

Newcomer Women's Health Resource

New Strategies for Women
Learning English for Better Health

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English for Better Health

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Pacific Immigrant Resources Society

Vancouver, British Columbia

Canada

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Lesson Plans

Introduction **Pg. 1**

Part 1 – Women’s Overall Health **Pg. 5**

Three Lesson Plans on:

- *Daily healthy routines*
- *Vocabulary – exercise, diet, sleep, emotional needs*
- *Grammar – present tense, past tense, gerunds, infinitives*
- *Functions – talking about daily healthy habits – cooking*

Part 2 – Gynecological Health Needs **Pg. 37**

Two Lesson Plans on:

- *Visiting the doctor/clinic*
- *Cervical tests*
- *Pap tests*
- *Breast health*
- *Birth control*
- *Abortion*

Part 3 – Friendships and Relationships **Pg. 69**

Two Lesson Plans and Assessments on:

- *Healthy friendships*
- *Healthy dating and marriage*

Other Resources **Pg. 89**



Newcomer Women’s Health Resource – New Strategies for Women Learning English for Better Health

Introduction

This resource is designed to help teachers and students engage in the tricky topics of women’s health that are often overlooked in regular EAL classes. After many months of exploring ideas with refugee women and learning about some of the topics they will and will not speak about, I designed the guide and resource materials so that instructors can help women not only learn about better ways of taking care of their own physical and emotional needs but also to help facilitate student participation in the classroom and support their classmates to find ways to improving their health. Talking, understanding, and human connections create better overall health for women, and the EAL classroom that is specifically designed for women is one of the best spaces for women to feel safe to learn specific health related language, learn about what health services are available to women in Canada, and to build a capacity for the classroom community to find ways to help each other in and outside of their language class.

The resource is split into three sections:

- Women’s Overall Health – Three Lesson Plans.
- Gynecological Health – Two Lesson Plans.
- Friendships and Relationships – Two Lesson Plans and Assessments

As an instructor teaching with this guide, feel free to use whatever materials and handouts best fit the needs of your students. My goal in writing this guide for PIRS is to offer an opportunity to explore areas of women’s health, including mental health, so that women can feel comfortable accessing health services in English in the community and so they have a

Teacher’s note: Please feel free to photocopy from this document at your leisure. We suggest you cover the teacher’s note when photocopying for your students.

greater sense of control over their own bodies and emotional resiliency.

There are Teacher's Notes to read before each lesson so that you are fully aware that the topic of women's health for some newcomer women can evoke the feelings of trauma. You will need to be extremely mindful when you address the topics that discuss issues such as domestic violence or abortion access and be sure to always be taking a cultural humility approach and working with a trauma informed lens in your teaching practice. It is also important to note that with any disclosures of health concerns from your students, you will be obliged to follow up with referrals to other PIRS programs, health clinics, and settlement service providers in the community.

Please feel confident that much of the content in this resource has been piloted already and with the right approach from an instructor, students will certainly benefit from learning more about their own emotional and physical health since arriving in Canada.

Good luck!

Diana Jeffries

Part 1



Women's Overall Health

Refugee women often struggle with self-care needs. This can be due to many different reasons including a general sense of dependency, lack of self esteem, or just being too busy taking care of the needs of other family members.

In this part, you will teach students how to create healthy daily habits. The goal here is to inspire your students to take a look at how they can better take care of themselves, make time to exercise and to de-stress. Understanding that time will often be an obstacle for women with families, our goal is not to make students feel guilty for not making the time but helping them reflect on what they can do to take better care of their personal needs.

Hopefully, you will be able to teach your students English through learning about self-care. In Part 1 you will find three lesson plans along with resources and materials you can photocopy and use.

We understand your classes will be mixed-level, so it is up to you to decide how to arrange your class to best meet the needs of your students. Our suggestion is that you group the students according to higher and lower levels at separate round tables and provide more guidance to the lower level learners, maybe by having volunteers in the class, and provide more opportunities for discussion and for completing worksheets for the higher level learners.

It is also important to find out first what areas of health your students are interested in learning about. Your class should be geared towards emerging issues and concerns so be sure to leave time for students to discuss and bring up to you what they want to focus on in their EAL classroom.

Lesson 1 – Women’s Overall Health

<p>Warm up – Conversation questions</p> <p>Lower Level</p> <p>Higher Level</p>	10 minutes
<p>Vocabulary – Healthy eating, exercise, sleep, emotional balance</p> <p>Lower Level – Matching words to pictures</p> <p>Higher Level – Matching vocabulary to definition</p>	30 minutes
Break	
<p>Cooking together – Vocabulary for making a fruit salad with granola</p> <p>Vocabulary – Matching words</p> <p>Reading a recipe</p> <p>Copying a recipe</p>	60 minutes
<p>Wind down</p> <p>Listening – Students follow an exercise routine with the teacher</p>	20 minutes

Handout – Lower Level – Conversation Questions

Name _____ Date _____

1. Hi, how are you?
2. What do you eat in the morning?
3. What time do you go to bed?
4. Do you exercise?
5. Do you pray or meditate?
6. Do you feel good now?
7. Do you eat fast food?
8. Do you sleep all night?
9. Do you worry a lot?
10. Do you eat fruits and vegetables?

Handout – Higher Level – Conversation Questions







Name _____ Date _____

1. Hi, how are you?
2. How do you feel about your life these days?
3. What did you eat for breakfast this morning?
4. How many hours of sleep do you usually get?
5. Do you wake up in the night?
6. Do you worry a lot about things you cannot control?
7. How do you stop worrying?
8. How do you relax?
9. Can you name 10 foods that are healthy?
10. What kind of exercise do you like to do?

Handout – Lower Level – Vocabulary

Name _____ Date _____

Match the words with the pictures:

<i>healthy foods</i>	
<i>exercise</i>	
<i>sleep</i>	
<i>hygiene</i>	
<i>feeling good</i>	
<i>relaxation</i>	

Handout – All Levels – Vocabulary Gap Fill

Name _____ Date _____

Fill in the words from the word list:







<i>relaxation</i>	<i>healthy food</i>	<i>sleep</i>
<i>hygiene</i>	<i>feeling good</i>	<i>exercise</i>

- I eat _____. For example, I eat fruits and vegetables.
- I _____ 7 to 8 hours at night.
- I _____ three times a week. For example, I walk, stretch, run, or ride a bike.
- I have good _____. For example, I take a shower and wear clean clothes.
- I am _____ about myself. For example, I think I am a good woman. I am smart, and I have pretty eyes.
- I take 10 minutes for _____. I sleep on the sofa, read a book, or listen to music.

Handout – Higher Level – Vocabulary

Name _____ Date _____

Match the words with the pictures:

<i>hygiene</i>	
<i>consistent exercise</i>	
<i>relaxation</i>	
<i>confidence and self esteem</i>	
<i>nutritious foods</i>	
<i>consistent sleep</i>	

Handout – Higher Level – Vocabulary Review

Name _____ Date _____

I try to eat _____ to stay healthy.

My favourite nutritious food is _____

I want to _____.

For example, I want to start _____
three times a week.

I want to get _____

For example, I want to go to bed before _____ : _____ and wake
up at _____ : _____.

It is important to have good hygiene. I take a _____
every day.

I use nice _____ and _____ on my
body. It makes me feel good.

Feeling good about myself is important.

I want to have _____ and
_____. I can do this by trying new things
and believing in me.

I want more time for _____
I want to lie on my sofa and listen to music.

Teacher's Notes

Making a Fruit Salad

Invite the women in the class to bring one fruit that they can share with the other students. Before this and before making the fruit salad you will teach the students the new vocabulary and spelling of the names of the fruit they will bring, plus the nouns naming the kitchen tools used for making a fruit salad along with the verbs. It is important to teach the language before making the fruit salad so they benefit from having the language first, and then making the fruit salad will be more of a review. In other words, take the time to learn the vocabulary and read a recipe. The next time you meet will be when they bring the fruit and make the fruit salad.












If you have access to a kitchen with an oven, you could also do a demonstration of making granola. Again, teach the vocabulary including verbs and recipe on the first day. The next time you meet, do a demonstration of making granola.



Handout – All Levels

Name _____ Date _____

Match the words with the pictures:








<i>fruit salad</i>	
<i>bowl</i>	
<i>knife</i>	
<i>cutting board</i>	
<i>apple</i>	
<i>banana</i>	
<i>pear</i>	
<i>strawberries</i>	
<i>blueberries</i>	
<i>grapes</i>	
<i>pineapple</i>	
<i>fruit salad [circle]</i>	<i>healthy / unhealthy</i>

Handout – All Levels

Name _____ Date _____

VERBS

Match the words with the pictures:











<i>mix</i>	
<i>put</i>	
<i>serve</i>	
<i>peel</i>	
<i>slice</i>	
<i>cut</i>	
<i>chop</i>	

Handout – Vocabulary – Higher and Lower Levels

Name _____ Date _____

Draw a line from the word to the picture:

<i>300 degrees</i>	
<i>spatula</i>	
<i>teaspoon</i>	
<i>bowl</i>	
<i>container</i>	
<i>granola</i>	
<i>cups</i>	

<i>tablespoon</i>	
<i>salt</i>	
<i>dates</i>	
<i>coconut</i>	
<i>peanut butter</i>	
<i>maple syrup</i>	
<i>oil</i>	
<i>baking pan</i>	
<i>pumpkin seeds</i>	
<i>rolled oats</i>	

Handout – Vocabulary – All Levels

Name _____ Date _____

RECIPE

Granola Recipe

Put in a bowl:

3 cups rolled oats

1 cup dates

½ cup pumpkin seeds

½ cup coconut

½ cup maple syrup

¼ cup peanut butter

¼ cup grapeseed oil

½ teaspoon salt



Handout – Vocabulary – All Levels

Name _____ Date _____

VERBS

stir



turn on



bake
cool down
spread out



combine



pour



mix



Teacher's note: Mix the pictures so student has to match with the correct word.

Lesson 2 – Women’s Health – Exercise

Vocabulary – Verbs for exercise Listening and speaking – practice listening and speaking instructions in an exercise routine with groups of three.	30 minutes
Demonstration of making fruit salad and granola <ul style="list-style-type: none"> • Demonstrate like a cooking class (all levels) • Ask and answer questions while demonstrating (all levels) • Comprehension questions (higher and lower levels) 	60 minutes
Break	
Read and copy instructions on how to make granola. Review with whole class.	30 minutes
In pairs, students review vocabulary and verbs for making a fruit salad and granola.	15 minutes

Teacher’s Notes

Exercises – 10 minutes

Have students stand up from their desks after the break. Ask them to spread out so they don’t touch each other and do the following exercise routine:

1. Put your hands above your head and stretch
2. Stretch side to side
3. Put your hands on your hips
4. Put your left leg forward
5. Stretch your leg
6. Put your right leg forward
7. Stretch your leg
8. Put your hands above your head
9. Slowly bend forward
10. Stand up
11. Look up
12. Open your mouth wide
13. Look down
14. Stretch your neck side to side
15. Shrug your shoulders
16. Relax
17. Close your eyes
18. Breathe in slowly
19. Breathe out slowly through your mouth
20. Squeeze your fists and breathe in
21. Open your hands wide and let the breath blow out (fast)

Handout – Vocabulary – Higher Levels

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.

Breathe in slowly.

Breathe out slowly through your mouth.

Squeeze your fists and breathe in.

Open your hands wide and let the breath blow out (fast).

Teacher's Notes

If you have time, have the students form into groups of three. One student is the teacher and the other two follow her exercise instructions using the handout.

It is wise to exercise at some point every time you meet with your group whether the curriculum unit is health or not. It helps to keep the students grounded and focused. It also helps relieve tension and stress.



Lesson 3 – Women's Overall Health

Warm up – Exercises (review from last class)	10 minutes
Sleep hygiene Discussion questions	15 minutes
Tips for getting a good sleep	30 minutes
Writing a to-do list	20 minutes
Break	
Speaking to a partner about your to-do list	10 minutes
Meditation practice	30 minutes

Handout – Discussion Questions – Lower Level

Name _____ Date _____

1. Do you sleep at night?
2. Do you sleep in the day?
3. Do you dream?
4. Do you have nightmares?
5. Do you sleep 8 hours or more?

Handout – Discussion Questions – Higher Level

Name _____ Date _____

1. How many hours of sleep do you get at night?
2. Do you take naps in the afternoon?
3. Does coffee keep you awake?
4. Tell me 5 things you do before bed?
5. Do you have a snack before going to bed?
6. Do you read in bed?
7. Do you have nightmares?
8. Do you remember your dreams?
9. Do you think you get enough sleep?
10. Do you eat more when you are tired?
11. Do you drink herbal tea before going to bed?
12. Do you fall asleep fast or does it take a long time to sleep?
13. Do you wake up in the middle of the night?
14. Do you get up very early?
15. Do you sleep in on weekends?

Teacher's Notes – Higher Level

These are tips for getting a good sleep. Have the students discuss as a whole group how they can improve the quality of their sleep.

Task

Do a dictation with the class. Ask them to write down what you say in their notebooks. Once they have done so, ask one student (highest to write their sentences on the board) while the others are helping each other at the table.

1. Go to bed at the same time. Wake up at the same time.
2. Practice meditation.
3. Don't take naps in the day.
4. Exercise daily.
5. Have a snack before bed but not a big meal.
6. Keep the room cool.
7. Get up if you can't sleep. Don't turn on televisions or computers though.
8. If you are worried, or busy, write a to-do list.

Have students follow this task with the next writing a to-do list for their day.

Teacher's Notes – Lower Level

Have the students copy the words sentences

Go to bed _____ (early)

Exercise _____ (every day)

Sleep in a cool _____ (room)

Don't watch TV late at _____ (night)

Write a to-do _____ (list)

Handout – All Levels – Writing a to-do list

Name _____ Date _____

To-do list for today

Date _____

To-do list for tomorrow

Date _____

Teacher's Notes

Identifying feelings can help with relaxation. After students have identified how they are feeling, invite the class to come together as a group and practice some relaxation techniques through mindful meditation and breathing.

1. Ask the students to focus on one point in the classroom.
2. Ask the students to breathe in and breathe out slowly.
3. Ask the students to focus only on the breathing – don't think of anything but the breathing.
4. Repeat the slow breathing for two minutes. Then stop. Shake out the body.

Tell the students that this practice can be done any time. It is really helpful when you can't sleep or are having trouble going back to sleep.

Remind them that having a to-do list along with the mindful breathing will help with sleeping.

Part 2



Gynecological Health Needs

Teacher's Notes

In Part 2 of the curriculum, you will have the opportunity to cover the women's health concerns and medical procedures below.

EAL classes generally don't provide an opportunity to discuss or learn about female health issues, so it is worth taking some time on these topics. Students may have not learned, for example, the vocabulary or terms for medical procedures a doctor might expect them to know.

The topics in Part 2 will cover:

- Visiting a doctor for a pelvic exam and pap smear
- Breast self-examination and mammograms
- Vocabulary relating to menstruation
- Vocabulary relating to menopause
- Birth control options in Canada
- Sexually-transmitted Infections

Since these topics are far-reaching and relate to women of all ages and walks of life, we want to provide opportunities for guest speakers to visit your classroom. PIRS has partnerships with BCIT Nursing Program and BC Women's Hospital and Health Centre, and presenters from these services can come to the class at your site for an hour lecture. This arrangement will need to be made with your coordinator.

Keep in mind that, like any guest speaker, the nurse practitioner or student nurse will need to be given a general guideline as to the level of English your students can comprehend. They should

[continued...]

also be given the ages of the students so that the lectures can be most helpful to and meaningful for your classroom participants. Also, be sure to have a conversation with the guest speaker regarding cultural differences and the importance of respecting all self-identifying women. It is important to be mindful of the students in your class, to inform the guest speaker of any issues, and request that the speaker not ask the students to disclose what might be considered by them to be private information.

Furthermore, sexual violence exists in cultures across all parts of the world and it is therefore extremely important to be aware that talking about the female body or discussing aspects of sexual health can trigger memories of trauma for a woman. It is therefore your job to be particularly aware of any student who is not coping with the topics on sexual health. Make sure you always ask if students are feeling comfortable in class with these topics and always, always, allow any student who is not comfortable to either do another activity or leave the room and come back after the session is over or when they feel more comfortable and able to rejoin the group.

Never demand that students discuss their own sexual issues or attitudes, but do allow students to share their ideas or concerns if they want to either with a group, a friend in class, with the guest speaker, or with you in private.

We hope that by sharing and learning language around women's gynecological health needs, your students will feel more able to describe their health needs in English. The goal is for your students to feel they can articulate their own health concerns with doctors and nurses, and they learn where to find important and accurate health resources in the community when they need them.

Lesson 1 – Visiting the Doctor for a Pelvic and Pap Exam

Warm up – exercises (review from last class)	10 minutes
Women's anatomy vocabulary Lower Level – Discussion Questions Higher Level – Discussion Questions	20 minutes
Lower Level – Dialogue Practice with medical receptionist Higher Level – Dialogue Practice with medical receptionist	20 minutes
Break	
Discussion Questions Inquire about a nurse practitioner coming to give a workshop	20 minutes
Meditation practice	10 minutes

Pre-teach the following:

We hope you will feel comfortable and confident when talking to women about this vocabulary. Work with the whole class and get the higher level students to help the lower level students in comprehension.

[continued...]

After you have taught the vocabulary, ask the students to copy the words in their notebooks. Ask them to write the direct translation of the words in their first language. If they don't write, just ask them to copy the words in English.

After they have finished copying the words, repeat and concept check to make sure they understand.

Pre-teach vocabulary

<i>breast</i>	<i>birth control</i>
<i>pap smear</i>	<i>period</i>
<i>pelvic exam</i>	<i>menopause</i>

Handout – Higher Levels – True or False

Name _____ Date _____

1. The blood that comes from your vagina every month
2. Usually between age 45 and 55 years a woman's period stops: no more babies.
3. Condoms, tablets, patches, IUD, sponge
4. The part of a woman's body that gives milk to her baby
5. The doctor pushes on your tummy and checks your cervix inside your vagina.



6. The doctor takes a few cells from your cervix to check for cancer.



Handout – Lower Level – Discussion Questions

Name _____ Date _____

Do you feel comfortable enough to:

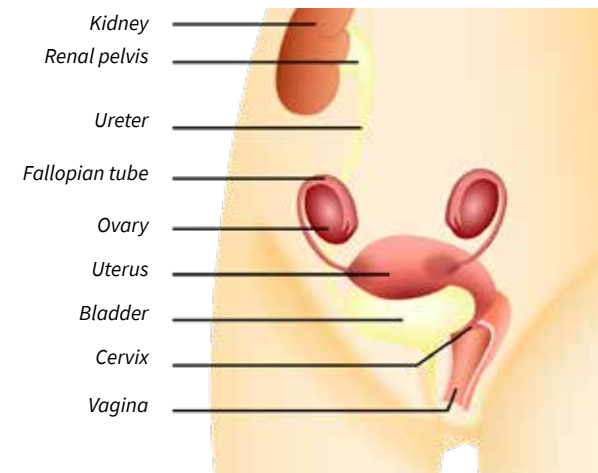
- | | |
|--|----------|
| 1. Make a doctor's appointment | Yes - No |
| 2. Visit the doctor | Yes - No |
| 3. Have a male doctor see you | Yes - No |
| 4. Talk about your body | Yes - No |
| 5. Ask the doctor questions | Yes - No |
| 6. Get a breast exam | Yes - No |
| 7. Get a pelvic exam | Yes - No |
| 8. Get a pap smear | Yes - No |
| 9. Get birth control | Yes - No |
| 10. Talk about periods | Yes - No |
| 11. Talk about menopause | Yes - No |
| 12. Do you need to go to the doctor with your husband? | Yes - No |

Handout – Lower Level – Vocabulary

Name _____ Date _____

Women's Reproductive System

With your partner, read the parts of a woman's body.



Copy the words



Visiting the Doctor

Teacher's Notes

This lesson is on visiting the doctor

With your whole class, have students brainstorm as to why they would go to a doctor. Put their ideas on the board. In discussion focus on the reasons why women go to the doctor. Talk about birth control and what options women have. Talk about the laws in Canada on abortion rights. Talk about the cost of birth control and abortion.

Also discuss other reasons why women go to the doctor. For example, they may see a doctor about: PMS, regular exams for sexually transmitted diseases (STI), infertility treatments, pregnancy, menopause issues, cervical cancer prevention using pap smears, bladder issues including urinary tract infections, and ovarian cancer prevention.

You will not be able to cover all these topics in any kind of detail but you will have an opportunity to open up discussions on topics they are particularly interested in. This might also be a good time to find out from your class if they are interested in having a nurse practitioner come into the classroom to give a talk on health and health services for women in B.C. You will find contact information at the back of the resource guide.

Handout – Lower Level – Appointment Dialogue

Name _____ Date _____

Dialogue Practice

Practice with a partner:

Partner A: Hello, I have an appointment.

Partner B: OK, what's your name?

Partner A: My name is _____

Partner B: OK, come with me.

Partner A: Thank you.

Handout – Higher Level – Appointment Dialogue

Name _____ Date _____

Dialogue Practice

Practice with a partner:

Partner A: Hello, I have an appointment.

Partner B: OK, what's your name?

Partner A: My name is _____

Partner B: Why are you seeing the doctor today?

Partner A: I want to get some information on birth control options.

Partner B: Are you on birth control now?

Partner A: No, I am not.

Partner B: Have you been on any birth control before?

Partner A: No, I have not.

Partner B: Do you know when your last period started?

Partner A: 2 weeks ago.

Partner B: And how long did it last?

Partner A: 5 days.

Partner B: OK, that's great. Come with me, I'll take you to the examination room.

Partner A: Thank you.

Teacher's Notes

Discussing Concerns

Students may have many questions and it is at this time you can work with the whole class to find out what they might want to learn about. It is really your call as to what would be some good ways to open students up to discussion, but a suggestion is the following:

1. Have student come together after the break to form a circle. If the class is big, have the students split into two groups and mix the levels.
2. Sit with the students and, if you feel comfortable, talk about your own experiences of the following: going to the doctor, at what age you started your periods, if you felt comfortable talking to your parent or siblings about your body changing, and/or when you first got a bra and what that experience was like. Obviously don't talk about yourself if you are not comfortable doing so, but to ease any discomfort in the discussion with the group it helps if you are open about your own experiences as a woman.
3. Ask students about the differences in learning about our bodies in this culture compared to in their own culture.
4. Ask the students if anyone has regular check-ups with a doctor.
5. If you feel comfortable with your class everyone can do a breast self-exam (over their clothes). Explain why it is important to examine one's breasts. You will need to read the room as to whether this is an appropriate activity!
6. Lastly, ask the group if they want to have a workshop with a nurse practitioner. You will need to contact BC Women's Hospital and Health Centre. The contact information and address is:

Akemi Gartner MSN, NP(F), Nurse Practitioner
 BC Women's Hospital and Health Centre,
 4500 Oak Street, Vancouver, BC V6H 3N1
 Phone: (604) 875-3290 Fax: (604) 875-3009
 Email: cwebb2@cw.bc.ca

Lesson 2 – Menstruation and Birth Control

Warm up – Exercises Review the last class vocabulary. Check in with the group to make sure students feel comfortable with further discussion on sexual health. Do a series of stretching for relaxation.	10 minutes
Menstruation vocabulary	20 minutes
Break	
Abortion in Canada	30 minutes

Teacher's Notes

Many of your students might already know the vocabulary for menstruation. Pre-teach the words first before students match the pictures to the words.

Please visit the Women's Health Matters website for pictures and further information:

www.womenshealthmatters.ca/health-centres/sexual-health/birth-control

Handout – Vocabulary – All Levels

Name _____ Date _____

<i>tampons</i>	<i>period pads</i>
<i>Midol</i>	<i>cramps</i>

Period = Menstruation



Copy the words:

Tampons _____

Period pads _____

Midol _____

Cramps _____

Teacher's Notes

Birth control can be a touchy subject for some students. As in all these topics, you will need to find out how comfortable your students are talking about birth control before you start addressing the vocabulary.

Below is a list of birth control methods. You can find further information and pictures on the *Women's Health Matters* Website above. We suggest that you just go through the vocabulary as a group. Allow students to copy the words and if they have questions you can answer them as they come up. It is best to address emerging questions rather than provide a lot of information on vocabulary that may not interest them.

The other part of this lesson is on abortion. You can give the higher level students a short reading on abortion in Canada. There are some comprehension true or false statements for them to answer. Again, a reminder that abortion is a political and touchy subject for many. It may also trigger experiences of trauma so be aware of the needs of your students. Again, with abortion issues, it is best to answer questions as they emerge from the students in class.



Handout – Birth Control Vocabulary – All Levels

Name _____ Date _____

Birth Control

Copy the vocabulary words on the lines:

Permanent

Permanent vasectomy (for men) _____

Tubal ligation (for women) _____

Not permanent

The pill _____

Injections _____

IUD _____

the patch _____

condoms (for men and for women) _____

spermicide _____

sponge _____

diaphragm _____

withdrawal _____

[continued...]

Questions

1. Which birth control method is the most effective?

2. Which birth control method is the least effective?

3. Which birth control method is used by men?

4. Which birth control product comes in a tube?

5. Which birth control product do you put on your skin?

6. Which birth control device(s) do you insert into your
vagina?

7. Which birth control device is inserted by your doctor?

8. Which birth control product do you take every day?

Handout – Reading – Higher Level

Name _____ Date _____

Abortion in Canada

What to expect if you decide to have an abortion:

Abortion stops a pregnancy with surgery or drugs.

Over 90 percent of the abortions in Canada are done in the first 12 weeks of pregnancy. Some abortions can be done up to 23 weeks, but the procedure is more dangerous and complicated for the woman.

Abortions are very safe. Abortions can be done in birth control clinics, hospitals, or abortion clinics.

Abortion is legal in Canada and is regulated in the same way as all other medical procedures.

If you are pregnant and you want to discuss having an abortion, talk to your family doctor or the staff at your local birth control clinic.

Abortions can be emotional for women. Most places that do abortions can also refer you to counselling.

Visit www.prochoice.org for a list of abortion providers in Canada and the United States.

Handout – Reading – Higher Level

Name _____ Date _____

Decide if the following are true or false:

Abortions stop the pregnancy. True - False

Abortions are legal and free in Canada. True - False

You can get an abortion up to 23 weeks into pregnancy. True - False

You talk to your family doctor if you want an abortion. True - False

You can have an abortion in a clinic or a hospital. True - False

You can get counselling after an abortion. True - False

Lesson 3 – Breast Health

<p>Warm up – Exercises</p> <p>Review the last class vocabulary. Check in with the group to make sure students feel comfortable with further discussion on sexual health.</p> <p>Do a series of stretching for relaxation.</p>	10 minutes
<p>Fitting for a bra: Where to go. What to expect.</p>	10 minutes
<p>Break</p>	
<p>Breast self-exam</p> <p>Mammograms</p>	30 minutes
<p>Breast cancer</p>	30 minutes

Handout – Discussion Questions

Lower Level

1. What is your bra size?
2. Where do you buy bras?
3. What is a breast self-exam?
4. What is a mammography?

Higher Level

1. Do you know your bra size?
2. Do you get a bra fitting when you buy a new bra?
3. Are bras expensive in Canada?
4. Where do you buy bras?
5. When do most girls develop breasts?
6. What happens if the doctor tells you that you have breast cancer?
7. What causes breast cancer?
8. Can you prevent breast cancer?
9. What should you do if you feel a lump in your breast?
10. Do you know what a breast self-exam is?
11. Do you know what a mammography is?
12. How often should you get a mammography?

Teacher's Notes

Bra fitting

Be sure to first ask students if this is something they feel comfortable talking about. This might be an activity you can do much later in the term when the women feel comfortable with each other and with you. Hopefully, this activity will be useful and be accompanied by lots of giggles. Be prepared to lead the way by demonstrating on yourself first.

Ask if anyone knows their bra size.

Explain the measurements:

- The circumference of the chest under the breast is the band size.
- The fullest part of the breast is the cup size
- Subtract your band size from your bust measurement and refer to chart. Example: 37 inches (bust) – 34 inches (band) = 3 inches. That's a 34C.

The difference (in inches):	0	1	2	3	4	5	6	7
Your cup size is:	AA	A	B	C	D	DD	DDD.F	G

You can ask if they feel comfortable taking their measurements together and if so you will need to have some measuring tapes. (One place to get them for free is Ikea.) You can then have the students write down their measurements. Search for local shops where the women can find bras.

When the women have finished the above, brainstorm why it is important to get a proper fit for a bra.

Bras are not medically necessary for good health.

Teacher's Notes

Breast self-exam

The National Breast Cancer Foundation in the USA has excellent breast self-exam videos along with other videos on mammography. If you can show the video from the link below, key information will be communicated to all levels of students.

www.nationalbreastcancer.org/breast-self-exam

Health Links BC has additional information that you and your students may find useful when talking about breast self-exams.

www.healthlinkbc.ca/health-topics/hw3791

Additionally, if you and your students feel comfortable, you can demonstrate (over your clothes and with a flat hand) where students should look for changes in the breast tissue. Remind them they should check their breasts once a month.

Teacher's Notes

Mammography screening

What is a mammogram? It is a test every 1 or 2 years to check for breast cancer.

This test is better than a breast self-exam. This test helps one get treatment if there are any signs of breast cancer.

The BC Cancer Agency puts out a good video you can show your class: www.bccancer.bc.ca/screening/breast/get-a-mammogram/what-is-a-mammogram

After the students have watched the video, ask them to state whether the following statements are true or false:

1. You need an appointment for a mammogram.
2. Mammograms are free.
3. You should have a mammogram 1 time a year if your mother, sister, or aunt has had breast cancer.
4. You should have a mammogram 1 time every 2 years if you do not have breast cancer in the family.
5. Women from 40 to 75 should get mammograms.
6. A mammogram is an X-ray of your breast.
7. A mammogram is uncomfortable.
8. You need to take off your shirt and bra to have a mammogram.
9. The mammogram is given by a woman in a private room.
10. The mammogram is very fast.

Teacher's Notes

What is breast cancer?

1. The cells in your breast change shape.
2. The cells can grow and take over healthy cells.
3. Sometimes the cells don't grow and take over.
4. If the cells grow and take over other parts of the body it is called malignant cancer.
5. Surgery – mastectomy – removes the breast.
6. Lumpectomy – removes part of the breast.
7. Radiation therapy – uses a machine to kill the cancer cells.
8. Hormonal therapy – prescription hormone pills are taken.
9. Chemotherapy – drugs given in the hospital over a few weeks.
10. If you have breast cancer, you will get a healthcare team. The team will decide for you what the best medicine is to stop the cancer.
11. The medicine for breast cancer is free.
12. If you feel some change in your breast go to the doctor.

Handout – Breast Cancer Quiz

Name _____ Date _____

- | | |
|--|--------------|
| 1. Breast cancer makes the cells in your breast change shape. | True - False |
| 2. When you feel a lump in the breast, you should go to the doctor. | True - False |
| 3. The doctor will give you the different medicines to help stop the cancer. | True - False |
| 4. You should do a self breast exam one time a month. | True - False |
| 5. You should get a mammogram one time a year. | True - False |
| 6. You pay for the mammogram. | True - False |

Part 3



Friendships and Relationships

Teacher's Notes

Many refugee women are in marriage relationships but sometimes they are isolated from other types of relationships outside of their immediate or extended family members. Other women are widows or have never been married. One of the reasons why the PIRS classes are so successful is because they create a safe space for women to meet and create new and meaningful friendships in and outside of their own cultural group.

For women who have experienced trauma in their lives, friendships can be one of the key components to being able to deal with traumatic life experiences. For women, having a safe and supportive friendship can make all the difference in the world. Loneliness and isolation are real health concerns for newcomers and even more so for people who have experienced trauma.

You as their teacher have an opportunity to build the capacity within your classroom to foster these important friendships for newcomer women. The lesson below may help your students identify what type of friend they are and what type of friends they attract or want to attract into their lives. This lesson will provide students with some of the vocabulary that can describe qualities of a friend and also suggest how to make new friends in Canada.

Lesson 1 – Healthy Friendships

<p>Warm up – Stretch and breathing exercises</p> <p>Review the last class vocabulary. Check in with the group to make sure students feel comfortable with further discussion on sexual health.</p> <p>Do a series of stretching for relaxation.</p>	10 minutes
Discussion questions	20 minutes
Qualities of a good friend	30 minutes
Break	
How to make new friends in Canada	40 minutes
How to be a good friend	20 minutes

Handout – Discussion Questions – Lower Level

Name _____ Date _____

Friendship

1. Do you have a friend in Canada?
2. Did you have a friend in your first country?
3. What is the name of a friend of yours?
4. When did you meet your friend?
5. What do you like to do with your friend?
6. Where do you like to go with your friend?
7. Is it difficult to make friends in Canada?
8. What do you like about your friends?
9. Is a friend more important than a husband?
10. Did you have a best friend when you were a child?

Handout – Discussion Questions – Higher Level

Name _____ Date _____

Friendship

1. What is the name of one of your friends?
2. When did you meet your friend?
3. What do you like to do with your friend?
4. Where do you like to go with your friend?
5. Is it difficult to make friends in Canada?
6. What do you like about your friends?
7. Is a friend more important than a husband?
8. Do you have any male friends?
9. Did you have a best friend when you were a child?
10. What are some qualities of a good friendship?
11. Have you ever had a fight with a friend?
12. Have you had a best friend all your life?
13. Do you think friends are important for men?
14. Do you get jealous of your friends?
15. Do you compare yourself to your friends?
16. Do you feel you are an equal of your friends?
17. Do you want more friends?
18. Where can you make new friends?
19. How can you make new friends who are not from your own culture?
20. Do you have friends in this class?

Handout – All Levels – Vocabulary

Name _____ Date _____

Qualities of a good friend

Put the adjectives into the two categories:

<i>mean</i>	<i>angry</i>	<i>jealous</i>
<i>thoughtful</i>	<i>generous</i>	<i>nice</i>
<hr/>		
<i>friendly</i>	<i>supportive</i>	<i>hurtful</i>
<i>fun</i>	<i>boring</i>	
<hr/>		
<i>kind</i>	<i>insecure</i>	<i>positive</i>
<i>negative</i>	<i>understanding</i>	

A good friend is: _____

A bad friend is: _____

Teacher's Notes

How to Make New Friends in Canada

Meeting new people in Canada can be a real challenge. On top of that, when you are not confident with your language ability or you have never had to make a friend in a new city before, it can be even more difficult.

Below are some tips to help students think about friendship, and if ever there is a possibility to make new friends this exercise offers some ways of asking a new acquaintance to meet up with you.

To begin, brainstorm ideas about where and how you can meet new people in your community:

- a community centre childcare program
- a gym or exercise class
- English classes
- a sport facility or event
- through other friends or family members
- at work
- meet-up groups: www.meetup.com
- cooking (or other) classes
- invite people to join you in an activity

Handout – Dialogue Practice – Lower Level

Name _____ Date _____

Student A: Hi _____. How are you?

Student B: Hi _____. I'm fine and you?

Student A: I'm good. Hey, what are you doing after school today?

Student B: I don't have any plans. Why?

Student A: Do you want to go to the mall with me?

Student B: Sure.

Student A: Oh great. I want to buy a new dress. Maybe you can help me.

Student B: Oh sure, no problem.



Handout – Dialogue Practice – Higher Level

Name _____ Date _____

Student A: Hi _____. How's it going?

Student B: Good, and you?

Student A: I'm pretty good, thanks. Hey, what are you doing after school today?

Student B: Nothing much. Just planning to take the kids to the park.

Student A: Do you mind if I join you?

Student B: Sure, come with me.

Student A: Great. Maybe after we can go to the mall?

Student B: Sure, why do you want to go to the mall?

Student A: Well, I'm looking for some new clothes for my daughter.

Student B: Oh, I know a really good place to get really nice clothes.

Student A: Really! Oh great. Well, let's go after school.

Student B: For sure, I'll see you after class.

Student A: Sounds good.



Teacher's Notes

Speaking Assessment

Have the students practice again and again until they feel comfortable inviting a friend out without using the dialogue practice paper. This may take a few weeks before students are ready.

Have the students come out of the class one at a time. While you are with each student one by one, have the other students practice the dialogue with each other. It may be helpful to have a volunteer in the class for this assignment.

When you are outside of the class with each individual student, tell the student you want her to invite you to go to the park with the kids after school. The student should open and close the conversation. Once the student has finished the dialogue with you, fill out the form to show the student her progress and what she may need to work on to improve her speaking.

Assessment Tool

	Can Do	Needs Practice
Opens the conversation		
Invites you to the park		
Speaks clearly		
Speaks with confidence		
Closes the conversation		

Notes: _____

Handout – Lower Level

Name _____ Date _____

Are you a good friend?

I am a good friend because I am _____ (kind)

Friends make me feel _____ (happy)

I like to go _____ (to the park)
with my friends.

I like to have _____ (tea) with
my friends.

Friends are _____ (important) to me.



Handout – Higher Level – Are You a Good Friend?

Name _____ Date _____

Fill in the blanks in the sentences:

I am a good friend because I am _____,
and _____.

Friends make my life better because _____
_____.

I like to go _____ with my friends.

I like to have _____ with my friends.

I think friends are important because _____

_____.



Lesson 2 – Dating and Marriage

Warm up exercises followed by discussion questions	20 minutes
Speaking and Listening Assessments Assessment: Check the bottom of the speaking and listening task for the assessment tool. Check off if the student meets the competencies while having the conversation.	20 minutes
Reading – Different marriages – Jigsaw Reading Higher Level www.onestopenglish.com/skills/reading/pdf-content/reading-lessons-weddings-reading-text-elementary/154079.article	30 minutes
Break	
Break-ups and divorce Conversation questions Giving advice	45 minutes
Writing about yourself	20 minutes
Writing assessment tool Assessment: Check the bottom of the writing task for the assessment tool. Check off if the student meets the competencies after they have written their sentences.	15 minutes

Handout – Discussion Questions with Speaking Assessment

Name _____ Date _____

Dating and Marriage

1. Do people go on dates in your culture?
2. Do you choose your own husband in your culture?
3. Do you think dating is okay?
4. Do you think divorce is bad? Why?
5. Do you think it is okay for women or men to stay single?
6. Do you think marriage is more important than friendship?
7. Do you think it is okay for your children to have a boyfriend/girlfriend?
8. Do you think it is okay for your children to choose their husband/wife?
9. Do you think it is okay for your husband to have many wives?
10. Do you think it is okay to ask a man out on a date?

Assessment Tool

	Can Do	Needs Practice
Gives an opinion		
Speaks clearly		
Speaks with confidence		

Notes: _____

Handout – Discussion Questions with Listening Assessment

Name _____ Date _____

What about in Canada? Answer yes or no.

1. Do teenagers date?
2. Do teenagers have sex?
3. Do many people live together and not get married in Canada?
4. Do men always pay for dinner on a date in Canada?
5. Is it always important for children to get the parents' permission before marriage?
6. Are most people virgins before marriage in Canada?
7. Do most people have big weddings in Canada?
8. Do most people date more than one person at the same time in Canada?
9. Do people who get divorced in Canada never get married again?
10. Do all married people in Canada have children?

Assessment Tool

	Can Do	Needs Practice
Comprehends the questions		
Asks for clarification		
Responds accurately to the questions		
Listens for details		
Closes the conversation		

Notes: _____

Teacher's Notes

Below you will find a Jigsaw Reading for Higher Level learners in your class. This reading is to help students understand the cultural differences in marriage. While the higher level students are working on the reading, have the lower level learners continue to work on the Yes/No questions above. You may need to grade the language or leave out some of the questions in above tasks for the lower level learners so that they can reach an adequate level of comprehension skills from the task.

Jigsaw Reading for Higher Level Students

Have the higher level students sit together in a group. Give one part of the reading to each student and have them read the paragraph. Then get them to each make up two questions about the reading. Once they have finished, have them read the paragraph out loud to the group and then read the questions they have made and have the group answer them. This is a reading and listening task.

www.onestopenglish.com/skills/reading/pdf-content/reading-lessons-weddings-reading-text-elementary/154079.article

Handout – Higher Level

Break Ups and Divorce

Warm up conversation questions:

1. Is divorce normal in your culture?
2. Do you think many people in Canada get divorced?
3. Why do people get divorced?
4. How do you look after your health when you have a stressful marriage?
5. Who do you call for help if you have a problem with your husband?
6. How do women in your culture see divorced women?

Handout – Higher Level – Reading

Name _____ Date _____

What should she do?

Read with a partner. Speak about what she should do.

Hi all. I have been married for over 10 years and I am planning to get divorced very soon. However, I am so scared to be alone because my husband is the only one I have in this country. I know many people here but I don't have many good friends.

I don't know what to do: he is a good man but he acts like an idiot! I am sick of him because he is so boring. I am so different from him. I am creative and fun. He can be controlling and wants to change me. I want to leave him but I think I will never ever find someone who will care for me and love me. I am scared to live alone!! I am so depressed because my life sucks.

Today, I spent the day at the beach and ate dinner alone because he doesn't like what I cook. I don't even know where he is! Thanks for listening. I feel better after writing this but I need your advice. I'm so stressed out! What should I do?

She should _____

Teacher's Notes

Discuss with the class of ways to relieve stress and feel better about your life situation. These are some areas to cover.

Healthy activities for when you are stressed out about your relationship

1. Write or talk about your feelings to a friend, a teacher, or someone in your family.
2. Take care of your health. Drink tea, eat dark chocolate, eat salads, eat fruits.
3. Exercise – go for walks outside.
4. Write a grateful list
5. Pray
6. Hang out with a friend.
7. Give back. Try to do something nice for other people.
8. Give yourself time
9. Breathe deeply
10. Try to stay in the present. Don't think about the past and don't think about the future. Take some time to just be present and enjoy the moment you are in.

Handout – All Levels

Name _____ Date _____

Write three things you are grateful for:

1. _____
2. _____
3. _____

Write one exercises you can do today:

1. _____

Write names of three healthy foods you like:

1. _____
2. _____
3. _____

Write names or titles of two people you like in Canada

1. _____
2. _____

[continued...]

Teacher's note: Tell the class that "It is important to reflect and think about all the things you have in life that are good for you. It will give you a sense of control and feelings of happiness when you can think about the positive things you have now and experiences to look forward to.

In this task, write down as many things you have."

Write one feeling you have now.

1. _____

Write one thing you can help someone this week.

1. _____

Assessment Tool – Higher Level

	Can Do	Needs Practice
Writes in full sentences		
Makes few spelling mistakes		
Writes structured sentences		

Notes: _____

Assessment Tool – Lower Level

	Can Do	Needs Practice
Writes a word		
Makes few spelling mistakes		

Notes: _____

Online Resources

www.bcwomens.ca/our-services/primary-health-care/newcomer-women

BC Women's Hospital & Health Center, Vancouver BC
Provides medical services by a nurse practitioner to newcomer women.

<https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0166644>

Creating inclusive EAL classrooms: How LINC instructors understand and mitigate barriers, for students by Anea Wilbur, EdD.

www.fraserhealth.ca/health-topics-a-to-z#.W3XylehKi70

Fraser Health New Canadian Clinic provides information and health and mental health.

www.bcwomens.ca/Fact-Sheets-ResourcesSite/Documents/ENGNIWHFactsheet2web.pdf

Getting Started: An Introduction to Health Care in British Columbia for Newcomer Immigrant Women.

www.healthlinkbc.ca/

HealthLink BC provides free, non-emergency health information. Call HealthLink BC any time to learn about health topics, check your symptoms, get information about prescription drugs and find the services you need. HealthLinkBC staff can help you in more than 130 languages.

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

Reading and listening activities - taking Care of Yourself. Students listen to and identify health-related activities.

<https://openanswers.ca/blog/training/a-client-centered-approach-to-resisting-burnout-and-vicarious-trauma-the-zone-of-fabulousness/>

Resisting Burnout: A client-centered Approach to Resisting "Burnout" and Vicarious Trauma. The Zone of Fabulousness.

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

Vancouver Coastal Health Three Bridges Community Health Clinic for Refugees.

Refugee claimants without valid MSP coverage can contact a community health centre for an initial health care assessment; options for any ongoing care will be provided. Interpreters are available for booked appointments.



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