

Refugee Men's Health and Well-being: Strategies for Language Instructors



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**Refugee Men's
Health
and Well-being:
Strategies for
Language Instructors**

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Introduction

The purpose of this resource is to help EAL instructors and male students engage in the topic of men's health in a safe and supported way. It primarily attempts to address the much larger picture of refugee men and their barriers to physical and mental wellness. We hope that in providing a resource that supports language instructors with information and strategies to help refugee men build language skills around developing healthy lifestyles in Canada, accessing health services, connecting with their new community, and building networks and social spaces, refugee men and their families will be better able to transition successfully into their new lives in Canada.

Our approach to developing the resource was to dig more deeply into understanding the barriers facing refugee men and how they could be supported in an EAL class by drawing on the knowledge and experiences of refugee men and language and settlement professionals. Aware of the lack of information and programs addressing newcomer men's health, we began a needs assessment by identifying current research and resources related to newcomer men's health and well-being in Canada. Many of these can be found in the Additional Resources for Supporting Health and Language section at the end of this resource. We then sought input from a range of professionals in the fields of language, settlement and mental health, and held two focus groups for refugee men in Surrey.

The themes that emerged corroborated our hunches, and centred around refugee men's lack of language and knowledge around access to health services, stigmas around mental health issues, feelings of isolation in refugee men, and a mismatch between the socio-cultural expectations and roles of men in their home countries and those in Canada. The over-riding themes, however, were of resilience and hope, and a willingness to engage in conversations around learning and trying new ways of doing things.

In response to these themes, *Refugee Men's Health and Well-being: Strategies for Language Instructors* has been designed for male instructors in a LINC (Language Instruction for Newcomers) context or an informal settlement language setting such as a conversation class or a newcomer men's club. It is to support learning English and at the same time help men to facilitate their own physical and mental well-being. We believe that the English learning classroom is a unique and hopeful place to address men's health needs in a safe environment that the teacher and classroom participants create together. Talking, understanding, and human connections create better overall health for all and this resource can help a designated class for newcomer men build social connections, learn about Canadian healthcare for men, and build the capacity for men to take care of their own health care needs as they make the challenging transition to life in Canada.

The resource is in four sections:

- Pathways to Wellness
- Addressing Health Issues
- Connecting to Community
- Building Relationships

Each section comprises two 3-hour lessons, including handouts, for CLB 3-5 students. In some cases (such as Pathways to Wellness Lesson 1: Staying Active) activities are suitable for CLB 1 students. In others (such as a reading activity on child abuse in Building Relationships Lesson 2: Fatherhood), CLB 3 and 4 students, especially those with literacy needs, would find the material very challenging. In some cases (as in Connecting to Community Lesson 2: Volunteering), there are handouts provided for two different levels. As the instructor teaching with this resource, feel free to use whatever lessons and handouts best fit the needs of your class, and take the time that you need to cover the content in a way that is most helpful to your students.

A note on logistics: This resource is intended to be used by a male instructor teaching an all-male class. We envision it being used as a primary resource for a refugee men's group focusing on health and well-being, or perhaps to support pull-out sessions in a LINC class, where male students from a few classes get together once a week for four weeks with a male instructor. This could be in conjunction within the health theme of a curriculum, or as indicated by regular needs assessments. In any case, we suggest two lessons per week where possible, or one lesson a week over a period of eight weeks. We don't recommend that the lessons in this resource be used in a multi-gendered class, but the activities certainly could be adapted by an instructor if needed. Note also that the Additional Resources refer primarily to BC services and information. Regional services are indicated with Surrey programming in mind. We hope that you and your administrative team can work together to identify settlement and health resources in your community.

Finally, this resource is part of our broader efforts to support EAL and settlement providers with resources and tools to address the diverse needs of clients, and help shape initiatives moving forward with regard to refugee health and well-being. If you would like to provide feedback or comments on this resource and its objectives, we would be happy to hear from you.

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Pathways to Wellness

The objective of this theme, Pathways to Wellness, is to provide men with the opportunity to learn language related to exercise and food and to try some activities and learn about some foods that they can integrate into their daily lives. We hope the two lessons will inspire men to take greater ownership of their physical well-being which, in turn, will help strengthen their mental and emotional health since both are supported by an active lifestyle and nourishing food.

Lesson 1 Staying Active (three hours; approximately CLB 3-4)

Staying active is a really important part of how we live in North America. Whether we work at desk jobs, do physical labour, or are not currently employed, it is important to be able to access exercise that relieve stress and tension. Stretching and mindful breathing help calm the nervous system and are often overlooked by the male population. They are also a tremendous way to help students focus.

It is suggested that once this lesson is done, you continue with stretching and mindful breathing at the beginning of every class to help establish comfort with the breath and body as well as a regular and familiar practice. It is helpful to ground and balance students and particularly helpful to those students who are experiencing elevated levels of stress. This vocabulary is also helpful for students when visiting the doctor for medical exams and hospital appointments.

Warm up Brainstorming Exercises

In groups, have the students name exercises. When they have finished, ask the students:

- What exercise do you enjoy?
- What exercises can you do at home?

Write student responses on the board.

Activity 1 Introducing Stretching and Breathing Exercises

Have students stand away from their desks and spread out so they don't touch each other. Invite them to follow your actions. It is important to let students know that if at any point they feel uncomfortable about doing a stretch, or there is a stretch they are unable to do, they can come back to a resting position and just continue to breathe in a way that feels good to them. They don't need to provide an explanation.

Say instructions for stretches and demonstrate, going slowly and repeating several times.

1. Put your hands above your head and stretch
2. Stretch side to side
3. Put your hands on your hips
4. Swing side to side
5. Put your left leg forward
6. Stretch your leg
7. Put your right leg forward
8. Stretch your leg
9. Put your hands above your head
10. Slowly bend forward
11. Stand up
12. Look up
13. Open your mouth wide
14. Look down
15. Stretch your neck side to side
16. Shrug your shoulders
17. Relax
18. Sit down

Activity 2 Breathing

Once the students are seated, invite them to close their eyes. Wait for the class to settle and be quiet. Ask them to slowly breathe in through their nose and slowly breathe out through their mouth. Ask them to put their hand on their belly as they move through the practice. Breathe in through the nose and gently, out through the mouth making an almost whistle-like sound as the air dissipates slowly.

Note: Do not demand that a student closes his eyes if he doesn't want to and never ask students to hold their breath as this can be a trigger.

Activity 3 Matching Pictures to Instructions (see handout)

Use handout as is or make cards. Have students work in pairs to read the instructions and match them to the correct picture. Review as a class.

Activity 4 Saying Instructions (see handout)

Pairwork: Give one copy of the instructions to each pair. Have one student be the instructor and read out the exercises while his partner listens and follows the actions. Switch roles. Once they have finished, take back the handout so they can do the next activity.

Activity 5 Grammar: Imperative Verbs

Write a model sentence on the board

Put your hands above your head

Or, if lower level, write the imperative verb

Put

Demonstrate the imperative by commanding the students to do things using the word put. For example, put your hands on the desk, put your hands together, put your pen on the table. Follow with stretch, swing, look, bend, stand, shrug, relax. For higher levels, add objects: stretch your arms; swing your legs; look up.

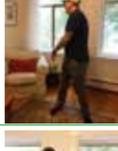
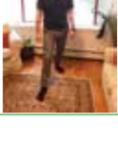
Follow this physical practice with a dictation of the exercise instructions. Students listen to you and write the whole sentence (higher level) or imperative word (lower level) in their notebook. Then, review with actions. Check for spelling. Ask students to circle the imperative words in their sentences.

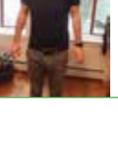
Activity 3 Handout for Matching Pictures to Instructions

Match the words to the pictures.

Name _____

Date _____

Put your hands above your head and stretch.	
Stretch side to side.	
Put your hands on your hips.	
Swing side to side.	
Put your left leg forward.	
Stretch your leg.	
Put your right leg forward.	
Stretch your leg.	

Put your hands above your head.	
Slowly bend forward.	
Stand up.	
Look up.	
Open your mouth wide.	
Look down.	
Stretch your neck side to side.	
Shrug your shoulders.	
Relax.	
Close your eyes.	

Saying Instructions

Work with a partner.

Student A: Read the instructions.

Student B: Do the stretch.

Switch roles.

1. Put your hands above your head and stretch
2. Stretch side to side
3. Put your hands on your hips
4. Swing side to side
5. Put your left leg forward
6. Stretch your leg
7. Put your right leg forward
8. Stretch your leg
9. Put your hands above your head
10. Bend forward
11. Stand up
12. Look up
13. Open your mouth wide
14. Look down
15. Stretch your neck side to side
16. Shrug your shoulders
17. Relax
18. Sit down

Lesson 2 Nutrition (three hours for higher levels; do fewer activities for lower levels)

Food and cooking are often overlooked by men since these often fall, culturally, under the women's jurisdiction. However, more men are taking an interest in cooking and also eating nutritious food that will support their physical and emotional health.

The following activities can be done in a three-hour lesson, though you should pick and choose as to what is more useful and appropriate to your group. The goal here is to help men understand the importance of making healthy food choices and to find out what foods are most important for men's physical and mental well-being.

Warm up Stretching and Breathing Exercises from Lesson 1 (page 5-6)

Activity 1 Brainstorming Healthy and Unhealthy Foods

Draw two circles on the board. In the middle of one circle write, **Healthy Foods** and the other **Unhealthy Foods**. Have students brainstorm foods and decide whether they should go in the "healthy" or "unhealthy" circle. If the students are lower level, it is important to have pictures of different foods so that they can understand while you are brainstorming.

Activity 2 Healthy Foods for Men (see handout)

Ask students if they know of any food groups that are particularly important for men. Write those words on the board.

Pairwork: Using the handout, have students work in pairs and put the foods they think are most important for men's health in the "Healthy Food" column and the unhealthy foods in the "Unhealthy Food" column.

Have students scan the following article and find nine words from the list that are foods that men should avoid at lunchtime.

<https://www.menshealth.com/nutrition/a19537935/healthy-lunch-food-swaps/>

According to the article, foods that men should avoid at lunchtime are: white bread, mayonnaise granola bars, flavoured yogurt, sugary drinks, mixed greens with just chicken, pasta, a ranch dip.

As a class, discuss what other foods should be avoided or eaten in moderation.

Activity 3 Men's Daily Nutritional Requirements (see handout)

(Reference: <https://www.livestrong.com/article/503798-mens-daily-nutritional-requirements/>)

Pre-teach vocabulary: Elicit from the class what foods are protein, fats, carbohydrates, and vitamins and minerals.

What is butter, olive oil, cream?	FAT
What is chicken, fish, tofu, beef?	PROTEIN
What is bread, pasta, corn, beans, potatoes?	CARBOHYDRATES
What are in oranges, apples, bananas, eggs, nuts, the sun, lettuce, broccoli, carrots?	VITAMINS and MINERALS

Jigsaw reading: In groups of three, have students each read one part and answer the questions together as a group. Review with class.

Activity 4 Listening: Seven Best Foods for Men

Ask students to write **seven best foods for men** in their notebook.

Play the following youtube video for class, or have them watch it in pairs on a computer or on students' phones. Watch as many times as needed to identify the seven foods.

<https://www.youtube.com/watch?v=u65kfhZnKK0>

Ask students to write them in their notebooks under the previously written heading.

According to the video, the seven best foods for men's health are oatmeal, bananas, tomatoes, blueberries, olive oil, broccoli, green tea.

Activity 5 Writing a Food Diary (see handout)

Using the words and information from previous activities in this lesson, ask students to reflect individually and then write what they eat on any given day, and what foods they should eat more of.

Activity 6 Conversation Questions about Food and Nutrition (see handout)

Use the questions provided in the handout for students to work in groups to discuss what they learned and their ideas about healthy eating. Use some of the strategies outlined below.

Notes about Conversation Questions

It is important to offer students times for fluency practice in the classroom. Conversation questions are a nice way to wrap up a lesson, and provide the opportunity for more natural communication. They can also be used to review the next lesson. These are a few ways to use conversation questions.

1. Small groups, different from their usual seating arrangements
2. Pairwork: Give each student a set of three of the questions, have them talk in pairs and then change partners to ask questions and answer three different questions from the list.
3. Question strips: Particularly good for lower levels, each student receives a strip of paper with one question; each student asks and answers every other students' question
4. Talk lines: Students line up in two lines facing one another and ask questions (or a question, for lower levels) to the person across from them; in 1 minute intervals, students move down the line to change partners.
5. Questions and answers back to back: For higher levels, as it requires students to articulate in speaking and listen very carefully since they cannot see the questions or facial expressions.
6. Change locations: By standing out in the hallway to answer the questions or taking students outside, they can feel more inspired since they are in a different setting than the classroom.
7. Show and chat: Have the students bring in some healthy foods (or whatever you are studying) to share and during class provide opportunities for students to eat and talk about the foods they are eating and their nutritional value.
8. Running dictation: Create two teams and place them at opposite sides of the room. One student from each team runs to the board or question strip box, reads the question, memorizes it, and run back to the group to ask the question. The group answers the question. The next team member runs to the board, reads and memorizes the question and runs back to the group and so on. The group that answers all the questions first wins!

Healthy Food for Men

Name _____ Date _____

Write the words under the **Healthy Foods** or **Unhealthy Foods** column.

- | | | | | |
|-------------|--------------|----------|----------------|-------------------|
| fish | white bread | turkey | roast chicken | deepfried chicken |
| mayonnaise | fruit yogurt | banana | dark chocolate | deli-meat |
| cheese | dip | berries | mushrooms | cake |
| blueberries | apples | pop | almonds | mixed greens |
| potatoes | cauliflower | chips | tea | milk |
| peppers | broccoli | pasta | muffins | coffee |
| pistachios | beans | tomatoes | ice cream | granola bars |

Healthy Foods	Unhealthy Foods
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Nutritional Requirements for Men

Jigsaw Reading

In groups of three, each read one part. When you are finished, answer the questions.

1) Protein

Men need protein. Men should have 56 grams of protein a day. If men exercise regularly they may need up to 90 grams of protein a day. Protein builds muscle. Protein comes from eggs, lean meats, chicken, beans, cheese, milk, nuts and seeds. You need to eat protein every day.

2) Carbohydrates and Fat

Men need good carbohydrates and fats. Men should have 45 to 65 percent of food every day from carbohydrates. Good carbohydrates are vegetables, fruit, whole grains, beans, nuts, and seeds. Men also need fats. Good fats are avocados, olive oil, butter, nuts and seeds, and fish oil. Don't eat bad carbohydrates like sugar and white bread. Don't eat bad fats like palm oil and fast food.

3) Vitamins and Minerals

If you eat healthy foods, you don't need to buy vitamin tablets. It is important to get extra calcium because when men get older, they can have bone problems. Calcium helps older men. Eat foods like broccoli, spinach, and dairy for calcium. If you have dark skin, and you don't go out in the sun, you can take a vitamin D tablet. If you want to have children, you should eat foods that are high in zinc such as nuts, eggs, and meat.

Questions:

- Why should men eat protein?
- Why should men take vitamin D tablets in winter?
- What is a good carbohydrate?
- What is a bad fat?
- Why is zinc important for men?
- Why is calcium important for men?
- What percent of fat and carbohydrates should be in a man's diet?
- How many grams of protein should men have if they exercise a lot?

Write a Food Diary

What did you eat for breakfast?

What did you eat for lunch?

What did you eat for dinner?

What did you eat for a snack?

What should you eat more?

Conversation Questions about Food and Nutrition

1. What are you going to eat when you get home?
2. Do you have a healthy diet?
3. What is your favourite fruit and vegetable?
4. Do you think it is good to eat meat every day?
5. What are healthy fats?
6. What are healthy carbohydrates?
7. What are healthy proteins?
8. What is a good supplement to take in winter? Calcium or vitamin D?
9. Do you eat three times a day or more?
10. Do you think it is important to learn about healthy foods? Why?
11. Why is sugar bad for you?
12. Do you think food can make you feel good about your life?
13. Do you think fast food is okay to eat every day?
14. Do you want to eat better? Why?
15. Does your family eat healthy food?
16. Do you think the food in Canada is good?
17. Do you think the food in Canada is healthy?
18. Do you think the food in your culture is healthy?
19. What foods are good for men?
20. What foods are good for men's heart?

Addressing Health Issues

The objectives of this theme are to address men's sexual health, open up avenues for men to talk about stress and emotions such as anxiety and trauma, as well as help men find ways to access Canadian healthcare services such as speaking about their health needs with a family doctor or other healthcare professionals.

Lesson 1 addresses feelings, personal stories about newcomer's mental health, and talking with a doctor about mental health. Lesson 2 focuses on men's physical and sexual health, including vocabulary development for male anatomy, reading about prostate cancer, and exploring sexual relationships.

For some men, sexual health can be a tricky topic to discuss in a classroom space and therefore we advise that you do not attempt to facilitate and teach the subject materials in these lessons until you have established a really trusting relationship with and amongst the men in the group. It will take time to feel comfortable with the others and also with the teacher. On the other hand, it might surprise you how willing newcomers can be to openly share information about their bodies and health. Trust your intuition and 'read the room' so to speak, so you can assess which lessons will be a useful for the students.

Lesson 1 Mental Health and Talking to a Doctor (three hours; approximately CLB 3-5)

For any of us, feeling good all the time is impossible; certainly for refugees, feeling good can be very elusive. There are many, many challenges newcomers face including: finding a job and affordable housing, making friends, navigating children's schools and activities, and worrying about family members back home. The following lesson will help to provide ways for men to keep in control of their feelings, establish some good mental health habits, and find ways to talk about any troubling feelings or sensations in the body that they might want to see a doctor about.

Warm up Stretching and Breathing Exercises from Lesson 1 (pages 5-6)

Activity 1 Conversation Practice (see handout)

Ask students the questions and then use handout to guide students in more independent conversation practice. See Notes about Conversation Questions, page 13.

Activity 2 What Stresses You Out? (and what do you do about it?)

Concept check with the class to make sure they understand what stressed out means (eg.: Do you feel stressed out when you are in a job interview? Do you feel stressed out when you are relaxing at home with your family?)

On the board write the word stressed out. Have the students brainstorm ideas on what makes them stressed out. Spend some time on this as you will find most of your students will have the same stresses and this can help create a sense of community as they share their anxiety and problems, and they may feel less alone knowing others have the same burdens.



Once students have finished discussing what stresses them out, invite them to come up with some solutions that can alleviate the stress. What works for one may also work for others so allow the students to share in their ideas to combat stress. Make a list. For example:

- Going to bed early
- Limiting Facebook time
- Helping others
- Exercising
- Meditation/prayer
- Connecting with friends
- Getting organized at home
- Working hard at English and work
- Having good boundaries – you can't fix everyone's problems

Have students copy the ideas that they want to try into their notebook. For higher levels, have them write sentences: *Connecting with friends helps me when I get stressed out thinking about my family back home.*

Activity 3 **Video: Five Ways for Men to Improve Mental Health**

Have students watch the following video and identify the five ways it suggests men can enhance their mental health.

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

For lower levels, start 45 seconds into the video, where the ways are itemized for them to read; have students copy the words in their notebooks.

The five ways the video suggests are: Get active, Connect, Give, Learn and Take notice. For higher levels, you may want to watch the whole video and also discuss pressure that is often put on men.

Activity 4 **Bullet Journaling** (see handout)

Journaling allows for reflection amidst a continuous onslaught of pressures. It is often difficult to see what progress you have made and what things you need and want to do. Writing a bullet journal can help a student gain a sense of control thus reducing their feelings of anxiety and stress and give them a sense of accomplishment moving forward.

Create space and time for students to reflect individually and use the handout to write their reflections. Feel free to repeat this activity regularly so that students come to expect it at various point in their learning program, and perhaps adopt the practice on their own.

Activity 5 **Reading: Personal Stories about Anxiety, Trauma, and Depression Giving Advice** (see handout)

Tell students they are going to read three different stories about newcomers to Canada. Each person is facing challenges, and wants to find ways to feel better.

In groups of three, have students read the stories to one another. Guided questions might be:

- What are the challenges the person is having?
- What is happening with the person's family?
- How is the person feeling?

Debrief as a class, and elicit suggestions for what each person should do to feel better. Teach 'should' and other ways of giving advice.

Students write sentences about what they think each person should do.

Activity 6 **Talking to the Doctor about Mental Health** (see handout)

Clarify with students that doctors in Canada are accustomed to patients coming in to talk about their mental health (i.e. not just physical health). This is also a good time to distinguish when it is appropriate for a person to go to a doctor's office or clinic, and when it is appropriate to go for an emergency. The dialogue they will practice is intended for a doctor's office or clinic, but students should also understand that severe mental health breakdowns require emergency care.

Dialogue practice: For lower levels, present the dialogue as a class activity, and then have students work in pairs with the Dialogue Practice for Visiting the Doctor handout. Higher level students can use the handout to practice and role play the dialogue.

Have students work in pairs to answer questions. Review as class.

Conversation Practice for Talking about Feelings

Name _____ Date _____

In groups of two or three ask your classmates and answer the questions.

1. Hi, what's your name?
2. How do you feel today?
3. Do you feel the same every day?
4. When do you feel sad?
5. When do you feel happy?
6. When you feel sad, what do you do?
7. Do you have something in your life to make you feel happy?
8. Do you talk to your partner when you are sad?
9. Do you talk to a friend when you are sad?
10. Do you think people in Canada are happy?
11. Do you feel in control of your life?
12. Do you sleep a lot when you are sad?
13. Do you watch TV a lot when you are sad?
14. Do you use Facebook? Does Facebook make you feel sad?
15. Do you feel you have a lot of stress now?
16. Do you think you will always feel stress?
17. When you feel stress what do you do?
18. How can you stop feeling stressed out?
19. How can your friends or family help you feel good about your life?

Bullet Journal

Name _____ Date _____

Write one thing you are grateful for

I am grateful for _____

Write three good things you are going to do tomorrow.

1. _____
2. _____
3. _____

Write two healthy activities you are going to do this month. Example: *I will go to bed at 10:00 pm.*

1. _____
2. _____

Write one way you can help a friend or your family this week.

1. _____

Try to do this activity every day.

Personal Stories about Anxiety, Trauma and Depression

Name _____ Date _____

Work in groups of three.

Read the stories and discuss the challenges Samir, Juan and Mohammed are facing.

Give your advice.

Grammar: He should + verb He should visit the doctor.

1. Samir came to Canada two years ago with his brother. They came as government sponsored refugees and they now live together. Samir's mother and father are in Pakistan and they are not allowed to come to Canada until Samir and his brother become Canadian citizens.

Samir works two jobs. He gets up at 5:00 am makes his own breakfast and lunch. He leaves for work at 6:00 am and gets home in the evening at 8:00 pm. He works six days a week. He goes to the gym on Sundays and he always goes to the mosque to pray on Friday afternoons.

Samir's brother is depressed. His brother can only work one job because he stays up very late. He wants to talk to his family in Pakistan every day. Samir's brother smokes cigarettes at home a lot, and he never cooks food. He only eats fast food.

Samir is very frustrated with his brother. He wants to help him but he doesn't know what to do. He is thinking about living in another apartment but that will be very expensive and he wants to save money so he can help his family in Pakistan. What should he do?

2. Juan arrived in Canada last month. He came from Venezuela with his wife and three children. In Venezuela he was an engineer but he cannot work as an engineer in Canada. He now paints houses and he hates the job. He prefers to work in an office.

Juan's wife cries every day. She misses her mother and sister. She thinks Canada is a cold country and the people are not friendly. She wants to go back to Venezuela where she understands the language and culture. She gets mad at Juan and blames him for bringing her to Canada.

Juan is very stressed out. He hates his job, he argues with his wife all the time, he doesn't have enough money for the family, and he has no friends or family to help him. He thinks he should leave his wife with the children and get a divorce. He loves his wife but he is tired of the fighting. Sometimes he gets so angry he hits her and he feels really bad after. What should he do?

3. Mohammed lives in a small apartment. His wife and children are coming to Canada next month. He is so excited. He hasn't seen his wife or children for six months. He thinks he should move from the small apartment because there is not much space for his two children and his wife. He asks his friends to help him find a bigger apartment but the apartments they find are much more expensive than the one he has now. He could move to a bigger, more expensive apartment if he takes another part-time job. His family will be more comfortable, but he won't have time with his family. On the other hand, they could stay in the small apartment and move when his wife finds a job. But he doesn't know how long it will take for his wife to start working. What should he do?

Dialogue Practice for Visiting the Doctor

Your life is getting too stressful and you feel really sad all the time now. You decide to go to the doctor to get some help.

Read the dialogue with a partner. Answer the questions after. Practice the dialogue four times.

Patient:

Hello, my name is _____.

Doctor:

Hello _____ What can I do for you today?

Patient:

I'm feeling really down. I don't know what my problem is but I am tired all the time and I don't want to do anything with my kids.

Doctor:

I see. Why do you think you feel so sad?

Patient:

I am new in Canada and my life is really hard. I have to work all the time to support my family. I live in a small apartment, I don't have my friends here, and I am worried about my family back home.

Doctor:

I understand. Do you want some medication?

Patient:

I don't know? Will it help me?

Doctor:

Yes, it will help you but maybe we can try some other ways to help without medicine. Keep a journal; every day write down the food you eat, the exercise you do, and when you feel very sad.

Patient:

Ok, I will try. Maybe I won't remember though.

Doctor:

That's okay. Try to remember and write down as much as you can. When you come back we will talk more and get you some help. You have a lot of stress because you are making a new life here and it is not easy. This time is very difficult but your life will get better.

Answer the questions with a partner.

1. Do you think the patient has a big problem? Yes - No
2. Do you think it is ok to take medicine when you feel sad? Yes - No
3. Do you think the patient is a weak man? Yes - No
4. Do you think he can change his feelings with food and exercise? Yes - No
5. Do you think it's ok to go to the doctor when you feel sad? Yes - No
6. Do you think doctors in Canada can help you? Yes - No
7. Do you think you can go to the doctor if you feel really sad? Yes - No
8. Do you think it is okay if your wife goes to the doctor if she feels sad? Yes - No
9. Do you think you can help your friends in Canada when they feel sad? Yes - No
10. Do you think it is important to talk about your feelings when you are sad? Yes - No

Lesson 2 Men's Physical and Sexual Health (three hours; approximately CLB 5+)

In this lesson, the men will learn some vocabulary for the male anatomy along with information about prostate cancer and birth control practices, and explore ideas through discussion around sexual relationships. As with all other lessons in the resource, be aware that not all men will feel comfortable opening up about their sexual experiences and may feel worried about being judged and ridiculed by others in the class. Although these topics are really important for men's health, men may not feel that an English class is an appropriate space for sharing. However, if you feel confident, and can manage and facilitate the learning in the classroom then your participants will surely feel supported and understood.

There are four activities in this lesson. Please feel free to pick and choose the activities that are most appropriate for your class.

Warm up Stretching and Breathing Exercises from Lesson 1 (pages 5-6)

Activity 1 Conversation Questions

Write questions on the board and discuss as class or in group.

1. How often do you visit the doctor for a check up?
2. Do you have a good doctor?
3. Do you know any health tests you should get?
4. Do you think it is important to go to the doctor for a check up?
5. Do you think it is more important for women to go to the doctor for a check up?

Activity 2 Vocabulary for the Male Anatomy (see handout)

In this activity, you will be discussing the male reproductive system. This may feel a little uncomfortable, so to start off review the general body parts before you introduce the male anatomy. This will help students ease into the topic. You can put up a poster of the male anatomy and elicit the body parts from the students.

Activity 3 Reading about Prostrate Cancer and Screening (see handout)

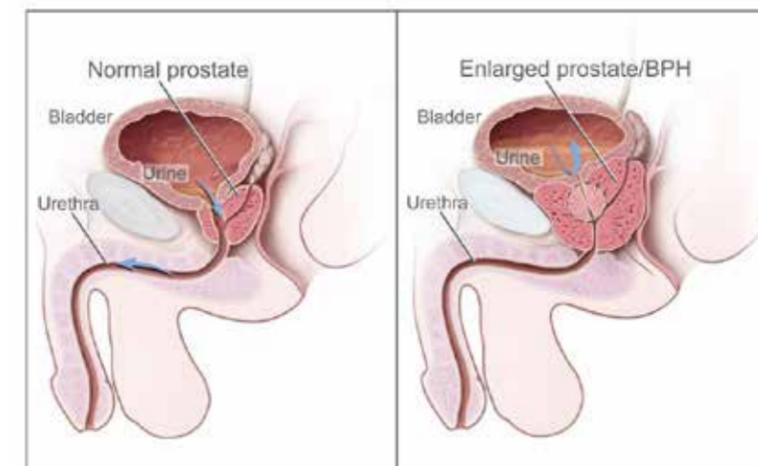
One in seven men get prostate cancer in Canada. It is important for men, particularly older men, to get screening. Once the class has learned the male anatomy, teach them the information on prostate cancer and how to get screening in their local community. Check on the Internet for local screening clinics.

Here are two readings with information about prostate cancer and how to get regular screenings from the doctor and the at the hospital (an MRI).

To provide variety and support understanding, the first reading can be used as a class activity by projecting the image on a screen, reading the information together, and having groups answer the questions that you have written on the board.

Reading 1: Information about Prostate Cancer

Look at the pictures. Point to the prostate on the picture. Which of the two pictures show cancer cells? Read the information about prostate cancer. Answer the questions.



- Prostate cancer is the most common cancer to affect Canadian men.
- One in seven men will get prostate cancer.
- Prostate cancer is when unhealthy cells grow in the prostate.
- Prostate cancer can move to other parts of the body.
- Prostate cancer can be slow-growing.
- It is important to get screened regularly.

Questions:

How many men in Canada get prostate cancer? _____

What is prostate cancer? _____

Can prostate cancer move to other parts of the body? _____

Does prostate cancer develop fast? _____

Do all men get screening for prostate cancer every year? _____

Common signs and symptoms of prostate cancer

- Difficulty urinating
- Urgent need to urinate many times at night
- Pain when urinating
- Blood in the urine or semen

Reading 2 Prostate Cancer Screening

Elicit the meaning of 'screening' and tell students they are going to read about two ways they can be screened for prostate cancer. Have students work in pairs to read the handout and answer the questions. Review as a class.

Activity 4 Forms of Birth Control (see handout)

Birth control can seem like it's a woman's domain. However, family planning and birth control is a shared responsibility between men and women. It is important for men to know what options are available and what laws there are around a woman's right to choose to continue with an unwanted pregnancy.

Again, it is important to note that a high level of familiarity and trust is required for these discussions, both between teacher and students, and between students themselves.

Write the words on the board and develop understanding with the questions that follow.

vasectomy

condom

withdrawal

Which birth control is permanent?

Which one stops sexually transmitted diseases?

Which one allows you and your woman not to use any protection?

Which one must you use if you have many sex partners?

Which one do you use so the semen does not enter the woman's vagina?

Which one can you buy at the pharmacy?

Which one do you get from your doctor's clinic?

Which one is the most risky for the woman to get pregnant?

After discussing, have students write the words on the handout. For lower level students, enlarge the first half of the handout and leave off Extra reading: Abortion in Canada.

Extra reading: Abortion in Canada. Use this for higher level students who can handle the vocabulary.

Activity 5 Conversation Questions about Sexual Relationships (see handout)

This topic may be taboo for men to discuss, but it is worth a try as they may find it interesting and it may help them to understand Canadian culture better. Assure that your students feel comfortable and can engage in discussions about the questions. Please make sure you answer the questions they do not know the answer to, particularly the questions about sexual assault, rape, and domestic violence.

Pre-teach the following vocabulary:

Virgin
Gay
Straight

Lesbian
Transgender
Bisexual

Sexual assault
Rape
Domestic violence

Ask students to work in pairs or small groups to discuss the Conversation Questions about Sexual Relationships (Activity 5 handout). Remind the students that this is a learning space and that people's different perspectives need to be respected by the teacher and all students. Once the students have answered the questions in pairs, or small groups, invite the whole class to come together and pick out five to ten questions that may be easier to discuss with the whole class.

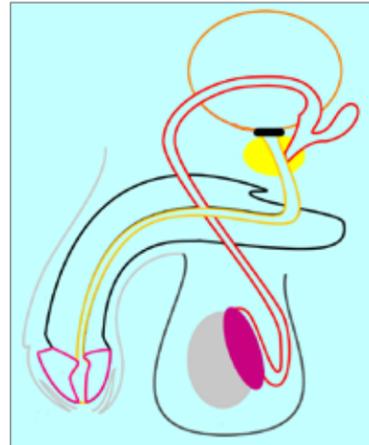
Activity 2 Handout for Vocabulary for the Male Anatomy

Draw a line from the word to the parts of the body.

Penis

Testicles

Semen



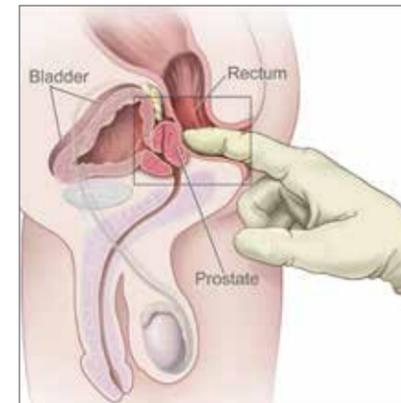
Prostate

Bladder

Activity 3 Handout for Reading 2: Prostate Cancer Screening

Who is this Screening for?

In the doctor's office



In the hospital (MRI Screening)



Prostate cancer screening tests are important for:

- Men 50-69 who are at average risk for the disease.
- Men who are 45 years of age and at higher risk either because they are African-American or have a father, brother, or son diagnosed with prostate cancer before age 65.
- Men who are 40 years of age with several first-degree relatives (father, brothers and/or sons) with prostate cancer. This is the highest risk group.

Who should get screening?

Circle Yes or No

Men who are 40 years and old and their father had cancer

Yes - No

Men who are 20 years old

Yes - No

Men who are American

Yes - No

Men who have a brother with prostate cancer

Yes - No

Men who are over 50 years old

Yes - No

Men who have young sons

Yes - No

Forms of Birth Control

What are three forms of birth control? _____

Which birth control is permanent? _____

Which one stops sexually transmitted diseases? _____

Which one allows you and your woman not to use any protection? _____

Which one must you use if you have many sex partners? _____

Which one do you use so the semen does not enter the woman's vagina? _____

Which one can you buy at the pharmacy? _____

Which one do you get from your doctor's clinic? _____

Which one is the most risky for the woman to get pregnant? _____

Extra reading: Abortion in Canada

- Abortion stops a pregnancy
- Abortion is legal in Canada
- 90 percent of abortions are in the first 12 weeks in Canada
- Abortions are done by surgery or drugs
- A woman can get counselling before or after an abortion.
- The pregnant woman can have an abortion without permission from the partner.

Answer the questions 'yes' or 'no':

- | | |
|--|----------|
| 1. Is abortion legal in Canada? | Yes - No |
| 2. Do 90 percent of women in Canada get abortions? | Yes - No |
| 3. Are abortions done in the hospital? | Yes - No |
| 4. Is there a drug a woman can take for an abortion? | Yes - No |
| 5. Can a man stop a woman from having an abortion? | Yes - No |
| 6. Can a man force a woman to have an abortion? | Yes - No |

Conversation Questions about Sexual Relationships

Discuss the following in pairs or small groups.

A gentle reminder: It is important to be respectful of people who may have different opinions than yourself.

1. Do you think it is okay for men and women to have sex before marriage?
2. Do you think it is necessary to be a virgin before marriage?
3. Do you think you will be upset when your daughter has a boyfriend?
4. Do you think you will be upset when your son has a boyfriend?
5. Do you think gay marriage is ok?
6. What is transgender?
7. What is bisexual?
8. Is rape legal in Canada?
9. What is an example of a sexual assault?
10. Can men be raped?
11. What happens when a woman reports a sexual assault to the police in Canada?
12. If a man is charged in court with rape, does he go to jail?
13. What is domestic violence?
14. Can men be a victim of domestic violence?
15. If a man hits his wife, can he go to jail?
16. If a man ignores his wife, is that domestic violence?
17. If a man kicks his wife, is that domestic violence?
18. At what age can a woman and a man have sex legally in Canada?
19. If a man is 25 and he has sex with his 14-year-old girlfriend, is that legal in Canada?
20. If a boy is 17 and he has sex with a girl who is 16, is that legal in Canada?
21. If a man forces his wife to have sex, is that rape?
22. If a man feels a woman's breast on the bus, is that sexual assault?
23. Is it legal in Canada to pay a man or woman for sex?
24. Do you think it is okay for boyfriends and/or girlfriends to live together and not get married?
25. Do you think married people are happier than single people?

Connecting to the Community

As teachers we have the opportunity to help students look towards making meaningful connections beyond the English language classroom. Navigating new systems and culture is challenging for everyone, and more so when a person's culture is very different than what they are experiencing in Canada. The lessons and projects in this section provide safe and relevant ways for students to explore the broader community. Lesson 1 Introduces students to 'Meetups' and allows them to use computers to find a wide range of interest groups. Lesson 2 is on volunteering, including reading about a volunteer job at the Surrey Food Bank and completing a Criminal Record Check form.

The informal psycho-social support found in activities such as attending EAL classes, taking children to swimming lessons, and going to the library, places of worship, or art therapy classes are very often what refugees need to move their lives forward.

Volunteering is a way to offer students a new sense of purpose and highlights a part of Canadian culture that is important for them to understand. It bridges them into the wider community and helps them improve their English and confidence when speaking to others. Volunteering may not suit every student, but you might find a few in your class who want to try it. For those not ready or able at the time of this lesson, it provides an opportunity to learn about opportunities for the future.

A Supplementary Art Project allows students to reflect on what aspects of community are important to them and provides an opportunity for students to learn and share in a different way. Art projects are an excellent way to help people integrate their complex past experiences and put them into a personal narrative that makes sense to them. For more background around art projects and the power of community to heal, listen to a recent CBC 'The Current' episode "Telling their stories on canvas; Syrian refugees take art classes to overcome trauma" (link in Additional Resources, page 63)

Lesson 1 Meetups in the Community Activity (three hours; approximately CLB 5+)

www.meetup.com offers a plethora of possibilities that students can use to find and make new friends and enjoy other activities in their community. There are many different Meetup groups with activities and special interests such as: outdoor and adventure, family, language and culture groups, writing groups, music groups, etc. These are ways for newcomers to access experiences outside of their cultural community and enjoy finding new friends and acquaintances with similar interests. This can really help students with trauma to find different avenues for leisure and enjoyment, and possibly provide a sense of renewal and interest to move forward with life.

Warm up Brainstorming Activities and Interests

Brainstorm activities and interests of students and write on board.

Activity 1 Pairwork on Computers

Direct students to www.meetup.com

Have students work in pairs to explore Meetups that they would like to join. Write question on the board to guide them:

- What Meetup category am I interested in?
- What Meetup group am I interested in?
- When is the next meetup for the group?
- Where is the next meetup for the group?
- What do I need to bring?
- Can I go alone?
- Will this be difficult for me?
- Do you think I will have fun?
- Do you think this will help me?
- Do you think I can meet new people?

Activity 2 Reporting Back

Once the pairs have answered the questions for themselves, have the students report back to the class on which Meetup group they want to join. If possible, have the students do a presentation using the SMART Board technology and the Meetup they chose. For lower levels, students can use the above guiding questions to frame their presentations.

Lesson 2 Volunteering in the Community (three hours; approximately CLB 3-5; adapt language and choose handouts as appropriate)

Warm up Stretching and Breathing Exercises from Lesson 1 (pages 5-6)

Activity 1 Brainstorming about Volunteering

Elicit what volunteering means to the students. Depending on your class, this may be a good time to discuss the important role that volunteering plays in Canadian culture, not only as a good route to jobs, but as a popular civic engagement activity.

Draw a circle on the board and ask students where people can volunteer in the community.



Activity 2 Reading about a Volunteer Warehouse Assistant Job at the Surrey Food Bank (see handout)

Many of your students will be using the food bank on a regular basis. Though they and/or their partners may be working full-time, it is clear that a person working full-time at a minimum wage job is still living below the poverty line. In fact, 1 in 6 working people in BC still need to access the Food Bank!

Your students may have had months or even years of experience accessing food bank services. Therefore, it might be a familiar and interesting way for some of your students to give back to the community. The information provided in the handout is about a Warehouse Assistant position that many of your students would qualify for.

Pre-teach the following vocabulary

- Set up
- Warming up food
- Serving
- Cleaning up
- Doing dishes

Have students work in pairs to read the information about the Warehouse Assistant position and answer the questions.

Follow up writing: Have the students draft emails to apply for a Surrey Food Bank Volunteer Position.

Activity 3 Criminal Record Check (see handout)

The following activity provides forms for lower and high level of students.

Pre-teach the following vocabulary for a criminal record check

- Consent
- Criminal record check
- Vulnerable adults
- Gender
- Additional names
- Volunteer organization

There may be students in your class who have the skills to practice writing application forms on the real document. Others will struggle with name and address. Choose the handout below that best suits the needs of your students. For either form, blow up the form on 11" x 17" paper and complete a sample with the class before asking students to do their own.

Consent for Disclosure of Criminal Record Information Form

Consent for Disclosure of Criminal Record Information



Where ideas work

PART 1 (To be completed by applicant/employee)

Surname		Given Name (1)		Given Name (2)	
Sex <input type="checkbox"/> F <input type="checkbox"/> M	Date of Birth (yyyy/mm/dd)	Gov't Employee ID (if current employee)	Driver's Licence No. (even if expired)	Phone Number (incl. area code)	Email Address
Address (no., street, apt.)		City	Province	Postal Code	Country
Place of Birth	Usual First Name or Alias		Maiden Name/Other Surnames		

Failure to accurately disclose the above information is grounds for disqualification from employment or dismissal in the event that the information is discovered after employment.

PERMISSION, WAIVER and RELEASE:

Pursuant to Section 8(1) of the Privacy Act of Canada, and Sections 32(b) and 33.1(1)(b) of the British Columbia Freedom of Information and Protection of Privacy Act (FOIPPA), by my signature below I hereby consent to a check for records of criminal convictions, outstanding charges, and/or arrests. Other documents or information in the custody of the police, the court, corrections, or crown counsel may be accessed in order to assess any information found as a result of the criminal record check.

I authorize the release of this information to the Personnel Security Screening Office of the Ministry of Justice for the purposes of determining my suitability for a position in the BC Public Service. I understand that my consent will be retained on file. Subsequent to this record check, I agree to report any incident to the Personnel Security Screening Office if I am arrested, charged or convicted of any criminal offence or any other federal or provincial statutory offence, including any suspension of driving privileges but excluding any ticket-only driving infractions or municipal by-law contraventions. This information is collected by the British Columbia Public Service under s.26(c) of FOIPPA. Any questions about the collection and use of this information can be directed to an HR Service Representative at the BC Public Service Agency by submitting a request at [AskMyHR](#), phoning: 1-877-277-0772 or writing to: Manager, Contact Centre Operations, BC Public Service Agency 810 Blanshard St. Victoria, B.C. V8W 2H2

I hereby release and forever discharge (i) Her Majesty the Queen in Right of Canada, the Royal Canadian Mounted Police, their members, employees, agents and assigns, and (ii) Her Majesty the Queen in Right of the Province of British Columbia and all employees and agents of the Province of British Columbia from any and all actions, causes of actions, claims, complaints and demands for any form of relief, damages, loss or injury which may hereafter be sustained by myself, howsoever arising from the above authorized disclosure of information and waive all rights thereto.

Applicant/Employee Signature

Date (Year, Month, Day)

PART 2 (To be completed by hiring manager)

Hiring Manager Surname		Hiring Manager Given name	
Ministry/Organization	Hiring Manager Phone Number	Hiring Manager Email Address (government email only)	

1. Initiate the criminal record check on this applicant by entering the information on this form into the Personnel Security Screening Office (PSSO) on-line service at this address: <https://justice.gov.bc.ca/pssso/>.

2. Record entry into PSSO on-line service.

<input type="checkbox"/> Check here to confirm criminal record check request entered into PSSO online service	Reference Number (from PSSO online service after submission)
---	--

3. Scan the first page of this form and send it to the BCPSA using an [AskMyHR service request](#). Enter "Consent for Security Screening" in the subject line. Select "Jobs & Hiring" then "Criminal Record Check Consent Form" in the service list. Attach the scanned document. Securely destroy the original.

Effective May 4, 2015

Supplementary Art Project – Collage of Community

Activity 1 Conversation Questions about Connecting to Community

Pairwork: Ask students to think about ways that they connect with their community. Use the following guiding questions.

1. Where do you live?
2. Do you like your neighborhood and community?
3. Do you know your neighbors?
4. What does your community need?
5. Do you feel safe in your community?
6. What do you like the most about your community?
7. What are some things that help you to feel connected to the community?
8. What are some things that make you feel alone in the community?
9. What is different about your community in Canada and your community in your home country?
10. How do you hope to participate more in your Canadian community?

Activity 2 Brainstorming Words

Bring the class together and brainstorm words that students associate with community. Write them on the board.

Activity 3 Collage

Materials needed:

- A 11" x 17" piece of paper for each student
- Sharpies or other permanent markers in various colours
- Glue stick
- Mod Podge all in one glue as sealer.

Process:

1. Provide each student with one piece of paper.
2. Provide each group with a set of markers, glue sticks, Mod Podge, books and magazines that can be used to cut up pictures or write words and sentences.
3. Ask the students to write the word COMMUNITY in the middle of the paper.

4. Ask the students to spend some time looking through magazines for images and have them rip them out of the magazine. Ask them to refrain from gluing the images until they have a pile they can work with.
5. Invite students to arrange their images and write words of community and hope on the paper.
6. Once they have decided on the design of their piece, ask them to glue down the pictures where they want them to be and write words or sentences around the pictures. This can be a quiet time without much conversation. If you wanted to play quiet music in the background, that can really add to students' sense of calm.
7. Invite the students to share their collage with the classmates at their table.
8. Once the students are finished, invite them to use Mod Podge to seal their collage. This requires the students to take a paint brush and brush the Mod Podge over the entirety of the paper. This will seal it and create a matte finish. It should be sticky, but not soaking wet. Keep the collages in the classroom to dry for 24 hours.

Follow-up Reflection

The next day, have the students spend a few minutes thinking about or writing down why they chose the pictures and words that represent their hopes for community.

Do a talk line where they share with the person standing across from them and move down the line so to have an opportunity to speak with several students.

Building Relationships

The overall objectives of the lessons here are to acknowledge some of the challenges men may be facing in their homes and feelings associated with them, as well as to provide information about laws in Canada with regard to family violence. An important element throughout is to provide a safe space where men can begin to talk how they are navigating some of the challenges they are facing, share strategies, and get connected to whatever information they need. As a teacher, it is imperative that you stay attuned to what develops in order to provide accurate information and referrals.

Lesson 1 addresses feelings at home and has students sharing ideas about family roles and responsibilities. It then addresses some of the challenges that newcomer and refugee men may be facing around changes in their roles since having come to Canada, and acceptable ways to express their feelings around those roles. Lesson 2 focuses on ideas common to all fathers including the responsibilities of fatherhood, moments when fathers are challenged by their child's behaviour, and worries and hopes for children. It also includes a reading for higher levels about child abuse in Canada.

Both of these lessons require a high degree of trust between teacher and students, as well as amongst students. Teachers are encouraged to develop their sense of cultural humility.

“Cultural humility in teachers can be seen as a life-long process that involves self-reflection and self-critique, learning from and actively listening to diverse students, building partnerships with students and communities, and showing a willingness to negotiate mutually acceptable alternatives to communication, engagement, and education.”

Chang, Simon, & Dong

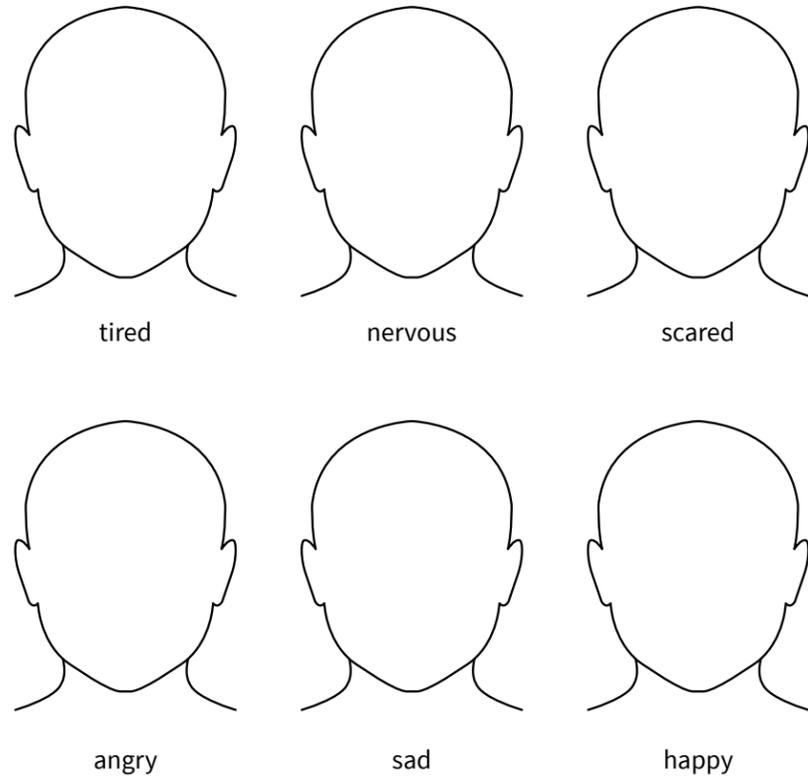
While recognizing it is your role to make sure that students understand the laws such as those around abuse and violence, try to adopt and model: a genuine view to recognize the challenges of negotiating relationships in a new cultural context; a sharing of strategies to respond to the challenges; and a search for appropriate solutions.

Lesson 1 Feelings and Male Roles (three hours, plus writing assignments; approximately CLB 3-5)

Warm up Stretching and Breathing Exercises from Lesson 1 (page 5-6)

Activity 1 Identifying Feelings

Draw six circles on the board. Write the words below them and in their notebooks have students draw the faces and copy the words.



Write the following questions on the board and have students talk with a partner to answer them.

- What makes you feel happy at home?
- What makes you nervous at home?
- What makes you sad at home?
- What makes you angry at home?
- Where do you go when you are tired?
- Who do you talk to when you feel scared?

Use these additional conversation questions for higher levels to explore ideas around relationships.

- What is the best age to get married for women?
- What is the best age to get married for men?
- Do you think it is okay for teenagers to date?
- What is a good man to marry?

- What is a good woman to marry?
- Do you think single people are happy?
- Do you think beauty is important?
- Do you think a couple should have money saved before they get married?
- What are good things about having children?
- How is raising children different in Canada than your country?
- How is your relationship with your wife different in Canada?
- Do you have more stress with your family relationships now?
- What do you like in a romantic partner?

humour	kindness	strength	ambition
looks	honesty	style	intelligence
	faith	compassion	

Activity 2 Talking about Roles and Responsibilities (see handout)

Put **Family Roles** on the board and lead a class discussion using the following questions:

- What is a “role”?
- What are family roles?
- Does a role depend on culture, gender, age? Other?
- What responsibilities do you have at home?
- Have your roles and responsibilities changed since you came to Canada? How?

Pairwork: Use the handout to have students talk about the roles family members play in their culture. Stress that families and cultures are unique, and no answers are right or wrong.

Activity 3 Discussion: Setting Boundaries and Abuse

Helping others understand healthy boundaries within a cultural context and talking about abuse that can occur when boundaries are crossed is extremely difficult and requires a high degree of trust and sensitivity.

While it is important for students to understand what is okay in one country and/or culture may not be okay in Canada, be sure to recognize the challenges of negotiating relationships in a new cultural context, a sharing of strategies to respond to the challenges and a search for appropriate solutions. Choose a class discussion, small groups, or pairwork, depending on the dynamics of your class.

- What do you do when you feel... angry, sad, happy, tired, nervous, scared?

- What do you do when your wife or your children are acting... angry, sad, happy, tired, nervous, scared?
- Are your responses different in Canada than they were in your home country?
- What responses have worked for you? Why do you think they worked?

Abusive husbands/boyfriends:

- Where can a woman go if she feels scared to stay at home with her husband?
- Can a woman take her children away from her husband if she is scared they will get hurt?
- Does a woman need to report abuse to the police?
- Does a woman need to go to court to get her children to live with her?
- Do the police and court provide interpretation services?
- If a woman is scared of her husband or he yells at her all the time, do you think that is abuse?
- Does a woman need to get money from her husband before she leaves her husband?

Activity 2 Handout for Talking about Roles and Responsibilities

In your culture who...

Cleans the house?	Husband	Wife	Children	Extended family
Pays the bills?	Husband	Wife	Children	Extended family
Works outside the home?	Husband	Wife	Children	Extended family
Helps with cleaning?	Husband	Wife	Children	Extended family
Drives the car?	Husband	Wife	Children	Extended family
Changes the baby's diaper?	Husband	Wife	Children	Extended family
Feeds the baby?	Husband	Wife	Children	Extended family
Invites your family to parties?	Husband	Wife	Children	Extended family
Goes to weddings?	Husband	Wife	Children	Extended family
Washes the dishes	Husband	Wife	Children	Extended family
Does the laundry?	Husband	Wife	Children	Extended family
Takes the children to the park?	Husband	Wife	Children	Extended family
Goes grocery shopping?	Husband	Wife	Children	Extended family
Takes the children to the doctor?	Husband	Wife	Children	Extended family
Buys presents for the family?	Husband	Wife	Children	Extended family
Helps the family with money problems?	Husband	Wife	Children	Extended family
Pays for children's education?	Husband	Wife	Children	Extended family
Decides who the children should marry?	Husband	Wife	Children	Extended family

Lesson 2 Fatherhood (three hours; approximately CLB 3-5; choose activities as appropriate)

Background resource for teachers (or reading material for higher levels):



<http://www.thefatherhoodproject.org/10-facts-about-father-engagement/>

Research shows that fathers not only have the capacity for care giving, but that children benefit directly from dads' parenting contributions. Findings from the rapidly growing science of early childhood and early brain development show the positive, lifelong impact fathers can have by being positively engaged early in their children's lives. The beneficial outcomes for children are not limited to childhood. People with actively involved father figures during childhood are more likely to have higher levels of success in their careers, a better chance of having a strong, lasting marriage, and an improved ability to handle stress. Related findings indicate that fathers' emotional absence has long lasting negative effects on child development. Father absence is defined as any situation where the father is psychologically disconnected from his children, whether or not he is currently living in the same home.

Warm up **Stretching and Breathing Exercises from Lesson 1** (pages 5-6)

Activity 1 **Identifying Responsibilities of Fatherhood**

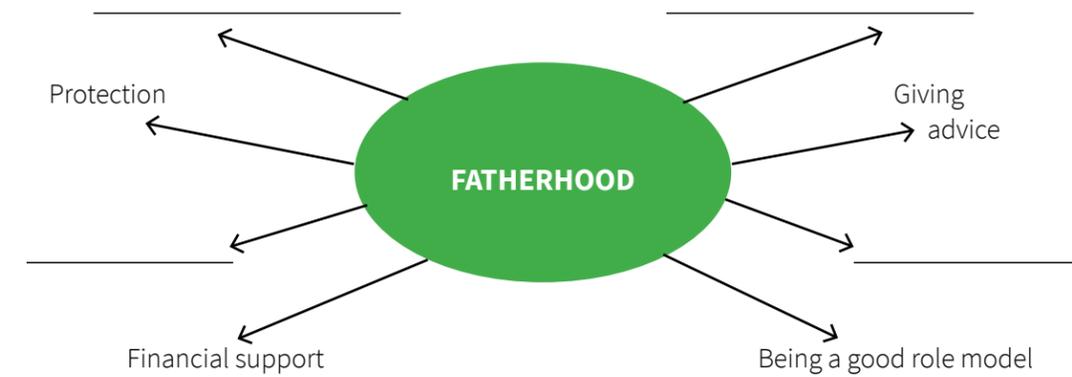
Elicit from the group how fathers who spend time with their children may help their children to be happier, healthier and more successful. For example, ask the students: How do you, as a father, help your child? How does your help improve your child's life?

In the context of that, pre-teach the following vocabulary:

- | | |
|------------|-------------------|
| Protection | Giving advice |
| Role model | Financial support |

On the board draw a circle and elicit from the class what they think are some of the responsibilities of being a father. Allow the students to talk and see if they can come up with other responsibilities other than the words above.

Identifying Responsibilities of Fatherhood Sample Circle



Activity 2 **Conversation Questions about Fatherhood** (see Notes about Conversation Questions on page 5-6)

- Are you a father? How many children do you have?
- What are the best things about being a father?
- What are the most difficult things about being a father?
- Do you think it's a good idea to have lots of children?
- Is it easier being a father to younger children or older children?
- Do you think fathers worry about their children here in Canada?
- What do fathers worry about?
- What are some usual activities fathers do with children when their children are young?
- What are some usual activities fathers do with children when their children are teenagers?
- Do you think it is important for fathers to talk to their sons about sex?
- Do you think it is okay for a man not to have children?
- How would you feel if your son or daughter was homosexual?
- Can you name five things fathers should teach their children?
- Do you think children should take care of their parents when they are older?

Activity 3 Reading about Child Abuse (see handout)

In this activity students will read about what child abuse means in Canada. It provides a section of the criminal code and explains the limits of disciplining children by either a parent, teacher or caregiver. Many parents worry that in Canada children can be taken away and put into foster care. This is often a very unfamiliar and terrifying prospect for newcomer parents. It is important to ease any concerns about the law but also to help them understand that there are strict laws in place to protect the rights of the child.

Use the handout for students to read and answer questions with a partner.

Activity 4 Writing about Your Role as a Father (see handout)

This activity is an opportunity for men to share their expertise as parents. You can also use this as a grammar lesson to teach that the base form of the verb follows can, can't, want to, don't want to.

Use the handout to have students finish the sentences with their own ideas, then share with a partner.

Activity 5 Reading about Case Studies (see handout)

Re-visit some of the ideas students developed in Lesson 1, Activity 3 of Building Relationships about the challenges of responding to difficult family situations. Again, it is your role to facilitate a recognition of the common challenges of parenting; a sharing of strategies to respond to the challenges; and a search for appropriate solutions within a Canadian legal and social context.

With this in mind, have students work in groups to read and talk about the responses of the various fathers.

Activity 6 Writing about Worries and Hopes for Your Children (see handout)

As a follow up to the activities in this lesson, give students time to reflect on their personal worries and hopes for their children.

Activity 3 Handout for Reading about Child Abuse (higher level)

Child Abuse

Section 43 of the Criminal Code says:

Every schoolteacher, parent, or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

This means that, under some circumstances, when a parent, caregiver or teacher uses reasonable force to control a child or keep the child or other children safe, they may not be found guilty of a criminal offence.

However, Section 43 is not a defence for every action a parent, teacher or caregiver make take. A parent, teacher or caregiver may only use reasonable force when it is connected to their duties to the child. Section 43 cannot be used as a defence, for example, when a child has been harmed or abused.

1. The child must be between two years old and twelve years old.
2. The force used must be reasonable and its impact only “transitory and trifling”.
3. The person must not use an object such as a ruler or belt when applying the force.
4. The person must not hit or slap the child’s head
5. The seriousness of what happened or what the child did is not relevant.

Work with a partner and decide if these statements are true or false.

- | | |
|--|-------|
| It’s okay for a parent to hit their child with a book. | T / F |
| It’s okay for a parent to slap their child across the face | T / F |
| It’s okay for a parent to use reasonable force to keep a child safe. | T / F |

Writing Sentences about Your Role as a Father

Grammar point: A base verb (i.e. no endings such as s, ed, or ing) follows can, can't, want to, don't want to)

Finish the sentences.

What are your own rules as a father?

I can't + base verb

E.g.: *I can't hit my children.*

I can't _____

I can't _____

What are things you can teach your children?

I can teach my children to + base verb

E.g.: *I can teach my children to respect people.*

I can teach my children to _____

I can teach my children to _____

I can teach my children to _____

What are things you don't want to teach your children?

I don't want to teach my children to + base verb

E.g.: *I don't want to teach my children to smoke cigarettes.*

I don't want to teach my children to _____

I don't want to teach my children to _____

I don't want to teach my children to _____

Case Studies in Fatherhood

Work in groups. Each student read one paragraph. Decide as a group if the father has responded well or not. Discuss why, and other ways to respond.

Pablo is driving to his son Juan's school. Pablo is going to pick up Juan and take him home. Juan is five years old. Pablo arrives at the school and waits for his son in the car. Pablo honks his horn when he sees Juan coming out of the school. Pablo doesn't get out of the car. He waits for Juan to cross the road outside the school and get in the car.

David is cooking dinner for his two children. His daughter Amy comes into the kitchen crying. She says "Daddy my brother hit me". David is tired. He worked 12 hours and he just wants to rest. He yells at his daughter "Get out of the kitchen! I don't want to hear you crying now. Go upstairs". Amy is scared. She stops crying for a moment and runs out of the kitchen.

Marco receives a phone call from his teenage son's school. The teacher says to Marco that his son was smoking marijuana at school again. She wants to meet with Marco and his son the next day to discuss his son's drug problems. Marco is shocked. He didn't know his son had a drug problem. Marco goes into his son's room, takes off his belt and hits his son with the belt several times. His son screams and cries in terror. Marco says "next time I hear from the school you are taking drugs, I will throw you out of the house and we will never speak to you again". Marco leaves the room. He thinks now his son will understand.

Ismail sits down at the kitchen table to talk to his dad. Ismail starts to cry and then tells his dad that he thinks he is gay. Ismail covers his face in shame. Ismail's dad puts his hand on his son's shoulder and says, "It's okay son. I understand and I love you. I am here for you".

Bao is 25 years old and wants to move in with his girlfriend. He doesn't want to get married. He wants to live in a common-law relationship. He doesn't want children. He tells his father and his father refuses to speak to him. He will only speak to Bao when Bao breaks up with his girlfriend and moves back to the family home.

Writing about Worries and Hopes for Children

What do you worry about for your children in Canada?

What are your hopes for your children in Canada?

Additional Resources for Health and Language

BC Resources and information related to refugee health and well-being

Alcohol and Drug Information Referral Service

Provides free, confidential information and referral service for any kind of substance use issue; multilingual services 24 hours a day, seven days a week.

(1-800- 663-1441)

Greater Vancouver (604-660-9382)

<https://www.healthlinkbc.ca/mental-health-substance-use/resources/adirs>

AMSSA E-Symposium: LGBTQ Newcomers – Strengthening Support and Understanding

Presentations from Rainbow Refugee Committee, MOSAIC's I Belong Project and Coastal Health addressing issues and barriers facing LGBTQ newcomers, and resources in Metro Vancouver.

<https://www.amssa.org/lgbtq/>

AMSSA Migrant Mental Health (Migration Matters, February 2015)

Fact sheet, resources and support lines to supporting mental health of immigrants.

<https://www.amssa.org/wp-content/uploads/2015/05/AMSSA-Info-Sheet-Issue-21-Mental-Health1.pdf>

AMSSA Cultures West: Promoting Mental Health for Immigrants and Refugees (Spring 2009)

Articles and stories centred around several mental health issues and their relevance to the lives of immigrants and refugees to Canada.

<https://www.amssa.org/wp-content/uploads/2015/05/Promoting-Mental-Health-in-Immigrants-and-Refugees.pdf>

BC Newcomer's Guide

Includes information on applying for BC Services card, finding medical services, and getting assistance for those needing extra support; available online in English, Arabic, Chinese Simplified, Chinese Traditional, French, Korean, Punjabi and Tagalog.

<https://www.welcomebc.ca/start-Your-Life-in-B-c/Newcomers-Guides>

Counselling Program, DIVERSEcity Community Resources Society

Language-specific counselling, outreach and educational services to immigrants and refugees.

<http://www.dcrs.ca/services/family-services/>

Culturally Connected, BC Women's Hospital

A resource that brings together cultural humility and health literacy to help care providers and their clients to develop shared understanding of each other's values, beliefs, needs, and priorities. Includes information and case studies.

<https://www.culturallyconnected.ca/>

Fraser Health New Canadian Clinic

Provides information, programs and services on health and mental health.

<https://www.fraserhealth.ca/health-topics-a-to-z#.W3XylehKi70>

Health and Safety BC offers an EAL-supported program for Workplace safety.

<https://www.healthandsafetybc.ca/programs/eal/>

HealthLink BC

Provides free, non-emergency health information in more than 130 languages. Call any time to learn about health topics, check symptoms, get information about prescription drugs and find health services.

<https://www.healthlinkbc.ca/>

Immigrant and Refugee Mental Health Project, Centre for Addictions and Mental Health

Online training, tools, and resources to settlement, social and health service professionals working with immigrants and refugees; also opportunities to connect and exchange ideas and experiences with hundreds of service providers across Canada and obtain advice from experts in the field.

<https://irmhp-psmir.camhx.ca/>

Immigrant Services Society of BC Settlement Orientation Services

Provides refugee claimants with multi-lingual settlement and health promotion supports.

<https://issbc.org/our-services/sos-settlement-orientation-services>

Integrating Cultural Humility into Health Care Professional Education and Training

(Chang, Simon, & Dong, 2010)

<https://www.ncbi.nlm.nih.gov/pubmed/21161680>

Kelty Mental Health is a resource centre for BC families dealing with mental health and substance abuse.

<http://keltymentalhealth.ca/medical>

Mental Health Support Line

Available in over 140 languages; students can say what language they need and crisis line volunteers will try to provide an interpreter.

310-6789 (no area code)

Options Community Services, Immigrant Settlement Program

Provides settlement support to immigrants and refugee in Surrey including health promotion and promotion and prevention, and healthy living and chronic disease self-management.

<https://www.options.bc.ca/program/immigrant-settlement-program>

Refugee and Immigrant Specialized Experience (RISE) Program, DIVERSEcity Community Resources Society

Utilizes outreach, in-home consultation and support as a foundation for service delivery and offers innovative workshops to assist the most vulnerable adult and youth refugees and immigrants in Surrey, Delta and Langley; offers LGBTQ newcomer program.

<http://www.dcrs.ca/services/settlement-services-and-community-programs-department/refugee-and-immigrant-specialized-experience-program-rise/>

Refugee Hub

Provides information and resources related to refugees in BC, including links to training tools and resources on settlement and integration, and primary healthcare and mental health care for refugees in B.C.

<http://refugeehub.issbc.org/refugee-readiness-training/provincial-training-mental-health-primary-healthcare-for-refugees/>

Suicide Help Line

Available in over 140 languages; students can say what language they need and crisis line volunteers will try to provide an interpreter.

1-800-784-2433 (1-800-SUICIDE)

Vancouver Coastal Health Refugee Health Care Services

Three Bridges Community Health Centre and Raven Song Community Health Centre offer resources and services to help refugees access health services. Refugee Claimants without valid MSP coverage can contact a community health centre for an initial health care assessment and options for any ongoing care will be provided. Interpreters are available for booked appointments.

http://www.vch.ca/Locations-Services/result?res_id=1050

VAST supports refugee mental health in collaboration with Settlement Orientation Services (“SOS”) to provide an integrated approach to address the immediate mental health and settlement needs of refugees in their first few months in Canada; sessions are held in multiple languages.

Getting Through It is a weekly psychosocial support group for refugees on “getting through” their refugee claim.

<http://vast-vancouver.ca/>

Teaching EAL resources related to health and well-being

ActNow Resource Package: Healthy Living for Multicultural Communities, ELSA Net (2009)

EAL teaching resource with lesson plans and colourful visuals around health-related topics including Diabetes, Healthy Lifestyles, Healthy Minds etc

<https://www.amssa.org/resources/quicklinks-resources/healthy-living-resources/>

AMSSA Instructional Resources

- Links to past events and CBC Manitoba EAL lessons and video to address about LBGTQ issues in the CLB 5-8 classroom

<https://www.amssa.org/lgbtq/>

- Developed in conjunction with Canadian Mental Health Association: CLB level 1 lesson plan on Understanding Anxiety and Feelings about adjusting to life in Canada.

http://www.amssa.org/wp-content/uploads/2018/06/Anxiety-LINC-lesson-plan-CLB1-_CMHA2018.pdf

- Developed in conjunction with Canadian Mental Health Association: CLB level 2 listening and speaking lesson plan on Ways people relax in Canada.

http://www.amssa.org/wp-content/uploads/2018/06/Ways-to-relax-LINC-lesson-plan-CLB2-_CISUR2018.pdf

Beyond Trauma: Language Learning Strategies for New Canadians Living with Trauma, LISTN (2016)

Teacher’s guide and lesson plans for supporting EAL learners who have experienced trauma; includes skill building, language building and suggestions for working with PBLA (Portfolio-Based Language Assessment).

https://cmascanada.ca/wp-content/uploads/2016/09/1467063427_01_beyond_trauma_complete_1.pdf

CBC Radio, The Current, Telling their stories on canvas: Syrian refugees take art classes to overcome trauma

Toronto project helps Syrian refugees confront their trauma through art.

<https://www.cbc.ca/radio/thecurrent/the-current-for-august-10-2018-1.4779426/telling-their-stories-on-canvas-syrian-refugees-take-art-classes-to-overcome-trauma-1.4779495>

Healthy Living... It’s in Everyone

A plain English toolkit for families, including modules on stress management and sleep

https://keltymentalhealth.ca/sites/default/files/resources/78822%20HL%20Toolkit%202nd%20Edition_web_0.pdf

Language Learning for Health: Resources for ESL/LINC Practitioners, OLIP (Ottawa Local Immigrant Partnership) Toolkit (2015)

CLB-aligned lessons plans and language learning activities on Physical Activities, Dental Health and Mental Health, Diabetes, Healthy Eating on a Budget, Calcium and Vitamin D; encourages instructors to discuss priority health topics with adult learners.

<http://olip-plio.ca/knowledge-base/toolkit/>

Learning for LIFE: An ESL Literacy Curriculum Framework, Bow Valley College (2011)

Extensive framework and guidelines for developing effective and responsive curricula based on EAL learner needs; for literacy curriculum development, but includes best practices and strategies for designing any EAL program or resource to be reflective of the context in which it operates.

<https://globalaccess.bowvalleycollege.ca/tools/learning-life-esl-literacy-curriculum-framework>

Personal Hygiene Online Activity

CLB 1 reading and listening activities for Taking Care of Yourself.

<http://www.web-esl.com/hygiene/snds.html>

Trauma-Informed EAL: PIRS Teacher's Guide to Trauma-Informed English as an Additional Language, Pacific Immigrant Resource Society (2017)

Resource supports community-based EAL programs working with refugee women who have experienced trauma and loss; provides context, strategies, lesson plans and handouts.

https://drive.google.com/file/d/1AchQeQ_H7UimPIWLyAOL1z0Niol1_Z8T/view

Other related resources for men

Responsible Fatherhood Toolkit: Resources for the Field, National Responsible Fatherhood Clearinghouse

Developing Cultural Humility Self-Reflection Exercises.

<https://www.fatherhood.gov/toolkit/work/cultural-competence/reflection>

