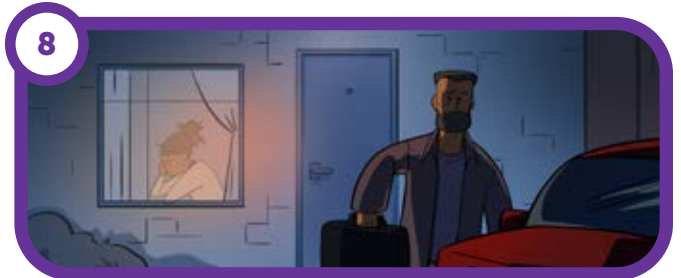
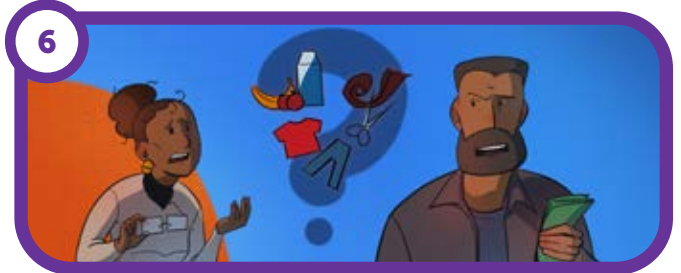
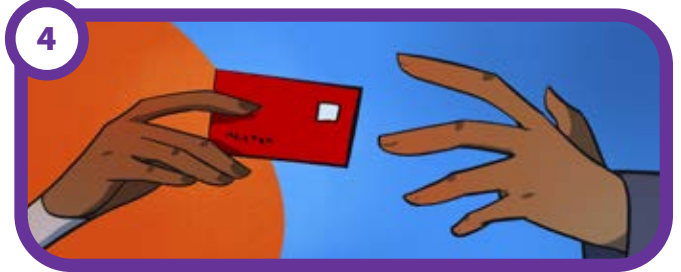
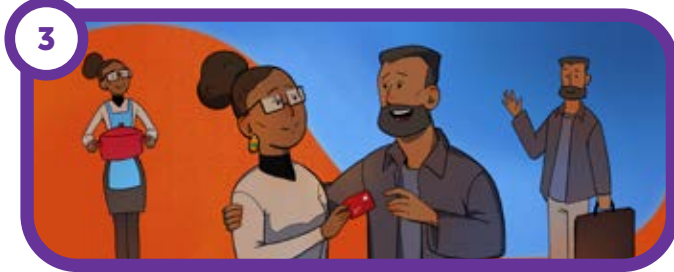
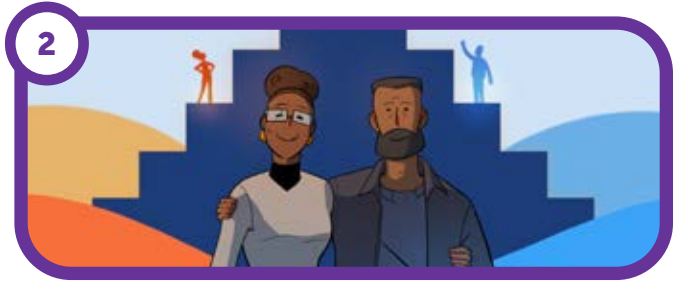
How do you feel? **Circle** or write.



I feel



Other:



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:



How do you feel about this story?



I feel



Other:

Is Ada okay? Why or why not?

Ada 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



Other:



talk to a Davu



talk to a counsellor



talk to a friend



go to a shelter



leave



get legal help



tell the police



Other:



talk to Davu



talk to a friend



**talk to a
counsellor**



leave



go to a shelter



tell the police



get legal help



1 talk to a counsellor



A

2 go to a shelter



B

3 leave



C

4 talk to a friend



D

5 get legal help



E

6 tell the police



F

7 talk to Davu



G





talk to Davu



talk to a friend



talk to a counsellor



leave



go to a shelter



tell the police



get legal help



Blank writing area for the first scenario.



Blank writing area for the second scenario.



Blank writing area for the third scenario.



Blank writing area for the fourth scenario.



Blank white space for writing.



Blank white space for writing.



Blank white space for writing.

Listen to your teacher say 3 options. 

Circle the options you hear:

talk to Davu



go to a shelter



leave



talk to a counsellor



get legal help



talk to a friend



tell the police



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 Ada do? (You can choose more than one.)

Ada can

talk to Davu



go to a shelter



leave



talk to a counsellor



get legal help



talk to a friend



tell the police



other:





Draw the end of Ada's story.



You are Ada's friend. Ada 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 Davu



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

Success:

CLB 1 = 1/2

CLB 2 = 2/3

_____ CLB 1 _____ CLB 2

Score: _____ / _____

_____ Yes _____ Not Yet

Continue:

Work on:

TEACHER SCRIPT

Ada can talk to a friend.

Ada can go to a shelter.

Ada can get legal help.

CLB 2 Only: **What can Ada 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

Continue:

Work on:



IV. Sharing Information

- 1.4 • Give basic personal information in response to direct questions from a supportive listener.
- 2.4 • 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

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.

4.4 • 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

TEACHER'S QUESTIONS

1. Are you okay with this topic?

2. How do you feel? Why?

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's choice]?

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

Continue:

Work on:



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.





Instructions: Look at the list. 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)



Ada can use this list to...

- a) go on a trip.
- b) come to Canada.
- c) leave Davu.
- 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





Instructions: Read the poster and answer the questions.



1. Ada can use this list to...



- a) go on a trip.
- b) come to Canada.
- c) leave Davu.
- 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. Ada wants to get into her home. What thing on the list does she need?

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



Instructions: Read the poster and answer the questions.



5. Ada 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. Ada can get her medical records online.

True False

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

Success:

CLB 3 = 8/11

CLB 4 = 10/13

_____ CLB 3 _____ CLB 4

Score: _____ / _____

_____ Yes _____ Not Yet

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
*copy a list. (a different line for each item)			
copy words.			
write neatly.			
CLB 2: 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.



Ada can:

1. Talk to Davu.
2. Talk to a friend.
3. Talk to a counsellor.
4. Leave.
5. Go to a shelter.
6. Get legal help.

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 Ada's friend. Ada 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, purple-outlined speech bubble shape containing 20 horizontal lines for writing 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: