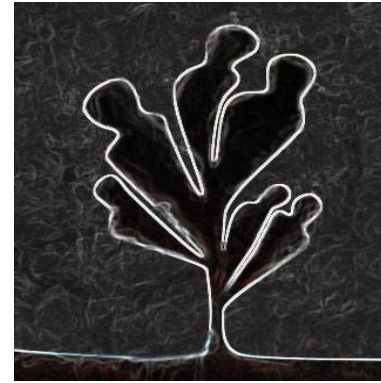


# Interacting in communities: Unit 4 **FAMILY & RELATIONSHIPS**



ELSA 6  
CLB 7

## Introduction

In this unit, learners become acquainted with the different types of family services offered in British Columbia. They identify the difficulties in adjusting to a new life and making new friends in Canada. In addition, they examine possible resolutions to family and relationship challenges.

In the **Core Curriculum**, learners focus on family systems and family services. Learners discuss the kinds of changes that their families have experienced since they immigrated to Canada. Through group discussions and research, including the use of online directories, they research family services in British Columbia.

The **Project** component focuses on non-family relationships. Learners discover ways to strengthen their social networks, investigate cultural expectations in social situations, and explore issues of diversity. The project culminates in producing a video or blog post aimed at advising newcomers about how to make friends and build relationships in Canada.





## Teaching Suggestions

- Encourage learners to attend community events to observe social interaction and practice small talk.
- Encourage learners to send notes, letters, and emails to friends and colleagues expressing congratulations, condolences, best wishes and appreciation.
- Include simulation activities of common social events (e.g., weddings, funerals, baby showers, house warming events, and cocktail parties) where learners can practice interacting with each other.
- Use online graph-reading sample test questions.
- Involve learners in giving constructive feedback after peer presentations.
- Include pronunciation activities to practice effective use of voice, including speed, clarity, and tone.

# Target OUTCOMES

## CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 <b>CLB 7-IV:</b>	Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.
Speaking	
 <b>CLB 7-III:</b>	Give extended warnings, suggestions, recommendations or advice.
Reading	
 <b>CLB 7-IV:</b>	Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus).
Writing	
 <b>CLB 7-I:</b>	Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).

## Content and Other Outcomes

Learners will

- become acquainted with family services offered in BC
- describe graphs or data tables containing statistics about families and social diversity
- present personal views on family and relationship issues
- develop and demonstrate the ability to use language strategies for managing conversations and avoiding miscommunication
- improve their language of social interaction and suasion
- use resources such as dictionaries, thesauri, internet search skills, and spell-checking functions on a computer

# POSSIBLE TOPICS

<b>Topic</b>	This unit focuses on supporting learners to maintain and develop strong family and personal relationships as newcomers to Canada. Instructors might begin with an overview of the types of families in Canada and how they are changing and some consideration of family dynamics experienced by newcomers to Canada (e.g., generational differences, intergenerational conflicts). The specific topics should be selected according to learners' needs.
<b>Cross-cultural Perspectives</b>	<p>It is important to consider cross-cultural perspectives and practices with respect to families and relationships. Instructors might explore any of the following topics with learners:</p> <ul style="list-style-type: none"><li>• family relationship and role differences across cultures</li><li>• differences between familial and state responsibilities for social services across cultures</li><li>• courtship and gender differences across cultures</li><li>• birthing and child-rearing practices across cultures</li><li>• the role of elders and grandparents across cultures</li></ul>
<b>Systems and Practices in BC and Canada</b>	<p>One or more of the following are topics teachers could explore with learners:</p> <ul style="list-style-type: none"><li>• marriage and common law relationships in Canada</li><li>• changing gender roles and expectations</li><li>• children's rights and responsibilities; parental rights and responsibilities</li><li>• early childhood development issues</li><li>• family literacy practices and projects</li><li>• parental roles with respect to schooling in Canada</li><li>• strategies for language development in children, for maintaining heritage language and culture</li><li>• strategies for maintaining and sustaining intergenerational relationships in the family</li><li>• strategies for building strong connections to neighbourhoods</li><li>• strategies for forming and maintaining friendships and interpersonal support systems</li><li>• caring for the elderly or people with disabilities</li><li>• child care support and services in BC and Canada</li><li>• child protection in BC and Canada</li><li>• family law in BC and Canada</li><li>• same sex marriage and LGTBQ rights in BC and Canada</li></ul>

# PLANNING GUIDELINES

## Linguistic Competencies

### Vocabulary

- language related to family services and family issues
- expanded range of abstract, idiomatic and conceptual vocabulary to report and discuss personal and factual information, and to express ideas, opinions and feelings about familiar topics and issues
- words and expressions relating to social participation

*child support, gradual entry, special needs, common law, immediate and extended family  
in a heartbeat, be on the same page, all over the place, burn the candle at both ends, tag-team parenting  
engaged, network, support system*

### Grammar

- modals of advice, necessity, and prohibition
- spelling, punctuation, and capitalization in writing
- gerunds as objects of prepositions in expressions of apologies, thanks, and disappointment

*You'd better not, I'd rather you...*

*I'm sorry for not calling you.*

*Thank you for helping me.*

*He's disappointed about not being able to attend the event.*

### Pronunciation

- intelligible and communicatively effective pronunciation
- English phonological sound systems to interpret oral discourse

*sound segments, rhythms, and intonations*

# RESOURCES

## Family

### [Babies](#)

This wordless film by French directors Balmès and Chabat follows the birth, home environment, and early upbringing of four newborns as they are born and develop into toddlers in four different regions of the world. The DVD is available at the library, video stores, or through online distributors, and there are photo slide shows and articles available on the website.

**Uses:** An instructor could use all of the film or show shorter segments. Learners look at pictures and watch video and compare the different babies and their surroundings through discussion or writing.

### [Canadian Immigrant Magazine](#)

This is a fantastic free resource for both teachers and learners. It offers information on settlement in BC, culture, education, family and business etc. Some excellent articles to consider include the following:

#### [Preserving Memories for Future Generations](#)

#### [Welcome to Canada – Overcoming the Challenges of Immigrating](#) [Immigrant Parents Should Make Use of Online Support Groups](#)

**Uses:** Learners find and research immigrant stories, which discuss a wide variety of topics about life in Canada.

### [Canadian Parents More Lenient than Europeans – The Globe and Mail](#)

This article examines a study that has found that Canadian parents are more lenient than parents in many other countries.

**Uses:** Learners read the article to prepare for further research, debates, or discussions about the subject of parenting across cultures.

## Services Resources and Programs

### [BC211 – Redbook Online](#)

This website has an overview of BC211, links to help lines, and a search engine to find thousands of community, social, and government services throughout the Lower Mainland.

**Uses:** Learners search for services online and report findings to the group. This website is an excellent launch pad for a class family services fair.

### [Cat Stevens – Cat’s in the Cradle \(Music and Lyrics, 3:45\) – YouTube](#)

This song provides excellent insights into some North American cultural issues in the family.

**Uses:** Learners access the song online and discuss the themes in the song. This is an excellent start to a discussion on family roles and relationships.

### [We Can Only Ever Have 150 Friends at Most by Robin Dunbar – The Observer](#)

This link has a short article and accompanying 23 minute video interview between anthropologist Robin Dunbar and journalist Aleks Krotoski about his ideas that technology cannot speed up our biology.

**Uses:** The video interview will be a challenge for ELSA 6 learners, but it will assist the instructor to share some of the ideas. The news article is accessible with scaffolding. Learners take notes about main points to discuss with small groups.

### [What the World Eats – Time Photos](#)

This time photo slideshow includes 16 families from around the world with one week worth of their groceries spread out for the camera. The text includes the family name, city, country, dollar amount per week, and a favourite family dish.

**Uses:** Learners look at pictures and compare the different families, groceries, and their surroundings through discussion or writing.

### [Big Brothers Big Sisters of Canada](#)

This website has an overview of the organization and information about mentoring, donations, news, events, and more.

**Uses:** Learners access information online, take notes, and summarize the different sections.

# RESOURCES

## Services Resources and Programs (cont.)

### [Big Brothers Big Sisters of Canada – Youtube Channel](#)

This collection of videos complements the website above.

**Uses:** Learners listen to extended descriptive or narrative monologues or presentations about personal experiences.

### [British Columbia Newcomers’ Guide to Resources and Services – Welcome BC](#)

This page has links to the essential BC Newcomers’ Guide, videos, and a variety of methods to download or order the book.

**Uses:** Learners interpret information in the guide, take notes from the videos, or order the book online.

### [CMAS \(Childminding Monitory Advisory & Support\) Expert Articles at Your Fingertips](#)

This page has accessible information about supporting immigrant children during settlement including school readiness, understanding separation anxiety, culture shock, and more.

**Uses:** Learners research information for short presentations or role-plays for giving advice.

### [The Federation of Community Social Services of BC](#)

This page has links to current news stories, annual reports, videos, and much more that relates to social services in the province.

**Uses:** Learners access information online, take notes, and summarize the current news items, videos, or reports.

### [Help Your Kids Tackle Cyber Bullying and Cyber Racism](#)

This article gives advice for parents about this complex problem for kids.

**Uses:** Learners develop vocabulary and skills for giving warnings, recommendations, suggestions, or advice. It’s an excellent resource to begin family role-plays about the subject.

### [Indo-Canadian Women’s Association – Edmonton, AB](#)

The website offers articles, external links, and resources for families dealing with human rights, violence against women, dowries, peace in the family, and more.

**Uses:** Learners research information for short presentations or role-plays for giving advice.

### [International Children’s Digital Library: A Library for the World’s Children](#)

This site offers a large number of children’s books in various languages as a way to promote sustainable bilingualism or multilingualism in the family across generations.

**Uses:** Learners practice online navigation skills to access books, open a library account, and view the community forums. It can also be used as a learner resource to promote home and family literacy practices in both English and the heritage language.

### [Ministry of Children and Family Development](#)

This website has links to information about child care, adoption, foster care, special needs, youth justice, youth services, current news, and much more.

**Uses:** Learners research information for short presentations or role-playing for giving advice.

### [Parents Matter – Downloadable Parenting Resources](#)

This page offers many topics including: Choosing Quality Books; From Hitting to Words; Gardening Together; Parents at Play; Setting Consequences; Supporting Children’s Play, and more.

**Uses:** Learners access information online to use for presentations, discussions, or role-plays.

# RESOURCES

## Services Resources and Programs (cont.)

### [Problem Solving Skills – Mind Tools.com](#)

This webpage has a variety of free quizzes, techniques, approaches, and diagram tools for problem solving.

**Uses:** Learners research information for short presentations or role-plays for giving advice.

### [StrongStart BC – Early Learning Programs](#)

This site offers links, resources for parents and educators, tips, and contact information to StrongStart early learning programs across the province with free services to children between 0-5 years of age and their families.

**Uses:** Learners use online navigation skills to access information for discussions, presentations, or role-plays.

### [Vancouver Board of Parks and Recreation](#)

This website has links to recreational activities, facilities, schedules, arts and culture, stewardship, current news, and much more.

**Uses:** Learners plan a staycation for a hypothetical family living in Greater Vancouver. Learners work in teams that represent different family members who show interest or a lack of interest in various suggested activities. Role-play a family meeting to plan for a week.

### [What Parents Can Do to Keep a Child from Dropping Out of School - EduGuide](#)

This article gives advice for parents and is organized by the age of the child and behavioural trends.

**Uses:** Learners develop vocabulary and skills for giving warnings, recommendations, suggestions, or advice. This is an excellent resource to begin family role-plays about the subject.

## Statistics and Trends

### [Families Count – Profiling Canada’s Families IV](#)

This report can be downloaded or ordered for free and is an excellent resource for this unit. It has easy-to-read charts, graphics, tables, and commentary, which identify trends, successes, and challenges facing Canadian families today.

Suggested Chapters include the following:

*Chapter 3: Canada’s Aging Population*

*Chapter 6: Immigrant Population on the Rise.*

*Chapter 7: Greater Racial and Ethnic Diversity*

*Chapter 8: Many Languages Spoken*

*Chapter 13: Changing Family Structure*

*Chapter 15: Trends in Family Size*

*Chapter 16: Marriage, Common-law and Single*

*Chapter 24: Reasons Why People Marry*

**Uses:** Learners access a copy online and use the resource to support research for short presentations about services available in Canada and the trends that have created the need for them.

### [Trends in Dropout Rates and the Labour Market Outcomes for Young Dropouts – Statistics Canada](#)

This report has been archived on the website, but scroll down for great text, tables, graphs, and charts that are listed by age, gender, geography, and more.

**Uses:** Learners access report for reading and numeracy practice while gathering information for presentations or discussions.

# RESOURCES

## CLB Aligned Resources

### [ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

**Uses:** This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

### [LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA teacher and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

**Uses:** The following chapters are particularly useful for this unit:

*Chapter 2, Volume 1: Business Writing*

*Chapter 3, Volume 1: Interacting With Others*

*Chapter 5, Volume 2: Managing Information*

*Chapter 7, Volume 2: Telephone Calls*

### [LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

**Uses:** The following chapters are well-suited to this unit:

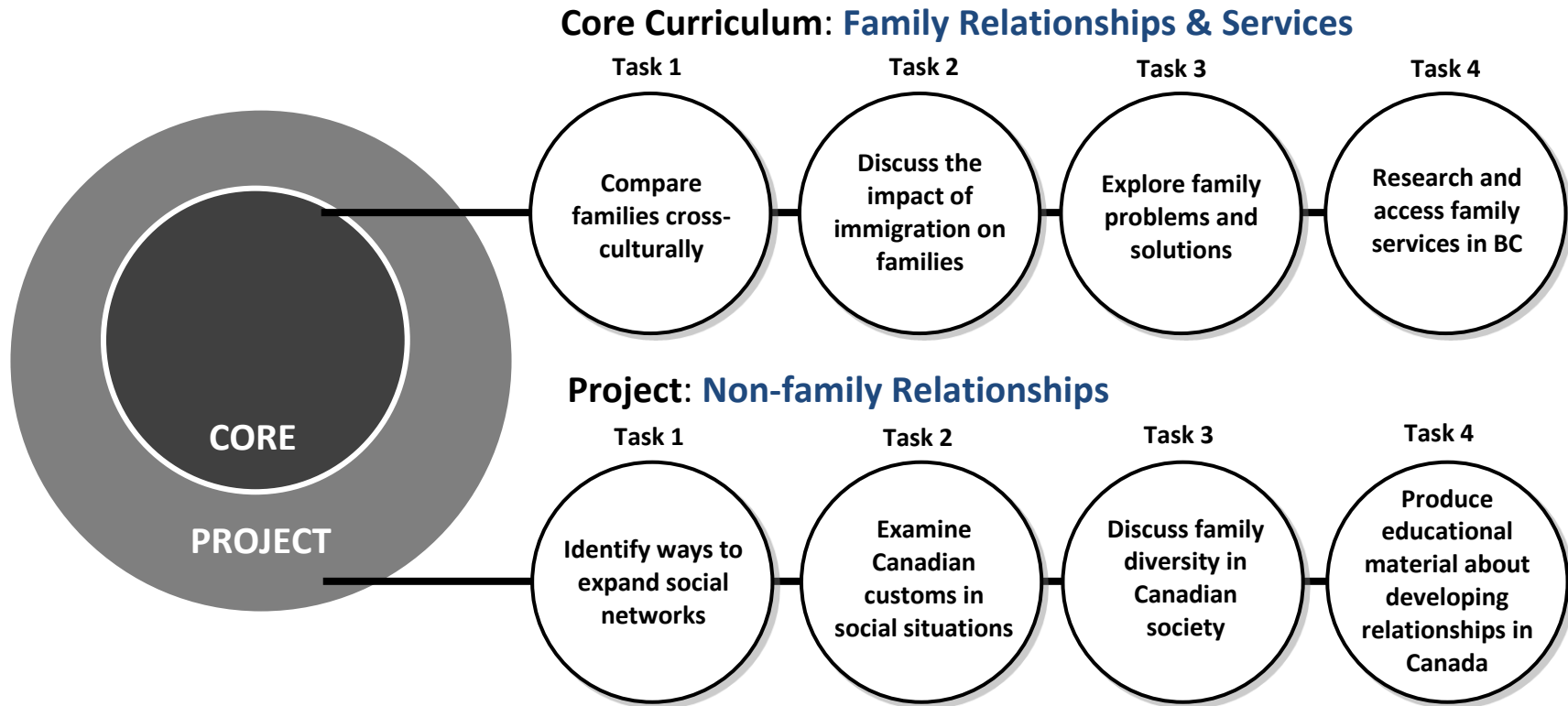
[Chapter 2, Volume 1: Business Writing](#)

[Chapter 5, Volume 2: Managing Information](#)

[Chapter 7, Volume 2: Telephone Calls](#)



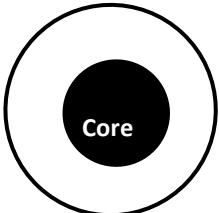
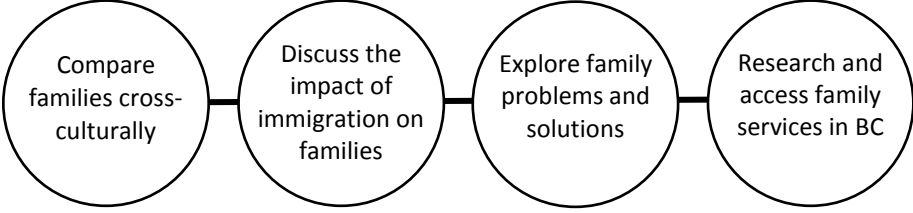



# At a glance: FAMILY & RELATIONSHIPS





# SCOPE & SEQUENCE

# ELSA 6

## of Sample Tasks

UNIT 4: Family & Relationships	CORE CURRICULUM: Family Relationships & Services PROJECT: Non-family Relationships	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> <b>CLB 7-IV:</b> Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.</p>	<p><b>Task 1: Compare families cross-culturally</b></p> <ul style="list-style-type: none"> <li>• read charts and graphs about changes in family structure in Canada and identify factors affecting Canadian families (e.g., childcare arrangements, elder care, employment training)</li> <li>• identify and compare family care obligations: elder care, child care, level of supervision of children</li> <li>• compare parenting styles and models of discipline</li> <li>• give presentations comparing and contrasting family systems cross-culturally</li> </ul>	<p><b>Families Count – Profiling Canada’s Families IV</b></p> <p><b>Canadian Parents More Lenient than Europeans – The Globe and Mail</b></p>
<p> <b>CLB 7-III:</b> Give extended warnings, suggestions, recommendations or advice.</p>	<p><b>Task 2: Discuss the impact of immigration on families</b></p> <ul style="list-style-type: none"> <li>• express opinions about the change in family roles since immigrating to Canada (e.g., husband stays home to look after young children, and parents attend English classes)</li> <li>• read a news article about immigrant parents having challenges dealing with their children in a new country or understanding the BC education system</li> <li>• read a letter from a newspaper advice column about a family relationship conflict (e.g., domestic violence, child abuse), agree or disagree with the advice given and distinguish facts from opinions</li> </ul>	<p><b>Canadian Immigrant Magazine</b></p> <p><b>Preserving Memories for Future Generations</b></p> <p><b>Welcome to Canada – Overcoming the Challenges of Immigrating</b></p> <p><b>Immigrant Parents Should Make Use of Online Support Groups</b></p>


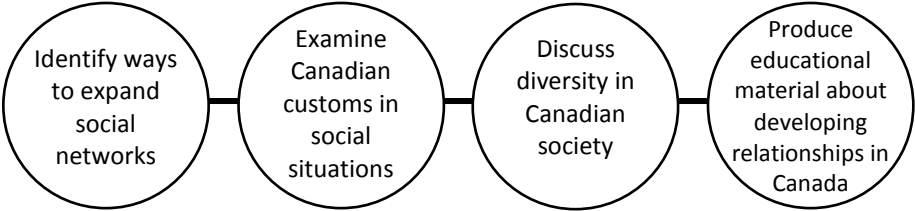



<b>UNIT 4: Family &amp; Relationships</b>	<b>CORE CURRICULUM: Family Relationships &amp; Services</b> PROJECT: Non-family Relationships	
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
	<b>Task 2: Discuss the impact of immigration on families (cont.)</b> <ul style="list-style-type: none"> <li>• use persuasive arguments and personal experience to give detailed suggestions about how to adjust to a new life in Canada</li> <li>• practice holding the floor, keeping the turn, and resuming conversation after interruptions</li> </ul>	
<p> <b>CLB 7-I:</b>          Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope.)</p>	<b>Task 3: Explore family problems and solutions</b> <ul style="list-style-type: none"> <li>• identify five challenges that immigrant and non-immigrant families face (e.g. child care, problems at school, senior care)</li> <li>• apply problem solving skills paying attention to the following:             <ul style="list-style-type: none"> <li>○ define the problem</li> <li>○ generate alternative solutions</li> <li>○ evaluate alternatives (cost-benefit analysis)</li> <li>○ select solution and implement</li> </ul> </li> <li>• practice writing formal and informal notes and letters addressing the above problems; messages should have a clear, concise message, convey a sense of audience, and use appropriate format as follows:             <ul style="list-style-type: none"> <li>○ leave a note to a spouse or child asking that they cook dinner</li> <li>○ write a one- to two-paragraph formal email to a school teacher responding appropriately to a concern about child’s behaviour and asking for an interview</li> <li>○ write a short letter to express concerns about an issue at child’s daycare centre (e.g., the child often comes home in dirty clothes)</li> <li>○ write a formal letter to an instructor or work supervisor to request a leave of absence to take care of a family member who is sick at home</li> </ul> </li> </ul>	<p><b>CMAS (Childminding Monitory Advisory &amp; Support) Expert Articles at Your Fingertips</b></p> <p><b>What Parents Can Do to Keep a Child from Dropping Out of School – EduGuide</b></p> <p><b>Help Your Kids Tackle Cyber Bullying and Cyber Racism</b></p> <p><b>Indo-Canadian Women’s Association – Edmonton, AB</b></p> <p><b>Problem Solving Skills – Mind Tools.com</b></p> <p><b>LINC 5-7 Classroom Activities, Chapter 2, Volume 1: Business Writing</b></p>




<b>UNIT 4: Family &amp; Relationships</b>	<b>CORE CURRICULUM: Family Relationships &amp; Services</b> PROJECT: Non-family Relationships	
<b>CLB OUTCOME</b> 🗣️📄📊📈	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<b>📖 CLB 7-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).	<b>Task 4: Research and access family services in BC</b> <ul style="list-style-type: none"> <li>• use print or online directories to find out about family services (e.g., counselling, drug benefits programs, senior care, child care arrangements, safe houses, transition houses)</li> <li>• access school board policies and procedures for enrolling or transferring a child requesting special education services (e.g., school bus service)</li> <li>• phone a community center to obtain information about programs available to families</li> <li>• visit a local family service organization, community centre, library, or neighbourhood house</li> </ul>	<b>Ministry of Children and Family Development</b>  <b>The Federation of Community Social Services of BC</b>  <b>BC211 – Redbook Online</b>  <b>British Columbia Newcomers’ Guide to Resources and Services – Welcome BC</b>

# SCOPE & SEQUENCE

# ELSA 6

## of Sample Tasks

<b>UNIT 4: Family &amp; Relationships</b>	<b>CORE CURRICULUM: Family Relationships &amp; Services</b> <b>PROJECT: Non-family Relationships</b>	
		
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p> <b>CLB 7-III:</b> Give extended warnings, suggestions, recommendations or advice.</p>	<p><b>Task 1: Identify ways to expand social networks</b></p> <ul style="list-style-type: none"> <li>• discuss the challenges and difficulties in finding new friends in Canada; express opinions and feelings about cultural differences and language barrier</li> <li>• identify ways to meet new people and get involved in the community (e.g. volunteering, community events, places of worship, children’s school)</li> <li>• compare electronic social networks to real relationships</li> </ul>	<p><b>British Columbia Newcomers’ Guide to Resources and Services – Welcome BC</b></p> <p><b>We Can Only Ever Have 150 Friends at Most by Robin Dunbar – The Observer</b></p>
<p> <b>CLB 7-I:</b> Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).</p>	<p><b>Task 2: Examine Canadian customs in social situations</b></p> <ul style="list-style-type: none"> <li>• list five social situations (e.g. a school pot luck, a baby shower, a Canada Day BBQ, a statutory holiday party) and identify social expectations and etiquette for each situation</li> <li>• compare these social events across cultures</li> <li>• write and respond to invitations</li> <li>• select and write a message in greeting cards</li> <li>• cancel a dinner date and respond appropriately</li> <li>• apologize and give reasons for not being able to complete your part of a group assignment on time</li> <li>• send an email message to inform a classmate who was absent that a class field trip was cancelled</li> </ul>	<p><b>Canadian Immigrant Magazine</b></p>

<b>UNIT 4: Family &amp; Relationships</b>	<b>CORE CURRICULUM: Family Relationships &amp; Services</b> <b>PROJECT: Non-family Relationships</b>	
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
	<b>Task 2: Examine Canadian customs in social situations (cont)</b> <ul style="list-style-type: none"> <li>• write a thank you note to someone for a special gesture</li> <li>• congratulate a friend, classmate, or neighbour who has just had a baby, or got a new job</li> <li>• readers of the above messages make inferences, identify specific factual details, identify language function, and identify context, relationship, mood, and attitude</li> </ul>	
 <b>CLB 7-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus.)	<b>Task 3: Discuss diversity in Canadian society</b> <ul style="list-style-type: none"> <li>• read Statistics Canada charts and graphs; locate information about diversity in Canada, BC, and region and summarize and share</li> <li>• investigate Canadian values towards diversity as expressed in the law and in the media; explore historical reasons for diversity and our values towards it</li> <li>• discuss costs and benefits of diversity</li> </ul>	<b>Trends in Dropout Rates and the Labour Market Outcomes for Young Dropouts – Statistics Canada</b>  <b>Families Count – Profiling Canada’s Families IV</b>
 <b>CLB 7-IV:</b> Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.	<b>Task 4: Produce educational material about developing relationships in Canada</b> <ul style="list-style-type: none"> <li>• summarize and reflect on the impact of immigration on social networks; ways to make friends; Canadian social norms and diversity</li> <li>• identify advice, suggestions and recommendations you would give to someone who has just arrived in Canada, in regards to social relationships</li> <li>• produce a short video, brochure, poster or blog post aimed at newcomers and providing suggestions for strengthening social networks</li> <li>• present the video and share with the whole class or other classes</li> </ul>	<b>LINC 5-7 Classroom Activities</b>  <b>Vancouver Board of Parks and Recreation</b>  <b>We Can Only Ever Have 150 Friends at Most</b>