

CLB-Referenced and Other Online Resources for Mental Health

Language Learning for Health: Resources for ESL / LINC Practitioners

Ottawa Public Health (OPH) in collaboration with the Ottawa-Carleton District School Board has produced a series of lessons to promote health among newcomers in ESL and LINC programs. These lessons are based on the Canadian Language Benchmarks (CLB). Each topic includes a lesson plan at each of the following levels:

- ESL Literacy-CLB 1,
- CLB 2-3, and
- CLB 4-5

Each lesson plan includes a variety of easy-to-use activities, assessment tasks, and a self-reflection task. The plans below focus on mental health.

Literacy-CLB 1: <http://olip-plio.ca/wp-content/uploads/2017/04/Mental-Health-Lesson-Plan-ESL-Lit-CLB1-2016.pdf>

CLB 2-3: <http://olip-plio.ca/wp-content/uploads/2017/04/Mental-Health-Lesson-Plan-CLB-2-3-2016.pdf>

CLB 4-5: <http://olip-plio.ca/wp-content/uploads/2017/04/Mental-Health-Lesson-Plan-CLB-4-5-2016.pdf>

Stand-alone Lesson Plans Referenced to the Revised CLB

These three lesson plans were produced by the Burnaby English Language Centre and Learning English with CBC Radio – Living in Alberta.

Mental Health CLB 2-3: <https://belcresourceshome.files.wordpress.com/2019/02/mental-health-lesson-plan-clb-2-3-.pdf>

Mental Health CLB 4-5: <https://belcresourceshome.files.wordpress.com/2019/12/mental-health-lesson-plan-clb-4-5.pdf>

Mental Health and Wellness CLB 6: <https://open.alberta.ca/dataset/073cc493-d828-41e3-a7c3-77ea5f67d6da/resource/5dd446b7-2e72-4e94-92fc-076d96fcbc75/download/language-lessons-mental-health.pdf>

Mental Health for Everyone

Created through the BC TEAL (Teachers of English as an Additional Language) Health Education Award, *Mental Health for Everyone: Thriving through Transitions* has been designed to support the vital work that EAL educators do in learning language, supporting settlement and breaking the isolation that newcomers face. This PBLA-aligned curriculum, developed by Natalie Anderson and Alison Heath, is for CLB 3 – 8, to help learners to describe their feelings, moods and mental health conditions. The curriculum includes activities to increase access to mental health services in the community and respond to mental health issues of well-being.

[Mental-Health-for-Everyone-Thriving-Through-Transitions-CLB-3-to-8-FINAL.pdf](#)

CCVT Strategies for Promoting a Positive Atmosphere in the Language and Skills Training Classroom Helping Traumatized Refugees

In this document, CCVT (Canadian Centre for Victims of Torture) offers strategies for promoting a positive atmosphere in the language and skills training classroom, and for helping refugees. The following subtopics are covered:

1. The classroom environment
2. Lateness, absenteeism and school rules
3. Teaching family and feelings
4. Teaching health and the medical system
5. Teaching the human body
6. Improving self-esteem
7. Adjust expectations
8. Memory and concentration problems
9. Field trips
10. Selecting appropriate books, videos, software, etc.
11. Coping with stress and helping with laughter

Forms of torture are also listed, as are long-term psychological consequences of torture and war trauma, along with some suggested reading/resources.

https://ccvt.org/_docs/articles/CCVTStrategies_in_ESL_Training.pdf

Torture and War Coping Strategies: Considerations for TESL

This presentation outline by David Burt, Senior LINC Instructor at CCVT (Canadian Centre for Victims of Torture; with editing consultant: Dr. Patricia Berney) focuses on positive coping strategies employed by victims of torture and war. A sample sketch of a lesson plan featuring underlying coping strategies is also included.

https://ccvt.org/_docs/articles/Davids_document.pdf

CCVT Approaches to Language Learning: Best Practices / Do's – Don'ts

This paper, produced by CCVT (Canadian Centre for Victims of Torture) focuses on practical help and strategies. It is organized into the following sections:

1. Create positive teaching environments
2. Recovery goals for language instruction (educators)
3. What to say – do's / don'ts
4. Culturally responsive classroom communication
5. Adjusting expectations
6. Coping with stress – do's / don'ts
7. Teaching family and feelings
8. Implications for practice

https://ccvt.org/_docs/articles/DOs_Donts.pdf

ESL: Road to Recovery

Abdu Sharkawy, former ESL Assistant at CCVT (Canadian Centre for Victims of Torture) at the time of this publication, introduces details of the special brand of ESL instruction at CCVT. This approach helps learners who are survivors of torture to reduce their isolation and provides them with healthy avenues toward recovery and self-actualization. By overcoming personal adversity, these learners can start on a new road to recovery.

https://ccvt.org/_docs/articles/ESL_Road_to_Recovery.pdf

Refugees: ESL and Literacy – Trying to Reinvent the Self in a New Language

Dr. Marlinda Freire authored this article on migration (particularly forced) and its impacts on language learning. Issues of primacy concern to refugees include education (related to ESL and literacy), and she explores this from the psycho-emotional perspective, especially those mainly related to ESL and literacy.

https://ccvt.org/_docs/articles/REFUGEEES_ESL_Marlida_Freire.pdf

Addressing the Special Needs of the Torture Victim in the ESL Class

Elaine Parks, former ESL Coordinator at CCVT (Canadian Centre for Victims of Torture), authored this piece. It focuses on the special needs and learning barriers of those who have suffered torture, and the program considerations that can help to eliminate or at least reduce many of the torture victims' learning roadblocks.

https://ccvt.org/_docs/articles/special_needs_of_survivors_ESL.pdf

Teaching ESL to Survivors of Torture: Responding to Special Learning Needs

Lorena Bekar is a former ESL teacher and Coordinator of the ESL Programme at the Canadian Centre for Victims of Torture. In this article, she examines the effects of torture on the learning process and how they may be best addressed in the ESL classroom. Sue Glassford, Azza Sharkawy and Mark McGivern, all of whom have taught ESL at CCVT, assisted in the preparation of this article.

It is organized into the following sections:

1. Attendance and punctuality
2. Addressing issues of self-esteem
3. Integrating links to the community and life skills

https://ccvt.org/_docs/articles/Teaching_ESL_To_Survivors.pdf

