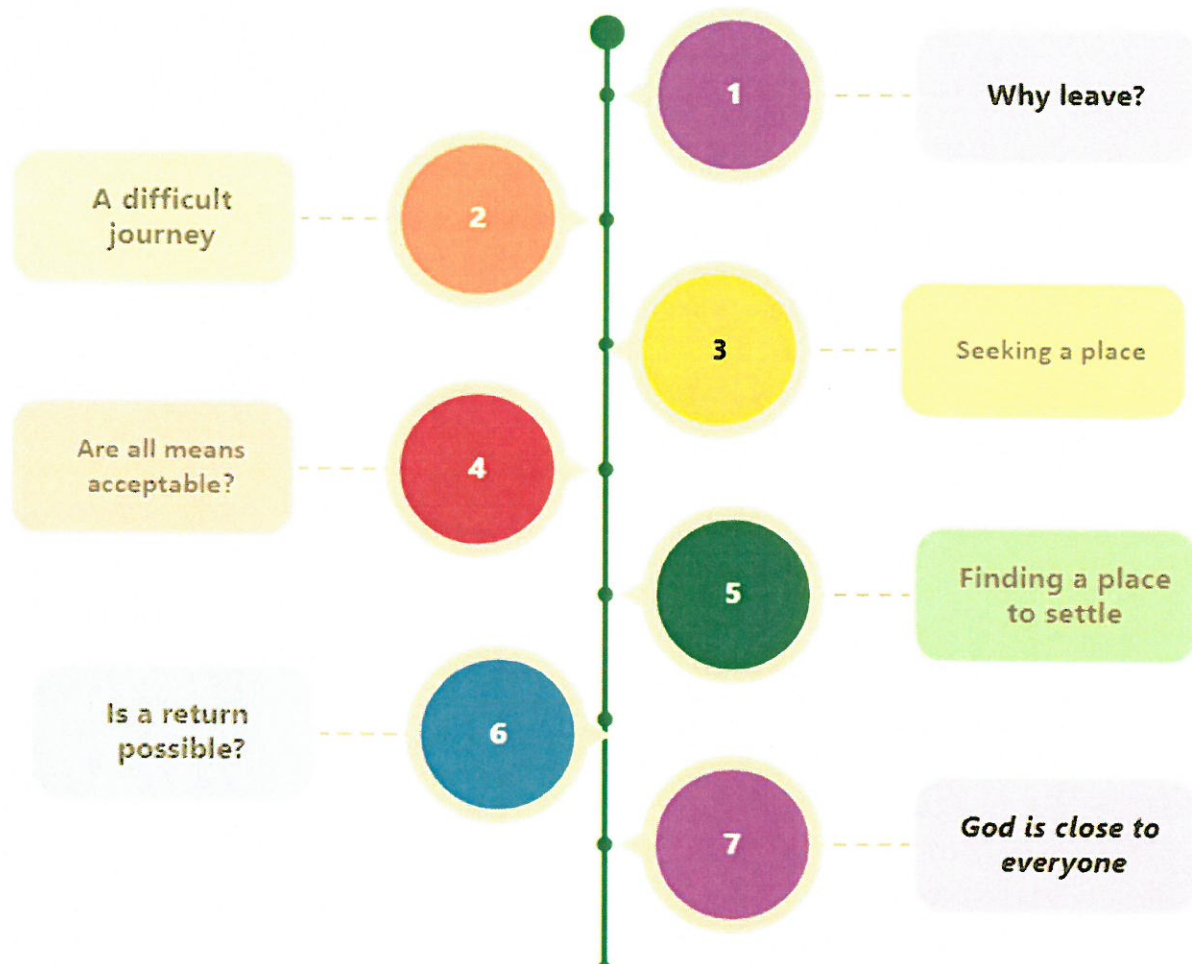


## Supplemental Facilitator's Guide



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*Vancouver, BC Canada*

*March 2023*

[www.AACE-English.com](http://www.AACE-English.com)

*Empty page for your notes*

*Important dates & times:*

*Class list:*

## *On the road ... A journey through the Bible for migrants*

### **Supplemental Facilitator's Guide**

#### **Contents**

- Overview of *On the Road* and the *Supplemental Student Materials*
- Effective Facilitators & helpful phrases
- Developing English Language Learner (ELL) Discussion / Respectful Communication Skills
  - Brief instructions, Phrase strips, Master List to copy for ELLs
  - It's great to use the text analyzer tool whenever you're using authentic materials and you aren't sure if the ELLs can understand them and if you need to provide some support.
- Answers to vocabulary lessons and some "factual" questions, links for more info
- Vocabulary Study Cards (by Step)
- Info Gap crosswords (by Step)
- Who is Janice GT Penner?

#### *On the Road: A journey through the Bible for migrants*

- Published in English, Arabic, Chinese, Farsi & Spanish
  - English ISBN 978-2-85300-952-2 (94 pages)
- Order copies through the Canadian Bible Society online store [www.BiblesCanada.com](http://www.BiblesCanada.com)
- Cost: \$2.95 CDN each (March 2023)

#### *Supplemental Student Materials*

- Created for Intermediate & Advanced ELLs
- Developed by Janice GT Penner (2023)
- available for download [www.AACE-English.com](http://www.AACE-English.com) (All About Communicating in English)
  - → Category: On the Road ...
- Permission to copy is granted. However, permission is not granted to sell them.
- Please respect the author and keep her name on the pages as the copyright holder.
- Please email me if you'd like a WORD version, so you can edit the document.

## Overview: *On the Road ...*

- *On the road ...* was produced by the French Bible Society (FBS) in 2008.
- The travelers on the road explore 7 Steps that “begin” with reasons for departure and “end” with the realities of being a productive citizen in their adopted country.
- It is unique because it uses 33 Bible stories that speak to the heart of the experiences of most current migrants.
- The Bible passages are from the *Contemporary English Version* (CEV), so they are easier for English Language Learners (ELLs) to understand.
- Each step also includes meaningful stories and prayers by contemporary migrants in Europe.
- There is commentary, question prompts, prayers and suggested Bible passages to read.
- However, the commentary, question prompts, prayers and stories by contemporary migrants are not in simplified English. The vocabulary could be considered low frequency, which makes it difficult for English language learners to understand these parts of the pages.

## *Supplemental materials for intermediate ELLs*

- I believed *On the road ...* was an excellent resource for faith-based ELL programs, so I analyzed the language (see page 11).
- Therefore, to make *On the road ...* accessible to ELLs in faith-based classes, warm-up questions, vocabulary learning tasks and additional discussion questions have been created.
- The work begins with reminding them of effective discussion skills.
- This supplemental material for ELLs is also available to download for free from my website. Resources → Category → On the road ...



## Being an effective Facilitator with English learners

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|          |  |
|----------|--|
| <b>F</b> | Stay <b>focused</b> and help the learners stay on topic as well.   |
| <b>A</b> | <b>Affirm</b> all participants.  |
| <b>C</b> | <b>Correct</b> misunderstandings as soon as you notice them.   |
| <b>I</b> | Use “ <b>I</b> ” <b>statements</b> to share feelings, opinions and experiences.  |
| <b>L</b> | Be “ <b>Active Listeners</b> ” – When necessary, rephrase the speakers’ ideas to make sure everyone has understood them.   |
| <b>I</b> | <b>Identify times</b> for dialogue vs. debate (dialogue is best for increasing the understanding of new ideas.)  |
| <b>T</b> | <b>Take turns</b> to speak: if needed, use raised hands, a speakers list or a “Talking stick.” Facilitators should speak the least!  |
| <b>A</b> | <b>Acknowledge</b> we are all learning: we’re all growing; we’re all different and we may even contradict ourselves sometimes! 😊   |
| <b>T</b> | Give time to “ <b>Think First, Then Talk.</b> ” Silence is sometimes necessary. For challenging topics or tasks, try to give participants the questions or the task the lesson beforehand. Then, they can also get input from others if they aren’t sure of their views. |
| <b>E</b> | <b>Engage everyone</b> in the group.   |
|          | Don’t forget to debrief – especially after awkward discussions.  |

The next page is for you to keep on hand. Using a variety of phrases will be an excellent model for the learners. Also, they will be able to learn and use these phrases when they lead discussions at work, etc.

## Facilitator Communication Skills: Key phrases

- These are just a few phrases that will help you involve your learners.
- If you have the learners take turns leading discussions, this page will equip them.

### Getting started

- Is everybody ready to begin?
- Okay. Are we ready to start?
- Let's begin with noun. / by verb+ing ....

### Bringing people into the discussion

- (Name), what do you think?
- (Name), do you have anything to add?
- Let's have your opinion, (Name).

### Encouraging everyone to participate

- What do you think about (Name's) point?
- Does anyone have anything to add?

### Clarifying

- Could you go over that again?
- I'm not sure we all understand what you mean.
- I'm sorry, could you explain that again?

### Managing people who talk too much

- Sorry to interrupt you, but ....
- Let's hear what some others have to say.
- I think you've got a good point there. Why don't we find out what other people have to say?

### Keeping the discussion moving

- Perhaps we should go on to the next point.

### Keeping the discussion on the Subject

- That's interesting, but it raises a different point. Could we come back to that later?

### Reaching agreement / Summing up

- Do we agree that.....?
- To sum up, we've decided ...
- Briefly, the main points that have been made so far are ...
- Well, that's all we have time for now.
- Let's continue on to the next point/ next question

## Developing ELL Discussion / Respectful Communication skills

### Instructions

1. First, activate their prior knowledge and see how much they know about discussions and turn taking in English.

Have the students brainstorm phrases for each category on their page.

They can do this in pairs, small groups or one large group.

### {Student Page}

#### Discussion Skills and Respectful Communication

- In our lessons, we will be doing a lot of talking.
- When people discuss, they use very common phrases for different purposes.
- With your partners, write the phrases people say in these situations:

**To ASK for an opinion**

**To GIVE your opinion**

**To AGREE with someone's idea**

**To DISAGREE COMPLETELY with someone's idea**

**To PARTLY DISAGREE with an idea**

**To CHECK to see if someone understood you**

**To INTERRUPT someone politely**

**To STOP someone from interrupting you**

2. Then, provide the **Phrases Strips** you have already cut up (next pages). They could do this in pairs or groups of 3 (max). Copy accordingly. This will confirm the phrases they knew, provide them with more phrases and help them learn because categorizing info helps with deeper thinking. Not all the phrases are included in the strips.
3. Copy the completed master list (**Discussion/ Respectful communication Skills**) page on a different colored paper, so it's easy for them to find to refer to it often.  
The goal is for them to expand their repertoire beyond "I think ... I think ..."

**Are you saying (that) \_\_\_\_ ...?**

**As far as I'm concerned, \_\_\_\_.**

**Can I come in at this point?**

**Could I please just finish my point?**

**I agree with you 100%.**

**I can see both sides.**

**I disagree entirely.**

**Excuse me, I'd just like to finish this point.**

**I think you misunderstood me. I mean \_\_\_\_....**

**I'd like to point out that \_\_\_\_....**

**I'm sorry, could you please repeat that?**

**Please wait for a second. I'm almost finished.**

**You took the words right out of my mouth!**



**It seems to me .....**

**It's hard to say.**

**Sorry. I don't understand what you mean.**

**Let me put it another way.**

**Let's agree to disagree.**

**On the other hand, .....**

**You could be right.**

**Yes, that may be true, but \_\_\_\_\_**

**What do you mean by...?**

**What do you think of .....?**

**What's your opinion of .....?**

**With respect, that is not what I said.**

## Discussion / Respectful Communication Skills

|  |  |
|--|--|
| <b>Asking for an opinion</b> <ul style="list-style-type: none"> <li>What do you think of .....?</li> <li>How do you feel about .....?      What's your opinion of .....?</li> </ul>  |  |
| <b>Giving an opinion</b> <ul style="list-style-type: none"> <li>In my opinion, .....      As far as I'm concerned, .....</li> <li>Personally, I think that .....      How about <u>Noun ...</u> ? / <u>Verb+ing</u> .... ?</li> <li>It seems to me .....      I'd like to point out that ....</li> </ul>                                       |  |
| <b>When you don't understand (asking for clarification)</b> <ul style="list-style-type: none"> <li>I'm sorry; I don't understand what you mean.</li> <li>Are you saying (that) <u>repeat what you think</u> ...?</li> <li>What do you mean by ____?      Do you mean ____?</li> <li>I'm sorry, could you please repeat that?</li> </ul>        |  |
| <b>Restating (when someone has misunderstood you)</b> <ul style="list-style-type: none"> <li>I think you misunderstood me. I mean ____.</li> <li>With respect, that is <b>not</b> what I said.</li> <li>Let me put it another way.</li> </ul>  |  |
| <b>Agreeing</b> <ul style="list-style-type: none"> <li>That's right.</li> <li>That's for sure!</li> <li>I agree with you 100%.</li> <li>I completely agree with you.</li> <li>You took the words right out of my mouth!</li> </ul>   | <b>Agreeing tentatively (not sure)</b> <ul style="list-style-type: none"> <li>You could be right.</li> <li>I suppose that's true.</li> </ul><br><b>Being non-committal (don't want to say)</b> <ul style="list-style-type: none"> <li>You could say that.</li> <li>I can see both sides.</li> <li>It's hard to say.</li> </ul> |
| <b>Disagreeing</b> <ul style="list-style-type: none"> <li>On the other hand, ____.....      I disagree entirely because ____</li> <li>I'm not sure I agree with you. The reason is ____</li> <li>Yes, that may be true, but. ____</li> <li>I understand your point, but have you thought of ____.</li> <li>Let's agree to disagree.</li> </ul> |  |
| <b>Interrupting</b> <ul style="list-style-type: none"> <li>Excuse me for interrupting, but. ____</li> <li>Sorry to interrupt, but ____      Can I come in at this point?</li> </ul>  |  |
| <b>Keeping your turn</b> <ul style="list-style-type: none"> <li>Excuse me, I'd just like to finish this point.</li> <li>Please wait for a second. I'm almost finished.</li> <li>Could I please just finish my point?</li> </ul>  |  |

## Vocabulary Learning & Tasks – Why do the ELLs need these tasks?

- Research has shown that most language learners need to “process” a new word at least 10 times before it becomes part of their active mental lexicon.
- Reading comprehension relies on grammar skills, but the words in a text also influence the difficulty level for the reader.
- For example, consider these two selections from page 20 of *On the road ...*. The words in **blue / bold** are words that may not be understood by an intermediate ELL.

|   |   |
|---|---|
| <p><b>[Isaiah 30: 1 – 7]</b></p> <p>This is the Lord’s message for his <b>rebellious</b> people: “you follow your own plans instead of mine; you make <b>treaties</b> without asking me, and you keep on sinning. You trust Egypt for protection. So you refuse my advice and send messengers to Egypt to beg their king for help. You will be <b>disappointed</b>, completely <b>disgraced</b> for trusting Egypt. The king’s power reaches from the city of Zoan as far south as Hanes. But Egypt can’t protect you, and to trust that nation is useless and foolish.” This is a message about the animals of the Southern Dessert: “You people carry treasures on Donkeys and camels. You travel to a <b>feeble</b> nation through a <b>troublesome</b> desert filled with lions and flying fiery dragons. Egypt can’t help you! That’s why I call that nation a helpless <b>monster</b>.’</p> | <p><b>[Commentary]</b></p> <p>The people of Israel often sought the <b>protection</b> of their more powerful neighbors, but without <b>weighing the consequences</b> of their choices, and <b>especially</b> without <b>consulting</b> God. The <b>prophet</b> Isaiah <b>denounces</b> this <b>behaviour</b>.</p> |
| <ul style="list-style-type: none"> <li>• A simple way to determine the readability of a text is to use a text analyzer.</li> <li>• An easy to use (and free) tool is <a href="https://www.usingenglish.com/resources/text-statistics/">https://www.usingenglish.com/resources/text-statistics/</a></li> <li>• Below is some of the data this tool provided for these passages</li> </ul>  |   |
| <p><b># of words:</b> 135<br/> <b># of sentences:</b> 9<br/> <b>Average Words per sentence:</b> 15<br/> <b>Gunning Fog Index (readability):</b> 8.07<br/>           This means a person with a grade 8 education will likely understand the text.</p>   | <p><b># of words:</b> 32<br/> <b># of sentences:</b> 2<br/> <b>Average Words per sentence:</b> 16<br/> <b>Gunning Fog Index:</b> 16.40<br/>           High school + 4 years of college is required.</p>   |



- Just by looking, you can see that the Bible passage is less “dense” because of the choice of words. This is why I felt compelled to write these materials!
- Having the ELLs work with this new vocabulary before and while reading the text will enhance their comprehension.
- Having them use the new words in the discussion gives them more opportunities to process them (speaking and listening to it).

### Multiple Choice tasks (pre-reading)

- I tried to keep the new words to lists of 10. Some ELLs will know most.
- As you know, there are several meaning for most words, so the meanings in these tasks are for the context of the passage.
- The *Longman Dictionary of Contemporary English* was used for many of the definitions. Its definitions use a core vocabulary of 2000 common words.
- Some words are repeated in later units (for repeated exposure). If there are fewer than 4 words, the meanings are provided.

### Info Gap Crossword tasks (Time required will depend on their prep and level)

- The first time ELLs do this task, they might have “academic culture shock.”
- They will soon figure out that they have to prepare the words well if they want to be a good partner. They will enjoy it! I promise!
- The free tool Crossword Labs was used <https://crosswordlabs.com/>

**Preparation:** Assign them the words for homework if possible.

The first time, wave the two (A & B) pages to show them that they will **speak** in order to fill in all the spaces. To prepare, they should think of meanings and examples. Study Cards have been included, so they have more space to write their meanings, etc. if they wish.

### During class:

- Hand out the crosswords. Show the **Info-Gap Crossword Dialogue** page on the screen and read the instructions (black print).
- Then, let pairs read the dialogue to “get the feel” for the process.
- Elicit other kinds of hints they can give.
- Then, show the **Info Gap Crossword hints** page. **Show the hints 1 by 1.** Since they should have studied the words, they will hopefully get the right answer (in **red** ). This also helps them do the puzzle the 1<sup>st</sup> time.
- Leave the Hints page on the screen, so they can refer to it often (or give them a **Knowing Vocabulary bookmark**).
- Let them start! They should take turns in case you have to stop them before they finish. This way, they both have had a chance to explain.



## Info –Gap Crossword Dialogue

This dialogue relates to the Vocabulary Task 1 words (pages 9 to 18)

You have a crossword puzzle, but you can see that you do not have all the words on it. You cannot show your page to your partner.

You will help each other finish the puzzle.

You should not show your page to your partner (it's not a reading task).

You can ask each other for hints, but you should **NEVER** give or say the word directly. This is possible – really!

### For example

Student A: **What's 14 across?**

Student B: **It's a person who goes away.**

Student A: **Ummmm “escape”?**

Student B: **No – the person is like cheating.**

Student A: **Oh! Is it “deceiver”?**

Student B: **No ... Do you another need a hint?**

Student A: **Yes! Please!**

Student B: **Ok. It starts with an F. They hide  
from the police sometimes.**

Student A: **Ahhh Is it fugitive?**

**How do I spell it?/ How is it spelled?**

Student B: **F u g i t i v e s. Now it's my turn.  
What is 5 down?**

- What's # down? ↓      What's # across? -->

### 8 kinds of hints to help your partner

**Example:**      For example, I left very quickly

[flee]

**Meaning:**      not allowed to return to their country

[exiled] or [banished]

**Experience:** I did this on a test when I was in school.

[cheat]

**Synonym:** (same meaning): same meaning as “trip”

[Journey]

**Opposite** (antonym): to be a success

[failure]

**Rhymes** (same sound in 1 word part): It rhymes with “chess”

[bless]

**Grammar:**

**B:** Is it “jealous”?

**A:** Umm .... you have the right word, but jealous is an adjective. You need the noun.

[jealousy]

**Spelling:** It starts with an “O”

[orphan]

**Facilitator: Knowing Vocabulary Bookmarks**

- Print out these bookmarks with the possible hints.

Thicker and colourful card stock would be nice and durable. Then, ✂ accordingly

- The ELLs can use them as they prepare/ learn the vocabulary for the pair work.
- They can keep it visible during the pair work.
- They can also use these strategies when they are explaining something in English and the other person does not understand what they mean.

|  |  |  |
|--|--|--|
| <p><b>Knowing Vocabulary</b><br/><i>To show you “know a word,” you should be able to know more than the meaning or spelling.<br/>Use these ideas to remind you:</i></p> <p><b>Example</b></p> <p><b>Meaning</b></p> <p><b>My experience</b></p> <p><b>Synonym (same meaning)</b></p> <p><b>Antonym (opposite)</b></p> <p><b>Rhymes with _____</b></p> <p><b>Grammar</b></p> <p><b>Spelling</b></p> | <p><b>Knowing Vocabulary</b><br/><i>To show you “know a word,” you should be able to know more than the meaning or spelling.<br/>Use these ideas to remind you:</i></p> <p><b>Example</b></p> <p><b>Meaning</b></p> <p><b>My experience</b></p> <p><b>Synonym (same meaning)</b></p> <p><b>Antonym (opposite)</b></p> <p><b>Rhymes with _____</b></p> <p><b>Grammar</b></p> <p><b>Spelling</b></p> | <p><b>Knowing Vocabulary</b><br/><i>To show you “know a word,” you should be able to know more than the meaning or spelling.<br/>Use these ideas to remind you:</i></p> <p><b>Example</b></p> <p><b>Meaning</b></p> <p><b>My experience</b></p> <p><b>Synonym (same meaning)</b></p> <p><b>Antonym (opposite)</b></p> <p><b>Rhymes with _____</b></p> <p><b>Grammar</b></p> <p><b>Spelling</b></p> |
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## Step 1 Why leave? pages 9 to 25

|  |   |
|--|---|
| <b>Why do people leave their country?</b> p. 9<br>1 e<br>2 b<br>3 h<br>4 d<br>5 a<br>6 c<br>7 g<br>8 f   | <b>A death threat</b> p. 16<br>1 c<br>2 h<br>3 f<br>4 e<br>5 d<br>6 a<br>7 i<br>8 b<br>9 g  |
| <b>Ying from China</b> p. 10<br>1 e<br>2 a<br>3 l<br>4 h<br>5 i<br>6 d<br>7 g<br>8 b<br>9 k<br>10 c<br>11 f<br>12 j<br>13 m                              | <b>Who is responsible?</b> P. 18 – 19<br>1 e<br>2 f<br>3 a<br>4 c<br>5 g<br>6 d<br>7 b<br>8 h   |
| <b>Yvonne from Rwanda</b> p. 11<br>1 e<br>2 a<br>3 h<br>4 g<br>5 b<br>6 c<br>7 d<br>8 f  | <b>Vocabulary Review Task 1</b><br>(pages 9 to 18)<br>See instructions<br><b>Is it the Will of God?</b> p. 20 & 21<br>1 g<br>2 h<br>3 k<br>4 f<br>5 j<br>6 d<br>7 i<br>8 c<br>9 e<br>10 a<br>11 b |
| <b>Unknown Destination</b> p. 12<br>1 d<br>2 f<br>3 e<br>4 c<br>5 a<br>6 b   | <b>The deception of the cities</b> p. 22 & 23<br>1 g<br>2 c<br>3 h<br>4 d<br>5 f<br>6 b<br>7 a<br>8 e   |
| <b>Betrayed by his family</b> p. 15 & 14<br><u>Text page 15</u><br>1 e<br>2 c<br>3 b<br>4 d<br>5 a<br><u>Questions p. 14</u><br>1 b<br>2 d<br>3 a<br>4 c | <b>Vocabulary Review Task 2</b><br>(pages 19 to 25)   |





**Your leader will give you a speaking activity to see if you can explain these words.**

**Vocabulary Review Task 1 (pages 9 – 18)**  
**Be prepared to explain the meanings of these words.**

|             |             |          |          |         |
|-------------|-------------|----------|----------|---------|
| ancestors   | banished    | bless    | cheat    | deceive |
| descendants | destination | escape   | exiled   | failure |
| flee        | fugitives   | illusion | jealousy | orphan  |
| persevere   | reunion     | slave    | threaten | trials  |



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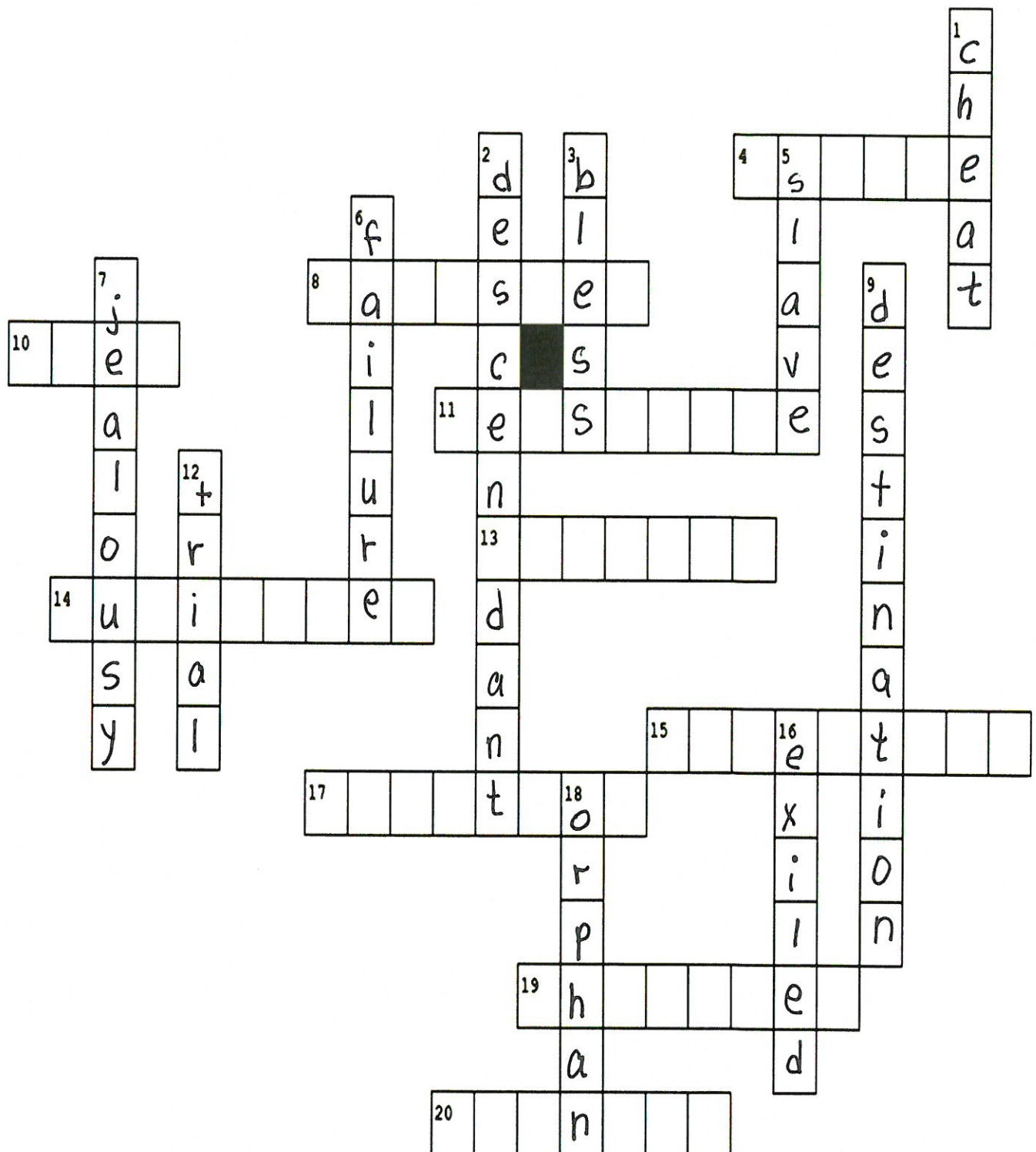
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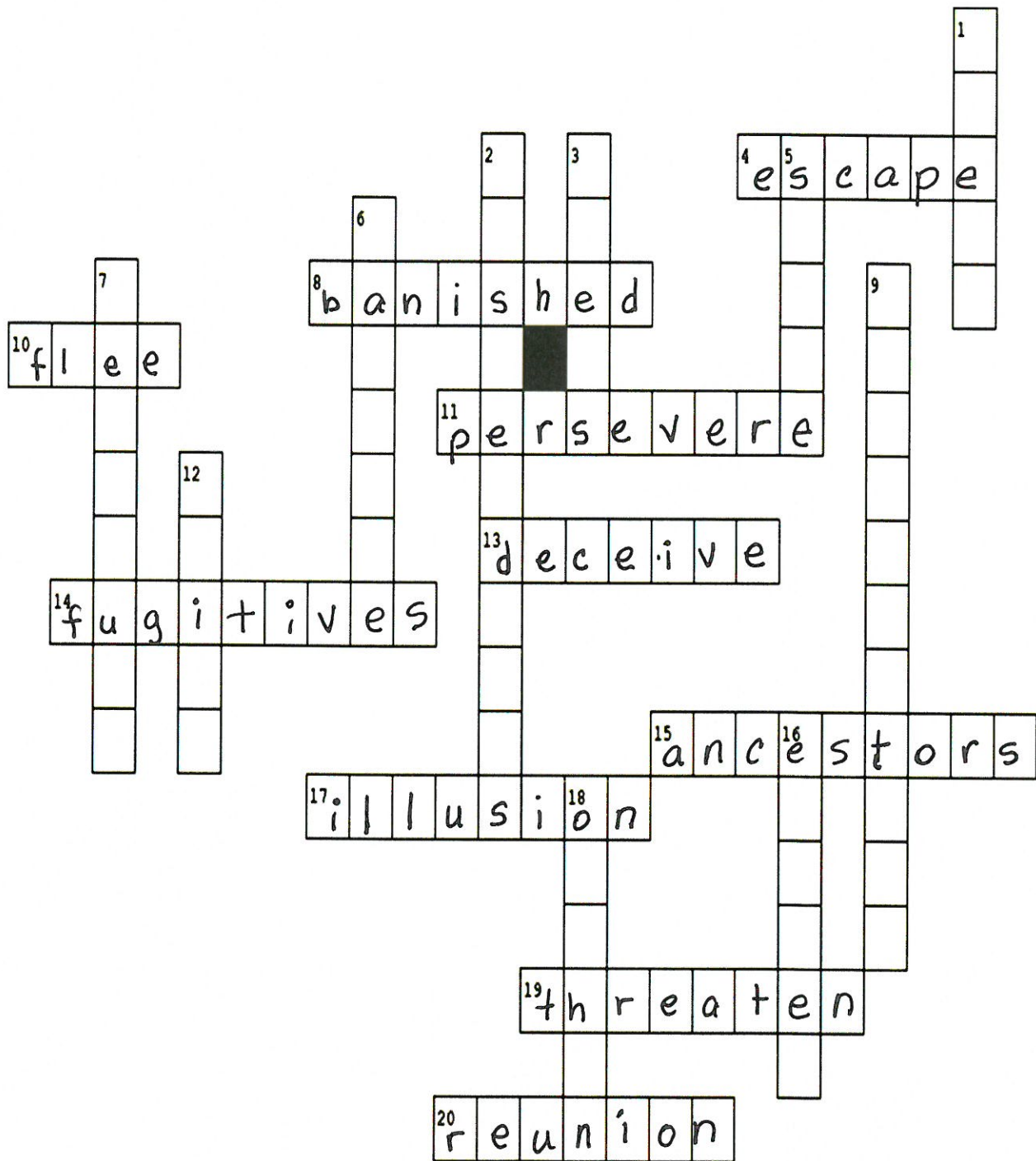


# Vocabulary Task 1

Student A



# Vocabulary Task 1 Student B





Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Review Task 2 (pages 19 - 25)**  
**Be prepared to explain the meanings of these words.**

|           |           |           |            |             |
|-----------|-----------|-----------|------------|-------------|
| arrogant  | behaviour | consult   | demons     | departure   |
| destroyed | disgraced | feeble    | immoral    | injustice   |
| misery    | mourn     | reality   | rebellious | shame       |
| suffering | terrified | transform | treaties   | troublesome |



Your leader will give you a speaking activity to see if you can explain these words.

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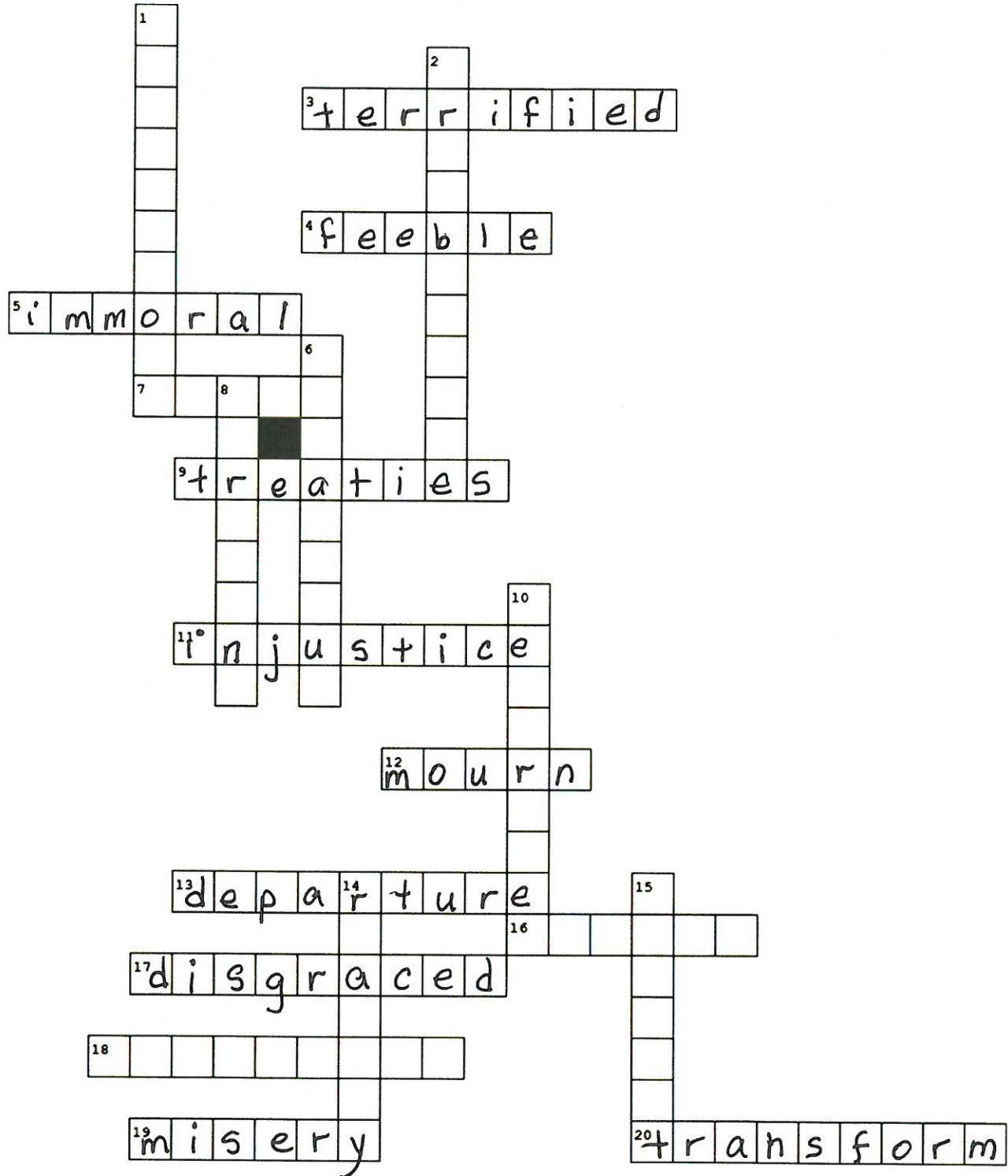
|           |           |           |            |             |
|-----------|-----------|-----------|------------|-------------|
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| misery    | mourn     | reality   | rebellious | shame       |
| suffering | terrified | transform | treaties   | troublesome |





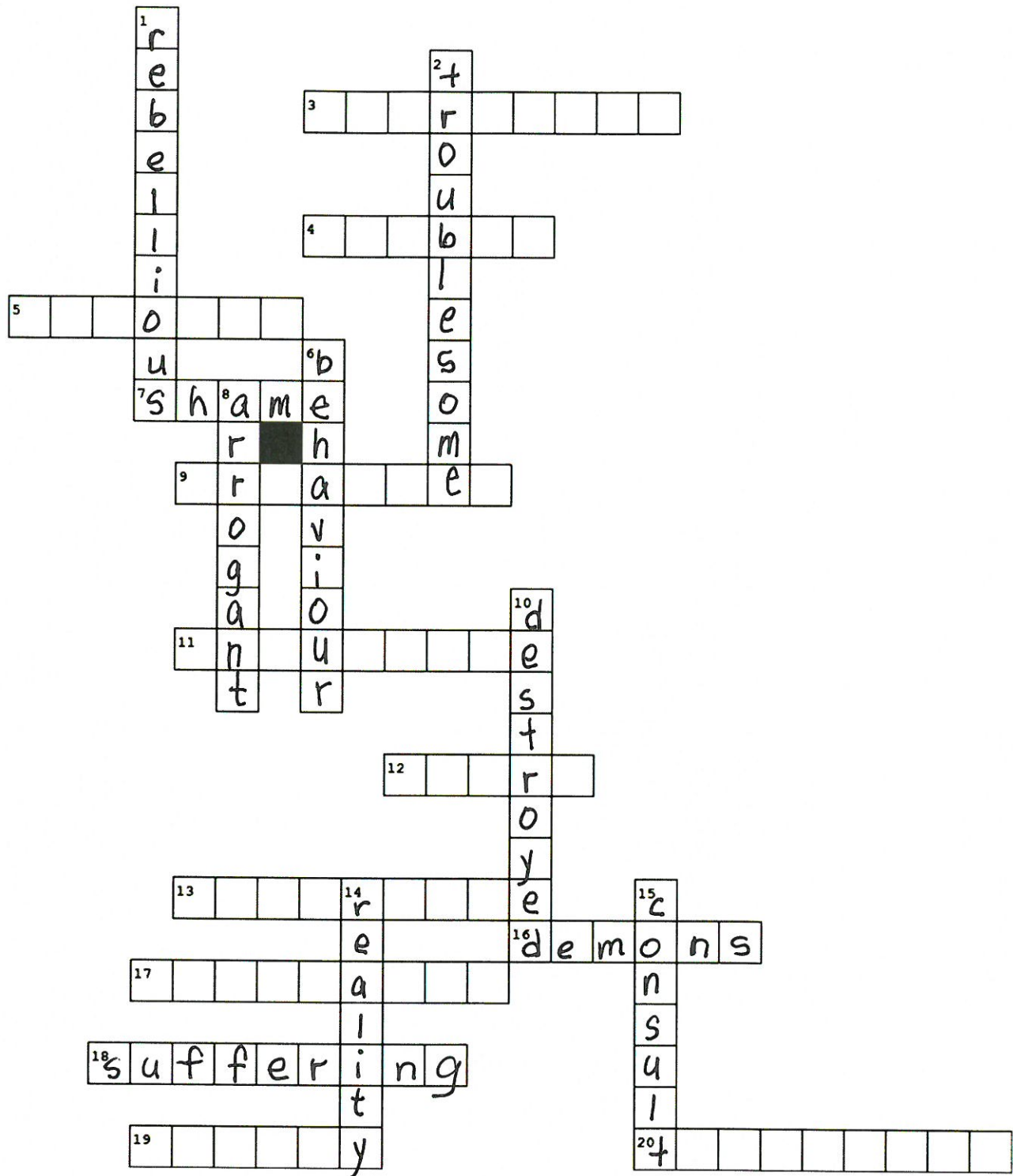
# Vocabulary Task 2

Student A



# Vocabulary Task 2

Student B



## Step 2 A difficult Journey pages 26 to 37

|  |   |
|--|---|
| <p><b>A Difficult Journey</b> p. 26 &amp; 27</p> <div> <div> 1 g<br/>2 i<br/>3 d<br/>4 f<br/>5 a<br/>6 b<br/>7 c<br/>8 e<br/>9 h </div> <div> 1 d<br/>2 a<br/>3 b<br/>4 c </div> </div>  | <p><b>Prayers</b> p. 36 &amp; 37</p> <p>Perhaps you can find some Psalm 23 music to play.</p> <p>They could also learn to sing it.</p> <p>To prepare, write out the lyrics with a word missing from each line. They can listen once or twice and fill in the blanks. This will help them remember the words as well.</p>  |
| <p><b>The hardness of mankind</b> p. 29 &amp; 28</p> <div> 1 f<br/>2 e<br/>3 a<br/>4 g<br/>5 h<br/>6 b<br/>7 c<br/>8 a </div>  | <p><b>My Immigration Journey Review</b></p> <p>They can format their timeline in any way. I just needed to show something. This format is from Microsoft Word.</p> <p>Don't feel shy about sharing parts of your life journey as an example. Including a few difficult steps and showing some vulnerability will be a meaningful model for them.</p> <p><b>Vocabulary Review Task 3</b></p> |
| <p><b>God's help and protection</b> p. 30 &amp; 31</p> <div> 1 h<br/>2 b<br/>3 e<br/>4 g<br/>5 f<br/>6 d<br/>7 i<br/>8 a<br/>9 c </div>  | <p><b>Step 3 Seeking a Place</b><br/>Pages 38 to 47</p> <p><b>Seeking a Place</b> p. 38</p> <div> 1 c<br/>2 b<br/>3 d<br/>4 e<br/>5 a </div>  |
| <p><b>God goes with his people</b> p. 32 &amp; 33</p> <div> 1 e<br/>2 f<br/>3 c<br/>4 h<br/>5 a<br/>6 l<br/>7 g<br/>8 d<br/>9 b </div> <p>For the 10 Commandment task, you might want to give them a copy of Exodus 20 from a simplified Bible version. For example, the CEV from <a href="http://www.biblegateway.com">www.biblegateway.com</a></p> | <p><b>Ibrahim, Comoros</b> p. 39</p> <div> 1 g<br/>2 f<br/>3 b<br/>4 i<br/>5 d<br/>6 h<br/>7 a<br/>8 c<br/>9 e </div>   |
| <p><b>Help and hospitality for others</b> p. 34 &amp; 35</p> <div> 1 e<br/>2 d<br/>3 f<br/>4 a<br/>5 g<br/>6 b<br/>7 c </div>  | <p><b>Tatiana, Russia</b> p. 39</p> <div> 1 d<br/>2 e<br/>3 a<br/>4 f<br/>5 g<br/>6 c<br/>7 b </div>  |



### Step 3 Seeking asylum in Canada – a random look

<https://irb.gc.ca/en/statistics/protection/Pages/RPDStat2020.aspx>

| Where do these # go? | Country   | Number accepted | Number rejected |
|----------------------|-----------|-----------------|-----------------|
| 32                   | Albania   | 39              | 39              |
| 39                   | China     | 584             | 279             |
| 47                   | Columbia  | 814             | 347             |
| 131                  | Haiti     | 474             | 719             |
| 276                  | India     | 276             | 540             |
| 317                  | Iraq      | 185             | 47              |
| 584                  | Kenya     | 131             | 66              |
| 719                  | Mexico    | 757             | 1,119           |
| 814                  | Palestine | 317             | 63              |
| 1,119                | Turkey    | 739             | 32              |

- Giving them practice pronouncing these numbers is great practice. Not all languages use numbers the way we do in English.

|  |  |
|--|--|
| <b>The foreigner should be respected</b> p. 40<br>1 c<br>2 e<br>3 d<br>4 b<br>5 f<br>6 a <b>Note page 44 notes are below</b> | <b>Behave properly</b> p. 46<br>1 f<br>2 e<br>3 c<br>4 a<br>5 b<br>6 d |
| <b>Reject hatred</b> p. 45<br>1 d<br>2 e<br>3 f<br>4 c<br>5 g<br>6 a<br>7 b  | <b>Prayers</b> p. 47<br>1 e<br>2 d<br>3 a<br>4 b<br>5 c                |

**Page 44 TFW and SAWP in Canada** The source for these points are:

<https://www.canada.ca/en/employment-social-development/services/foreign-workers/agricultural/seasonal-agricultural.html>

<https://www.nmwig.ca/site/seasonal-agricultural-worker-program#>:

1. False – SAWP started in 1966. The TFW program started in 1973
2. False – only Mexico and the Caribbean countries (others are likely in a different program)
3. False – the employer has to pay for their travel both ways
4. True
5. False – one requirement is that they must have experience on a farm before coming
6. False – they must be 18 or older

<http://www.migrantdreams.ca/resources>  
<https://migrantrights.ca/about/members/>  
<https://www.kairosCanada.org/what-we-do/migrant-justice/external-resources>  
<https://harvestingfreedom.org/>  
<https://migrantrights.ca/>

**Body Language ideas:**

**OK sign** – in Greece, Spain and Brazil means A\*\*hole, & in Turkey it means the man is gay.

**Thumbs Up:** Our “Good job” but F\*\*\* O\*\* in Arab countries, Greece, Iran, Iraq

**Strong handshake** – Turkey – is seen as rude and too aggressive

4

**Vocabulary Review Task 4**



Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Review Task 3 (pages 26 -37)**

Be prepared to explain the meanings of these words.

|            |           |           |            |          |
|------------|-----------|-----------|------------|----------|
| accompany  | attack    | border    | command    | conflict |
| cruel      | essential | exhausted | expert     | fugitive |
| infertile  | intervene | livestock | prejudices | smuggler |
| specialist | stumble   | survive   | suspicion  | troops   |



Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Review Task 3 (pages 26 -37)**

Be prepared to explain the meanings of these words.

|            |           |           |            |          |
|------------|-----------|-----------|------------|----------|
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| cruel      | essential | exhausted | expert     | fugitive |
| infertile  | intervene | livestock | prejudices | smuggler |
| specialist | stumble   | survive   | suspicion  | troops   |



Your leader will give you a speaking activity to see if you can explain these words.

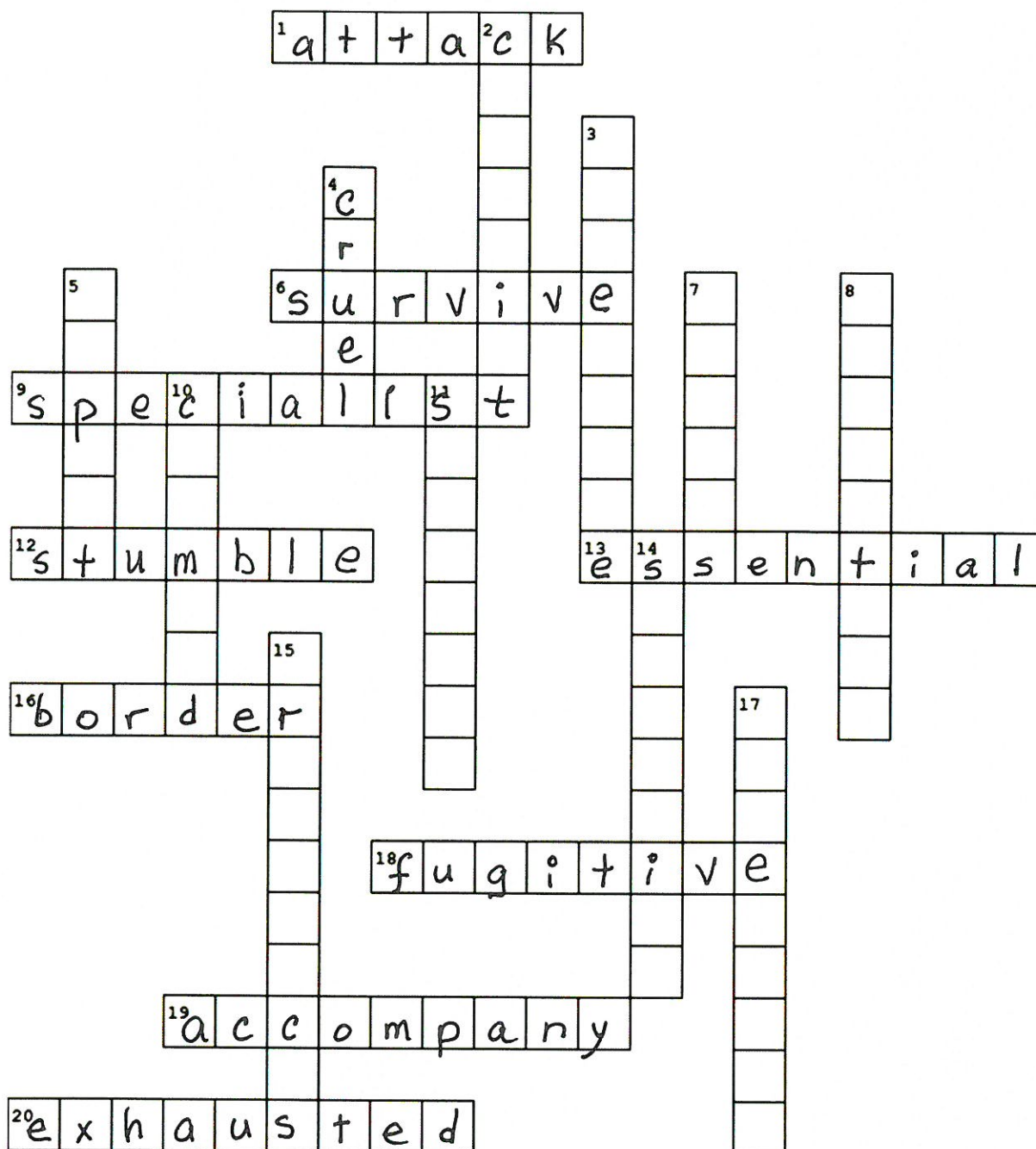
**Vocabulary Review Task 3 (pages 26 -37)**

Be prepared to explain the meanings of these words.

|            |           |           |            |          |
|------------|-----------|-----------|------------|----------|
| accompany  | attack    | border    | command    | conflict |
| cruel      | essential | exhausted | expert     | fugitive |
| infertile  | intervene | livestock | prejudices | smuggler |
| specialist | stumble   | survive   | suspicion  | troops   |

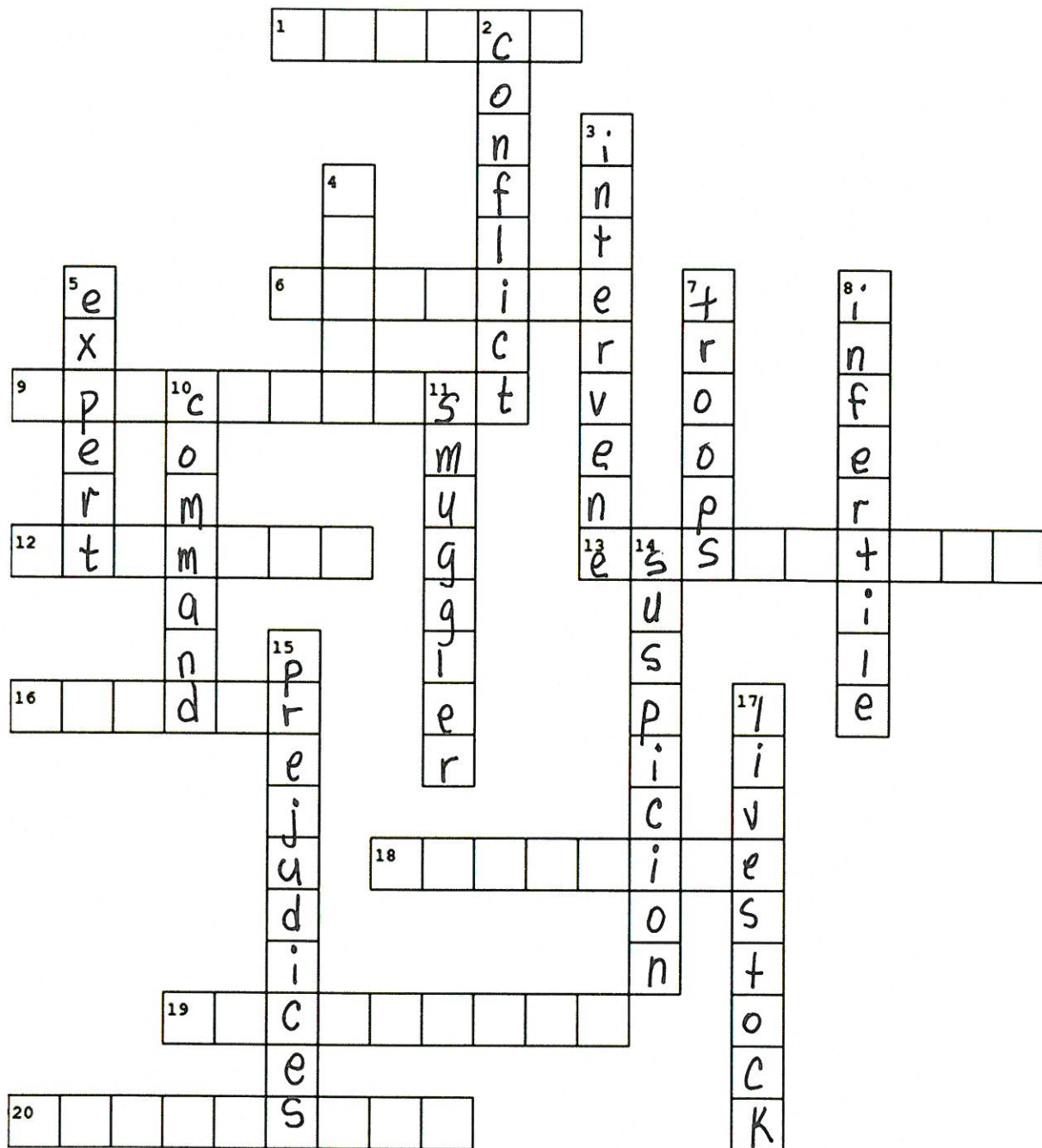


# Vocabulary Task 3 Student A





# Vocabulary Task 3 Student B





Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Review Task 4 (pages 38 – 47)**  
**Be prepared to explain the meanings of these words.**

|           |              |            |             |            |
|-----------|--------------|------------|-------------|------------|
| abuse     | accuse       | applicable | avidly      | delighted  |
| encourage | exploitation | expulsion  | hatred      | impression |
| justice   | moonlighting | obstacles  | persecution | persist    |
| pittance  | protect      | transform  | victim      | widow      |



Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Review Task 4 (pages 38 – 47)**  
**Be prepared to explain the meanings of these words.**

|           |              |            |             |            |
|-----------|--------------|------------|-------------|------------|
| abuse     | accuse       | applicable | avidly      | delighted  |
| encourage | exploitation | expulsion  | hatred      | impression |
| justice   | moonlighting | obstacles  | persecution | persist    |
| pittance  | protect      | transform  | victim      | widow      |



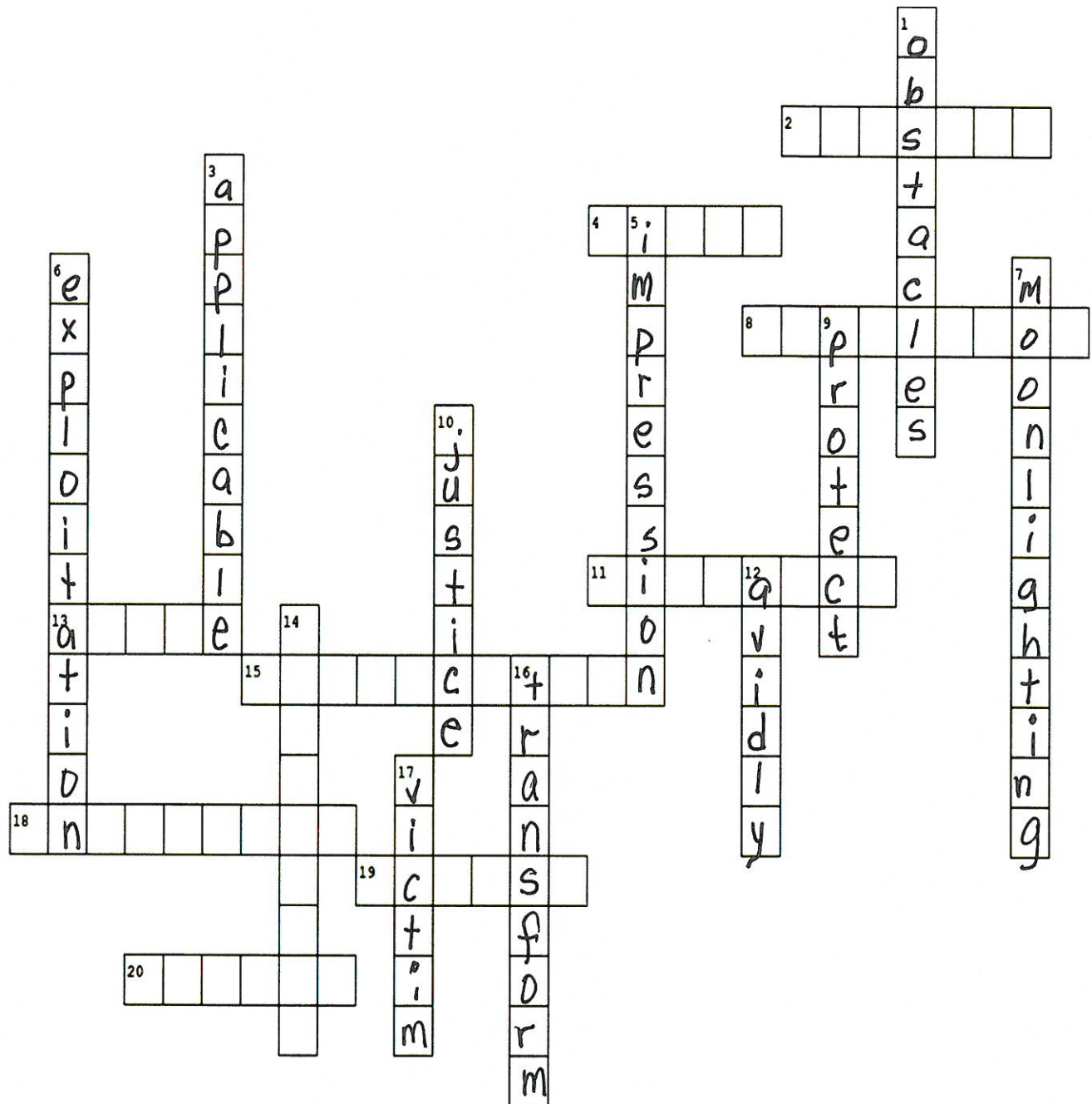
Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Review Task 4 (pages 38 – 47)**  
**Be prepared to explain the meanings of these words.**

|           |              |            |             |            |
|-----------|--------------|------------|-------------|------------|
| abuse     | accuse       | applicable | avidly      | delighted  |
| encourage | exploitation | expulsion  | hatred      | impression |
| justice   | moonlighting | obstacles  | persecution | persist    |
| pittance  | protect      | transform  | victim      | widow      |



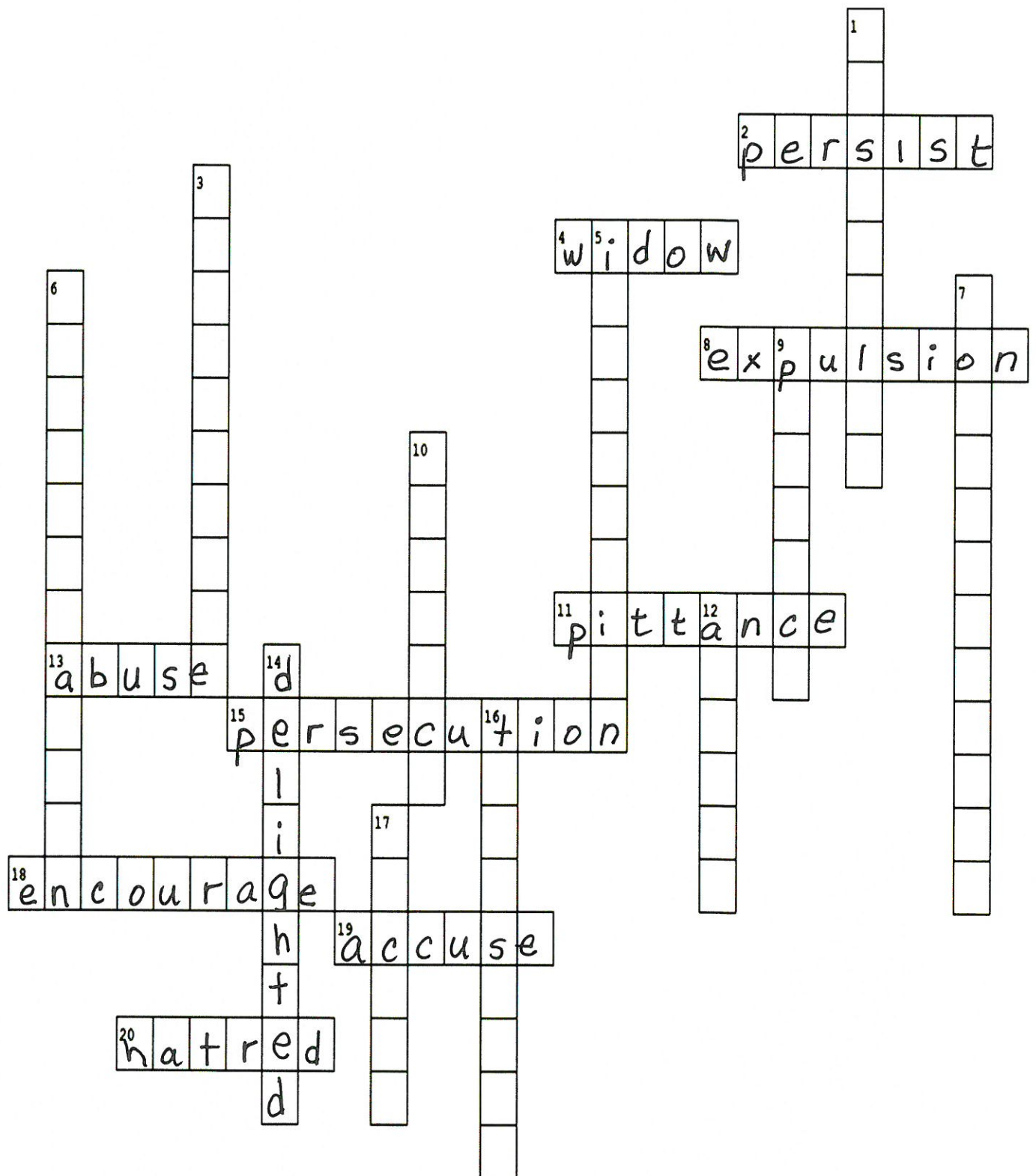
# Vocabulary Task 4 Student A





# Vocabulary Task 4

Student B



## Step 4 Are all Means Acceptable? Pages 48 to 59

|  |   |
|--|---|
| <p><b>Are all means acceptable?</b> p. 48 &amp; 49</p> <ol style="list-style-type: none"> <li>1 e</li> <li>2 h</li> <li>3 f</li> <li>4 b</li> <li>5 a</li> <li>6 g</li> <li>7 j</li> <li>8 c</li> <li>9 i</li> <li>10 d</li> </ol>   | <p><b>Act Shrewdly</b> p. 54 &amp; 55</p> <ol style="list-style-type: none"> <li>1 c</li> <li>2 f</li> <li>3 e</li> <li>4 a</li> <li>5 g</li> <li>6 d</li> <li>7 b</li> </ol>   |
| <p><b>Lying out of necessity?</b> p. 50 &amp; 51</p> <ol style="list-style-type: none"> <li>1 e</li> <li>2 f</li> <li>3 d</li> <li>4 a</li> <li>5 b</li> <li>6 c</li> </ol>  | <p><b>Knock at the right door</b></p> <p>There are a lot of nice posters you can purchase or put up on the screen that show the Golden Rule across the world's religions.</p>   |
| <p><b>Finding a spouse &amp; protector</b> p. 52 &amp; 53</p> <ol style="list-style-type: none"> <li>1 f</li> <li>2 a</li> <li>3 e</li> <li>4 b</li> <li>5 g</li> <li>6 d</li> <li>7 c</li> </ol> <p><b>2021 Spousal sponsorships in 2021</b><br/>c) 64,200</p> <p>Source:<br/><a href="https://www.immigration.ca/canadas-spousal-immigration-numbers-recover-to-pre-covid-levels-in-2021/">https://www.immigration.ca/canadas-spousal-immigration-numbers-recover-to-pre-covid-levels-in-2021/</a></p> | <p><b>Are all means acceptable?</b> Review</p> <p><b>Undocumented migrants</b><br/><a href="https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/cimm-mar-03-2022/undocumented-populations.html">https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/cimm-mar-03-2022/undocumented-populations.html</a></p> <p><b>Fraud: the source for this info is the IRCC.</b><br/><a href="https://www.canada.ca/en/immigration-refugees-citizenship/services/protect-fraud/document-misrepresentation.html">https://www.canada.ca/en/immigration-refugees-citizenship/services/protect-fraud/document-misrepresentation.html</a></p> <p>It's not the scope of this text, but doing lessons on preventing fraud and being alert about scams, etc are also vital topics for newcomers.</p> <p>Most police forces offer workshops on this topic. Newcomers with family still abroad are especially vulnerable to "lost my passport/ credit" or "grandparent" scams.</p> |
| <p><b>Vocabulary Review Task 5</b></p>   |   |



**Your leader will give you a speaking activity to see if you can explain these words.**

**Vocabulary Review Task 5 (pages 48 – 59)**  
**Be prepared to explain the meanings of these words.**

|            |          |                 |           |           |
|------------|----------|-----------------|-----------|-----------|
| asylum     | attitude | degrading       | detention | guilty    |
| hypocrisy  | means    | misled          | overcome  | overwhelm |
| precarious | prefer   | protector       | recommend | savings   |
| shrewd     | spouse   | straightforward | stumble   | tempted   |
| threatened | vow      |                 |           |           |



**Your leader will give you a speaking activity to see if you can explain these words.**

**Vocabulary Review Task 5 (pages 48 – 59)**  
**Be prepared to explain the meanings of these words.**

|            |          |                 |           |           |
|------------|----------|-----------------|-----------|-----------|
| asylum     | attitude | degrading       | detention | guilty    |
| hypocrisy  | means    | misled          | overcome  | overwhelm |
| precarious | prefer   | protector       | recommend | savings   |
| shrewd     | spouse   | straightforward | stumble   | tempted   |
| threatened | vow      |                 |           |           |



**Your leader will give you a speaking activity to see if you can explain these words.**

**Vocabulary Review Task 5 (pages 48 – 59)**  
**Be prepared to explain the meanings of these words.**

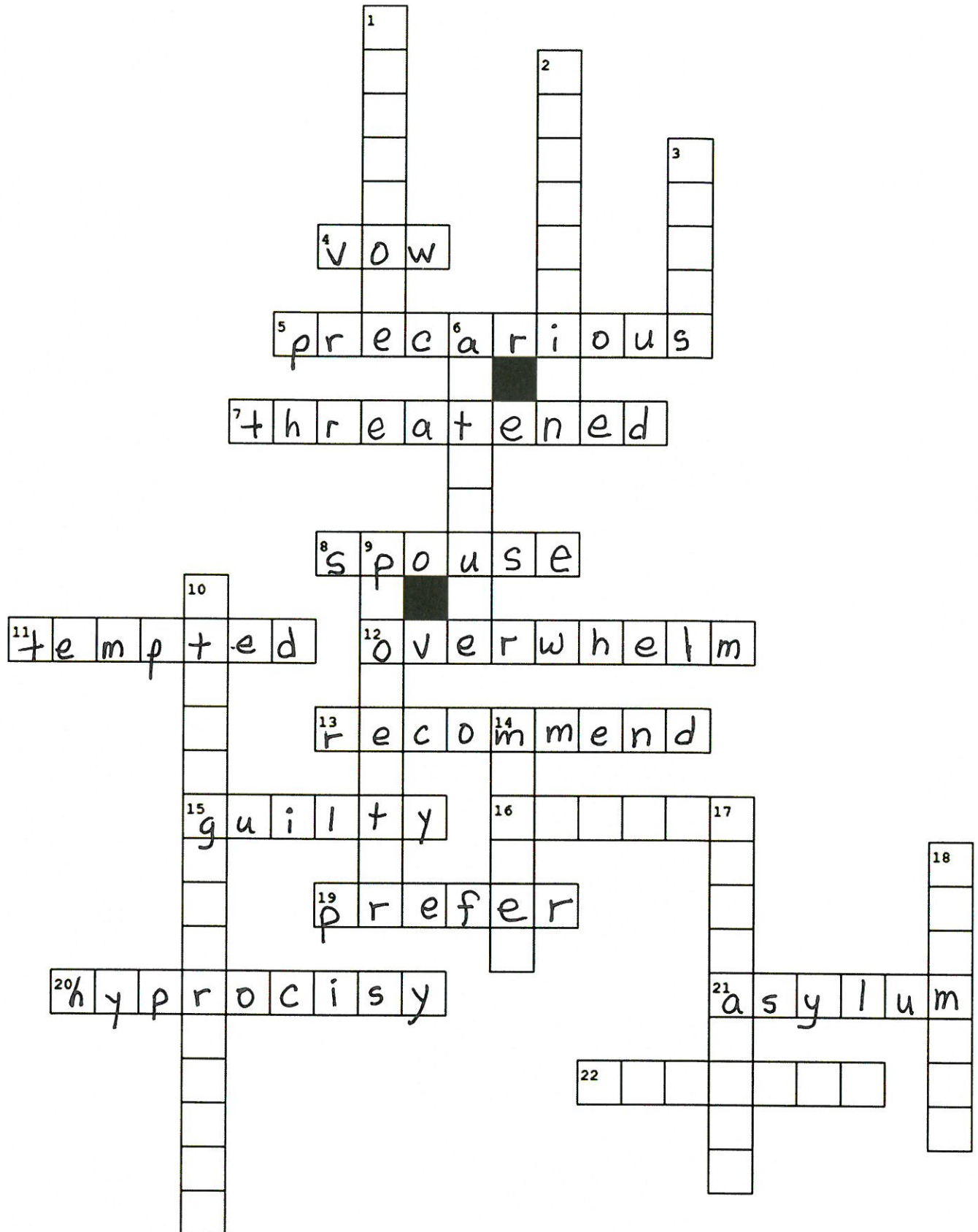
|            |          |                 |           |           |
|------------|----------|-----------------|-----------|-----------|
| asylum     | attitude | degrading       | detention | guilty    |
| hypocrisy  | means    | misled          | overcome  | overwhelm |
| precarious | prefer   | protector       | recommend | savings   |
| shrewd     | spouse   | straightforward | stumble   | tempted   |
| threatened | vow      |                 |           |           |



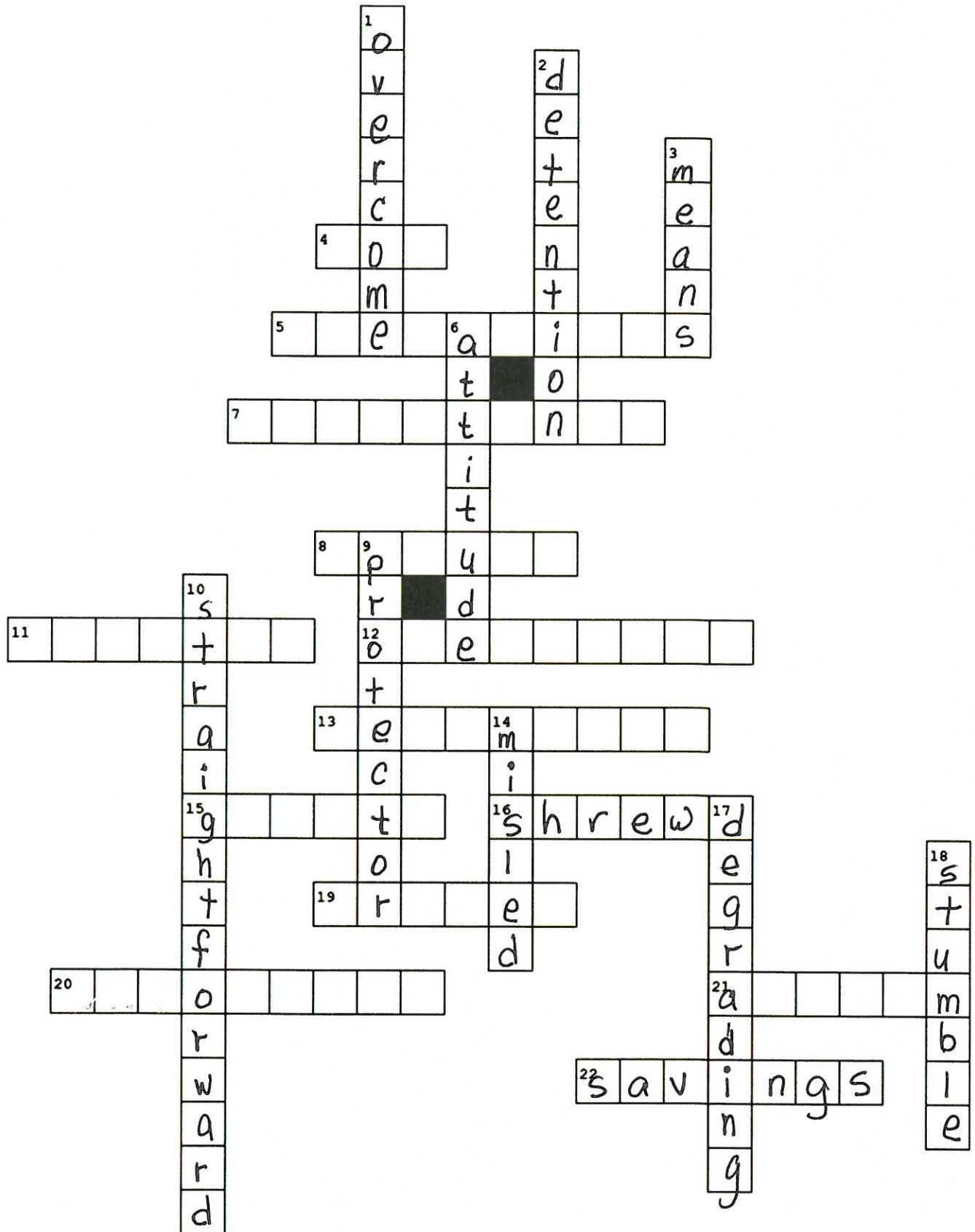


# Vocabulary Task 5

Student A



# Vocabulary Task 5 Student B



## Step 5 Finding a place to settle pages 60 to 69

|  |   |
|--|---|
| <p><b>Finding a place to settle</b></p> <p><b>Page 60</b></p> <p>1 d<br/>2 b<br/>3 a<br/>4 e<br/>5 c</p>   | <p><b>Be active &amp; faithful to God</b> <span style="float: right;">p. 65</span></p> <p>1 c<br/>2 d<br/>3 f<br/>4 e<br/>5 a<br/>6 b</p>   |
| <p><b>Participate in the country's prosperity</b> <span style="float: right;">p. 62</span></p> <p>Most people know about the GDP, but the Happiness Index may be new to them.</p> <p>The Global Economy.com has data for a lot of topics that you might want the learners to explore and compare.</p> <p><a href="https://www.theglobaleconomy.com/">https://www.theglobaleconomy.com/</a></p> | <p><b>Sabbath</b></p> <p><a href="https://www.thecanadianencyclopedia.ca/en/article/sunday-shopping#">https://www.thecanadianencyclopedia.ca/en/article/sunday-shopping#</a></p> <p>Alta – Aug 1982;</p> <p>BC – Nov 20, 1982 election;</p> <p>Ontario – June 4, 1992</p> <p>Leaders in other provinces, please research when the law changed (or get your learners to find out!)</p>   |
| <p><b>Pray for those in authority</b> <span style="float: right;">p. 63</span></p> <p>I tried to explain “church &amp; state” as simply as possible. I have found most people will discuss the pros and cons; however, it’s important to not make it personal or about a specific country. They might be cautious about revealing their own personal view on government.</p>                   | <p><b>Success in spite of difficulties</b> <span style="float: right;">p. 66 &amp; 67</span></p> <p>1 f<br/>2 e<br/>3 h<br/>4 a<br/>5 b<br/>6 c<br/>7 d<br/>8 a</p>   |
| <p><b>Join a faith community</b> <span style="float: right;">p. 64</span></p> <p>1 g<br/>2 b<br/>3 a<br/>4 d<br/>5 f<br/>6 e<br/>7 c</p>   | <p><b>Prayers</b> <span style="float: right;">p. 68 &amp; 69</span></p> <p>-Even if the learners are not believers, it is not hard to reflect on what they are thankful for.</p> <p>-Encourage them to also think about what could have happened but didn’t. For example, “<i>children do not take drugs</i>” or “<i>children didn’t join a gang when they were asked.</i>”</p> <p>-You could make it more ‘physical’ by having them put slips of paper with their messages into jars or baskets.</p> |
| <p style="text-align: center;"><b>Vocabulary Review Task 6</b></p>   |   |



**Your leader will give you a speaking activity to see if you can explain these words.**

**Vocabulary Set 6 (pages 60 to 67)**

**Be prepared to explain the meanings of these words.**

|             |            |             |             |            |
|-------------|------------|-------------|-------------|------------|
| accusations | apostles   | appreciated | authorities | contribute |
| counsellor  | fellowship | indication  | integrate   | massacre   |
| misery      | outlook    | practice    | principle   | prison     |
| prosperous  | revenge    | settle      | superiors   | talent     |



**Your leader will give you a speaking activity to see if you can explain these words.**

**Vocabulary Set 6 (pages 60 to 67)**

**Be prepared to explain the meanings of these words.**

|             |            |             |             |            |
|-------------|------------|-------------|-------------|------------|
| accusations | apostles   | appreciated | authorities | contribute |
| counsellor  | fellowship | indication  | integrate   | massacre   |
| misery      | outlook    | practice    | principle   | prison     |
| prosperous  | revenge    | settle      | superiors   | talent     |



**Your leader will give you a speaking activity to see if you can explain these words.**

**Vocabulary Set 6 (pages 60 to 67)**

**Be prepared to explain the meanings of these words.**

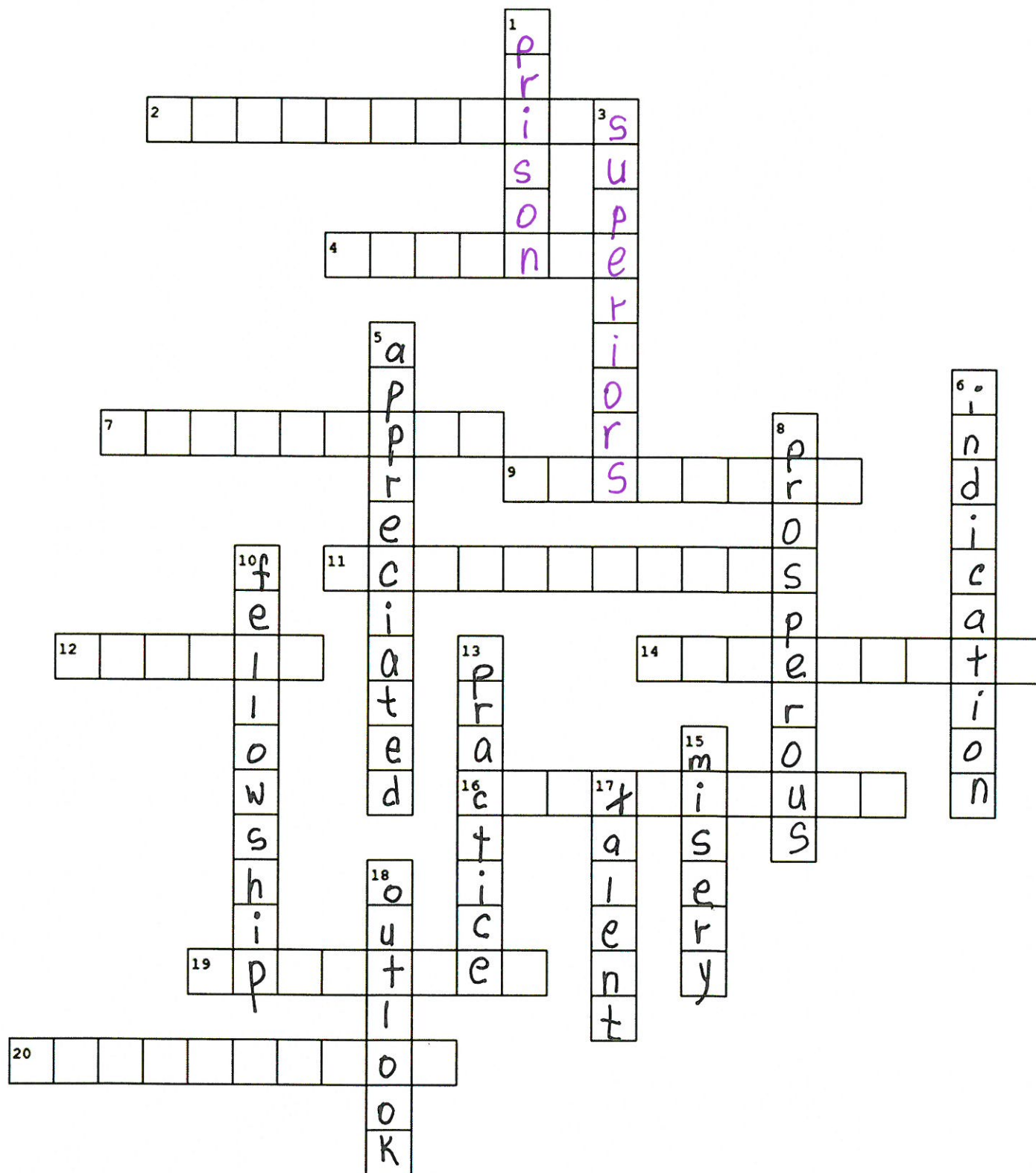
|             |            |             |             |            |
|-------------|------------|-------------|-------------|------------|
| accusations | apostles   | appreciated | authorities | contribute |
| counsellor  | fellowship | indication  | integrate   | massacre   |
| misery      | outlook    | practice    | principle   | prison     |
| prosperous  | revenge    | settle      | superiors   | talent     |



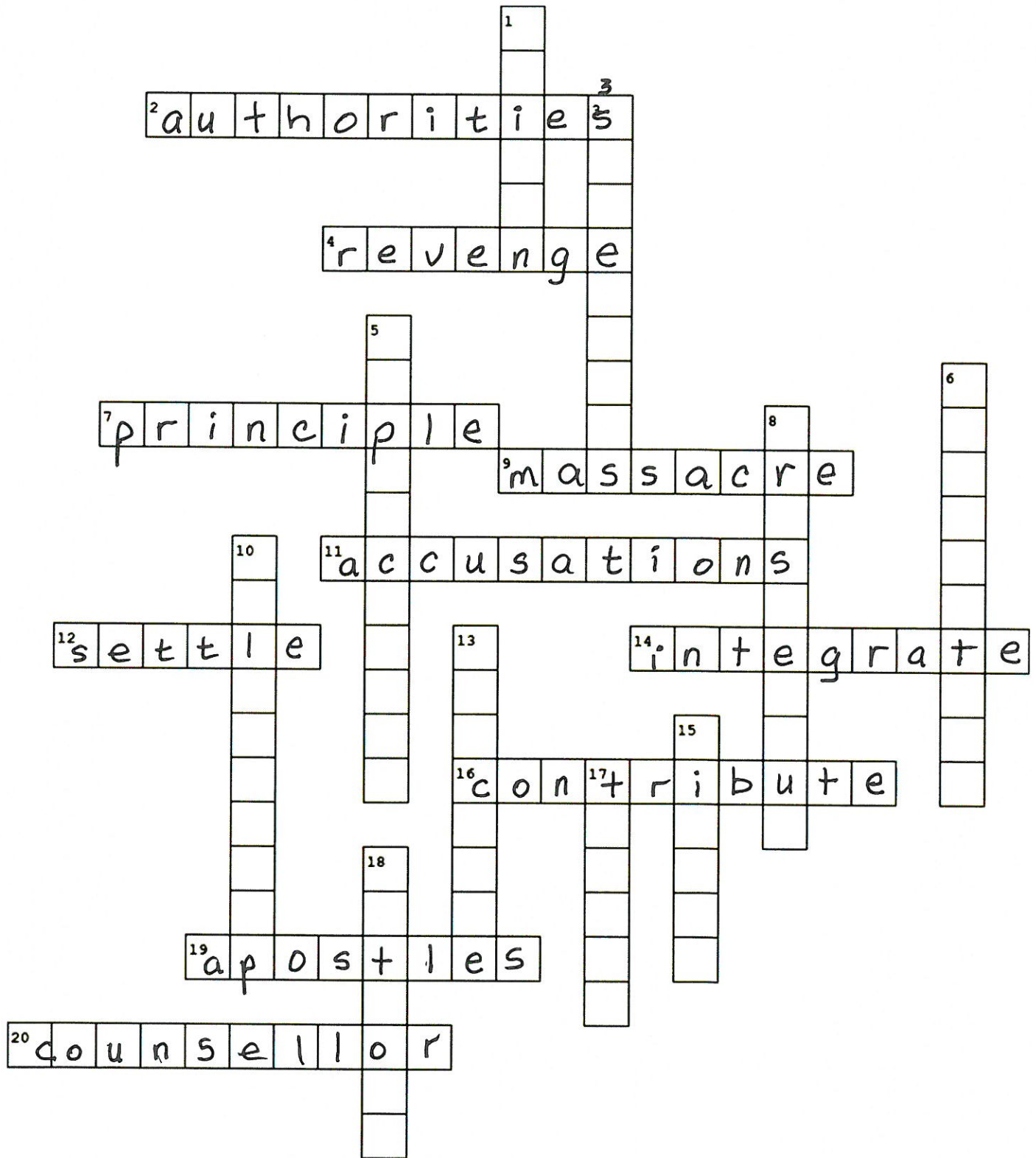


# Vocabulary Task 6

Student A



# Vocabulary Task 6 Student B



## Step 6 Is a return possible? Pages 70 to 79

|  |   |
|--|---|
| <p><b>Is a return possible?</b></p> <p><b>p. 70</b></p> <p>1 d<br/>2 e<br/>3 g<br/>4 f<br/>5 a<br/>6 c<br/>7 b</p> <p><b>p. 71 (Cesar)</b></p> <p>1 h<br/>2 i<br/>3 f<br/>4 b<br/>5 c<br/>6 g<br/>7 a<br/>8 d 9 e</p> <p><b>Common vicious cycle –</b><br/>To Get a job → need Canadian experience →<br/>can't get a job to get Canadian experience . . .</p> <p><b>Source re: remittances</b><br/><a href="https://www.ifad.org/en/web/latest/-/12-reasons-why-remittances-are-important">https://www.ifad.org/en/web/latest/-/12-reasons-why-remittances-are-important</a></p> | <p><b>Rebuilding a Country</b> <b>p. 74 &amp; 75</b></p> <p>1 e<br/>2 f<br/>3 d<br/>4 a<br/>5 c<br/>6 b</p> <p><b>Source for reintegration list ideas</b><br/><a href="https://rosanjose.iom.int/en/blogs/coming-home-can-be-harder-leaving-psychosocial-challenges-being-returnee">https://rosanjose.iom.int/en/blogs/coming-home-can-be-harder-leaving-psychosocial-challenges-being-returnee</a></p>   |
| <p><b>Homesick</b> <b>p. 72</b></p> <p>1 g<br/>2 f<br/>3 a<br/>4 e<br/>5 b<br/>6 c<br/>7 d</p>   | <p><b>Going back to our family?</b> <b>p. 76 &amp; 77</b></p> <p>1 c<br/>2 d<br/>3 b<br/>4 a</p>  |
| <p><b>Where should we bury our dead?</b> <b>p. 73</b></p> <p>This is a deep concern for many immigrants. Cultural practices after death are also very symbolic. For example, bring buried within 24 hours is an awkward practice to deal with.</p> <p>Wills and the probate law in North America often conflict with a family's traditional practices. Having a legal guest speaker would benefit the learners significantly.</p>  | <p><b>Prayers</b> <b>p. 78 &amp; 79</b></p> <p><b>Nanacee p. 78</b></p> <p>1 d<br/>2 b<br/>3 c<br/>4 a</p> <p><b>Yvonne p. 79</b></p> <p>1 d<br/>2 f<br/>3 b<br/>4 e<br/>5 a 6 c</p> <p><b>Survivor's guilt</b><br/>In 2023, this is very real for immigrants from Ukraine and Iran for example. As facilitators, you may not have the resources to deal with mental health. Thus, this is a great opportunity to have a mental health professional come to a session and present about their services. Most communities have multi-lingual mental health services (professionals or in print).</p> |
| <p><b>Vocabulary Set 7 from pages 70 – 79</b></p>  |   |



Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Set 7 (pages 70 – 79)**

Be prepared to explain the meanings of these words.

|            |             |           |           |             |              |
|------------|-------------|-----------|-----------|-------------|--------------|
| attachment | blame       | buried    | celebrate | crisis      | deny         |
| depressed  | development | discredit | disgraced | humiliation | implications |
| inhumane   | insult      | nostalgia | orphans   | plagues     | proclaim     |
| punish     | resources   | roots     | serenity  | symbolize   | voluntarily  |



Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Set 7 (pages 70 – 79)**

Be prepared to explain the meanings of these words.

|            |             |           |           |             |              |
|------------|-------------|-----------|-----------|-------------|--------------|
| attachment | blame       | buried    | celebrate | crisis      | deny         |
| depressed  | development | discredit | disgraced | humiliation | implications |
| inhumane   | insult      | nostalgia | orphans   | plagues     | proclaim     |
| punish     | resources   | roots     | serenity  | symbolize   | voluntarily  |



Your leader will give you a speaking activity to see if you can explain these words.

**Vocabulary Set 7 (pages 70 – 79)**

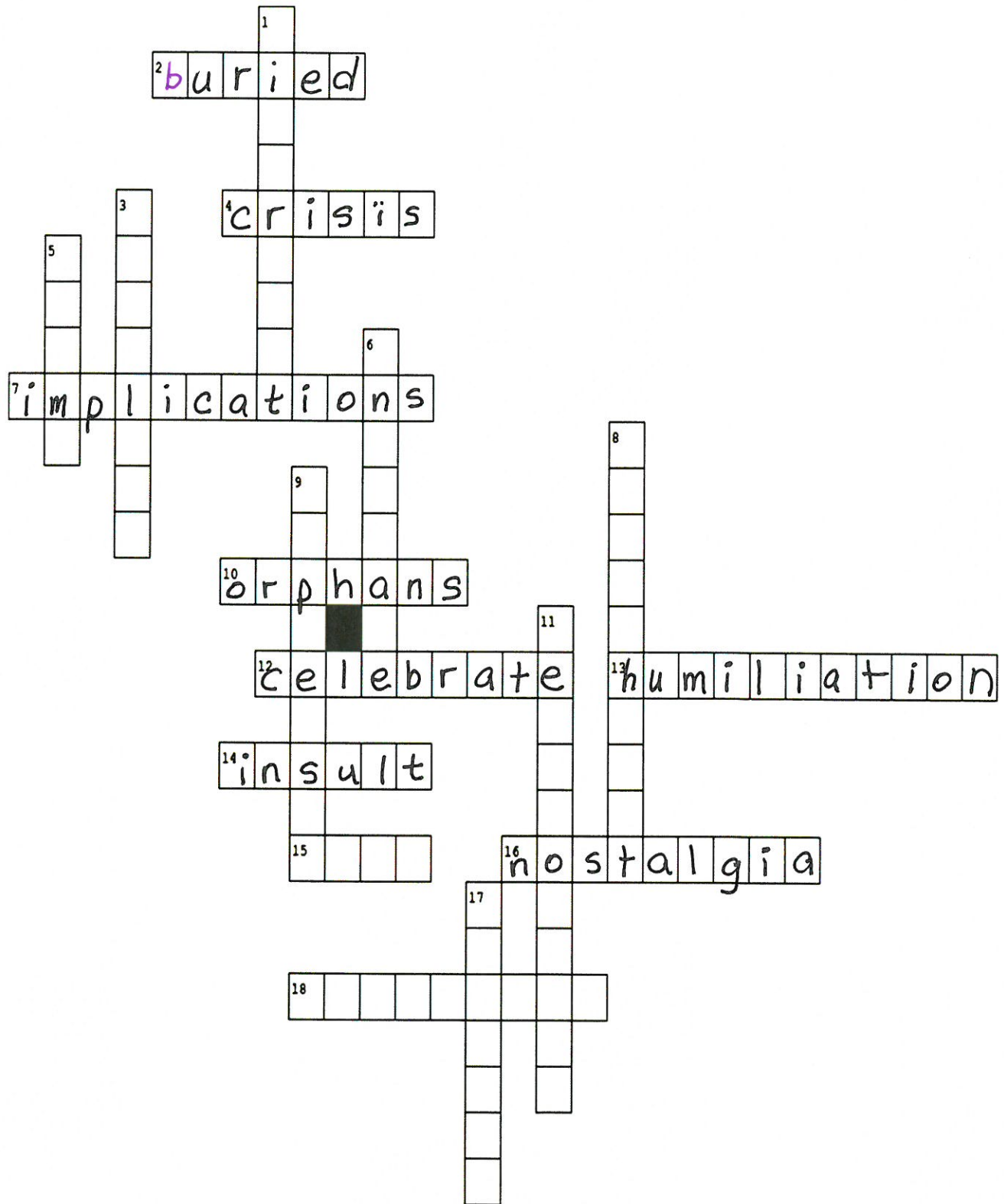
Be prepared to explain the meanings of these words.

|            |             |           |           |             |              |
|------------|-------------|-----------|-----------|-------------|--------------|
| attachment | blame       | buried    | celebrate | crisis      | deny         |
| depressed  | development | discredit | disgraced | humiliation | implications |
| inhumane   | insult      | nostalgia | orphans   | plagues     | proclaim     |
| punish     | resources   | roots     | serenity  | symbolize   | voluntarily  |





# Vocabulary Task 7 Student A



### Student B



## Step 7 God is Close to Everyone pages 80 to 89

|  |   |
|--|---|
| <b>God is close to everyone</b> p. 80<br>1 d<br>2 c<br>3 a<br>4 b<br>5 e   | <b>Jesus identifies with those who are rejected</b> p. 84 & 85<br>You have likely discussed humanitarian organizations already. However, this is a good opportunity for them to do research on an organization and present the info to the class. |
| <b>Quoc Anh, Vietnam</b> p. 81<br>1 c<br>2 d<br>3 f<br>4 a<br>5 h<br>6 i<br>7 e<br>8 j<br>9 b<br>10 g  | <b>You are not longer foreigners</b> p. 86 & 87<br>1 d<br>2 e<br>3 b<br>4 g<br>5 a<br>6 c<br>7 g  |
| <b>The Word became a man</b> p. 82 & 83<br>Both of these Bible passages form the basis for what most Christians believe.<br>To be honest, I had a hard time making questions.<br>There might be other materials you could use to explain these points.<br>I'm sorry. | <b>Prayer</b> p. 88 & 89<br>1 f<br>2 e<br>3 c<br>4 b<br>5 a<br>6 d  |

## A few Words of Advice pages 92 & 93

| <b>Combating Prejudice</b> p. 92 & 93<br>1 h<br>2 g<br>3 f<br>4 i<br>5 k<br>6 j<br>7 c<br>8 b<br>9 a<br>10 e<br>11 d | <b>Contacting Specialist organizations</b> p. 93<br><table> <tr> <th>Scenario</th><th>Possible UDHR articles</th></tr> <tr> <td>1 7, 26,</td><td></td></tr> <tr> <td>2 4, 22, 23, 24</td><td></td></tr> <tr> <td>3 8, 9, 11,</td><td></td></tr> <tr> <td>4 23,</td><td></td></tr> <tr> <td>5 15, 19, 20,</td><td></td></tr> <tr> <td>6 16, 18, 19</td><td></td></tr> <tr> <td>7 18, 25</td><td></td></tr> <tr> <td>8 13, 15,</td><td></td></tr> <tr> <td>9 18, 19,</td><td></td></tr> </table> <p><b>Source: info for states that signed UDHR</b><br/> Shaheed, A. &amp; Richter, RP (2018 October 17). Is "Human Rights" a Western Concept?<br/> <a href="https://theglobalobservatory.org/2018/10/are-human-rights-a-western-concept/">https://theglobalobservatory.org/2018/10/are-human-rights-a-western-concept/</a></p> | Scenario | Possible UDHR articles | 1 7, 26, |  | 2 4, 22, 23, 24 |  | 3 8, 9, 11, |  | 4 23, |  | 5 15, 19, 20, |  | 6 16, 18, 19 |  | 7 18, 25 |  | 8 13, 15, |  | 9 18, 19, |  |
|--|---|----------|------------------------|----------|--|-----------------|--|-------------|--|-------|--|---------------|--|--------------|--|----------|--|-----------|--|-----------|--|
| Scenario   | Possible UDHR articles  |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 1 7, 26,   |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 2 4, 22, 23, 24  |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 3 8, 9, 11,  |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 4 23,  |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 5 15, 19, 20,  |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 6 16, 18, 19   |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 7 18, 25   |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 8 13, 15,  |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |
| 9 18, 19,  |   |          |                        |          |  |                 |  |             |  |       |  |               |  |              |  |          |  |           |  |           |  |

## Who is Janice GT Penner?



- have been teaching and developing English Language Learning materials since 1984.
- learned about the field of teaching English communication when I volunteered for a summer near Osaka, Japan (1979).
- completed my Bachelor of Religious Education (RMC, 1981), Bachelors of Education (UofA, 1984) and Masters of Education (UBC, 1997).
- Have studied numerous languages but only mastered Mandarin
- have thoroughly enjoyed my teaching journey in post-secondary institutions in Alberta (UofA), BC (UBC and Douglas), Japan (Kyoto), China (Beijing), Taiwan (Taipei) and most recently Kazakhstan (Astana).
- Academic home is at Douglas College in metro-Vancouver, BC, Canada where I teach Academic Preparation, Teacher Education courses and currently co-coordinate the ELLA dept. (I “escaped” and was on leave when I went to Kyoto & Astana.)
- started [www.AACE-English.com](http://www.AACE-English.com) on 04.04.04 in order to distribute self-published materials (*Think First, Then Write* and *Mastering the AWL Sublists 1 – 3*) and other reproducible materials created by independent authors. I’ve just been too busy to market my work. Now my workshop materials tend to live there. I will have a lot to do when I retire, eh! 😊

One of my passions is to support volunteers who facilitate in faith-based ELL programs, so I’ve facilitated a network in Metro-Vancouver, BC since 2006.

I would truly appreciate feedback on these *On the Road ... A Journey through the Bible for Migrants supplemental Student materials and Facilitator’s Guide*.

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Thank you for taking this *On the Road ...* journey with me and your learners.

I sincerely hope your ELLs have enjoyed the adventure as well.

JGTP