

**Building
Confidence:
Conversing with the
English Community**

**Lunch,
Laugh,
Learn**

 Health Canada Santé Canada

 **CHSSN**
Community Health and Social Services Network
Réseau communautaire de santé et de services sociaux

 **McGill**

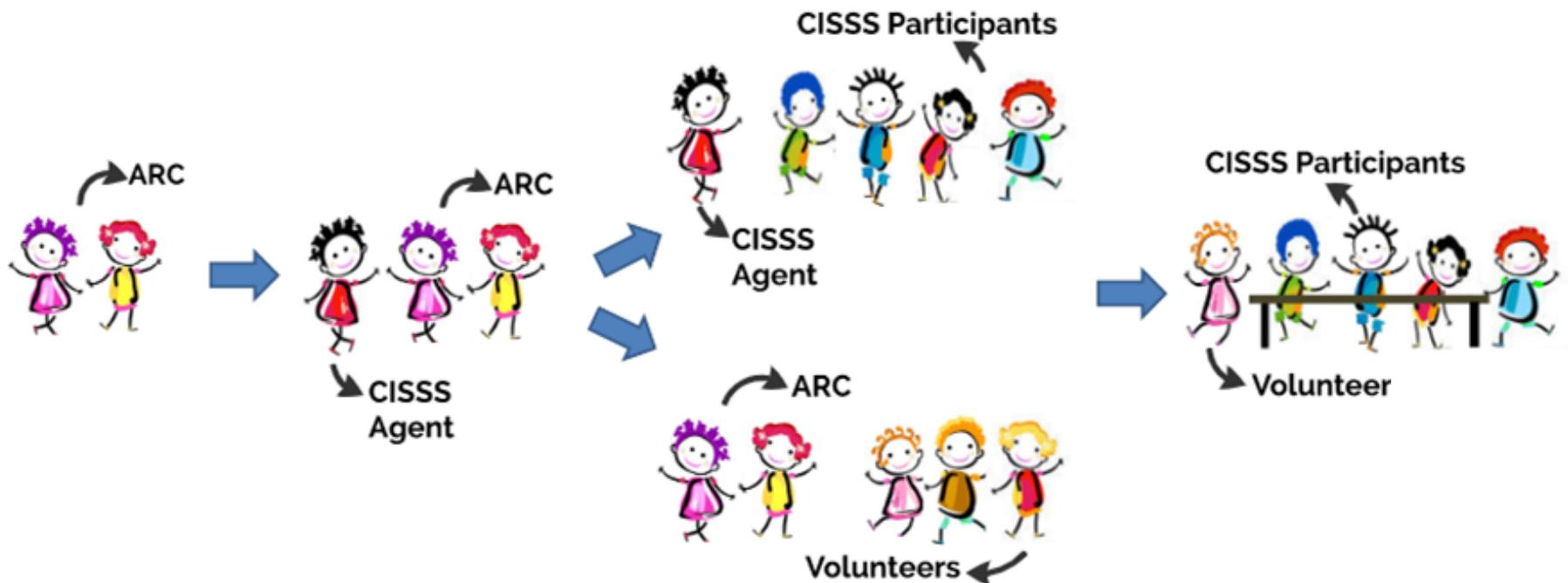
 **ARC**
ASSISTANCE AND REFERRAL CENTRE
HEALTH & SOCIAL SERVICES

Centre intégré de santé et de services sociaux de la Montérégie-Centre
Québec 

A HOW-TO TOOL KIT

Lunch, laugh and learn

A collaboration between the CISSS de la Montérégie-Centre and the Assistance and referral center (ARC)



FACTS

- Most CISSS employees are not required to speak English as part of their job description and they can feel uncomfortable when having to deal with an English-speaking client.
- Most Francophones living outside Montreal have very few opportunities to speak English.
- 53 800 English-speaking people on CISSS de la Montérégie-Centre territory. About 14% of the population and 27% of RLS Champlain population.

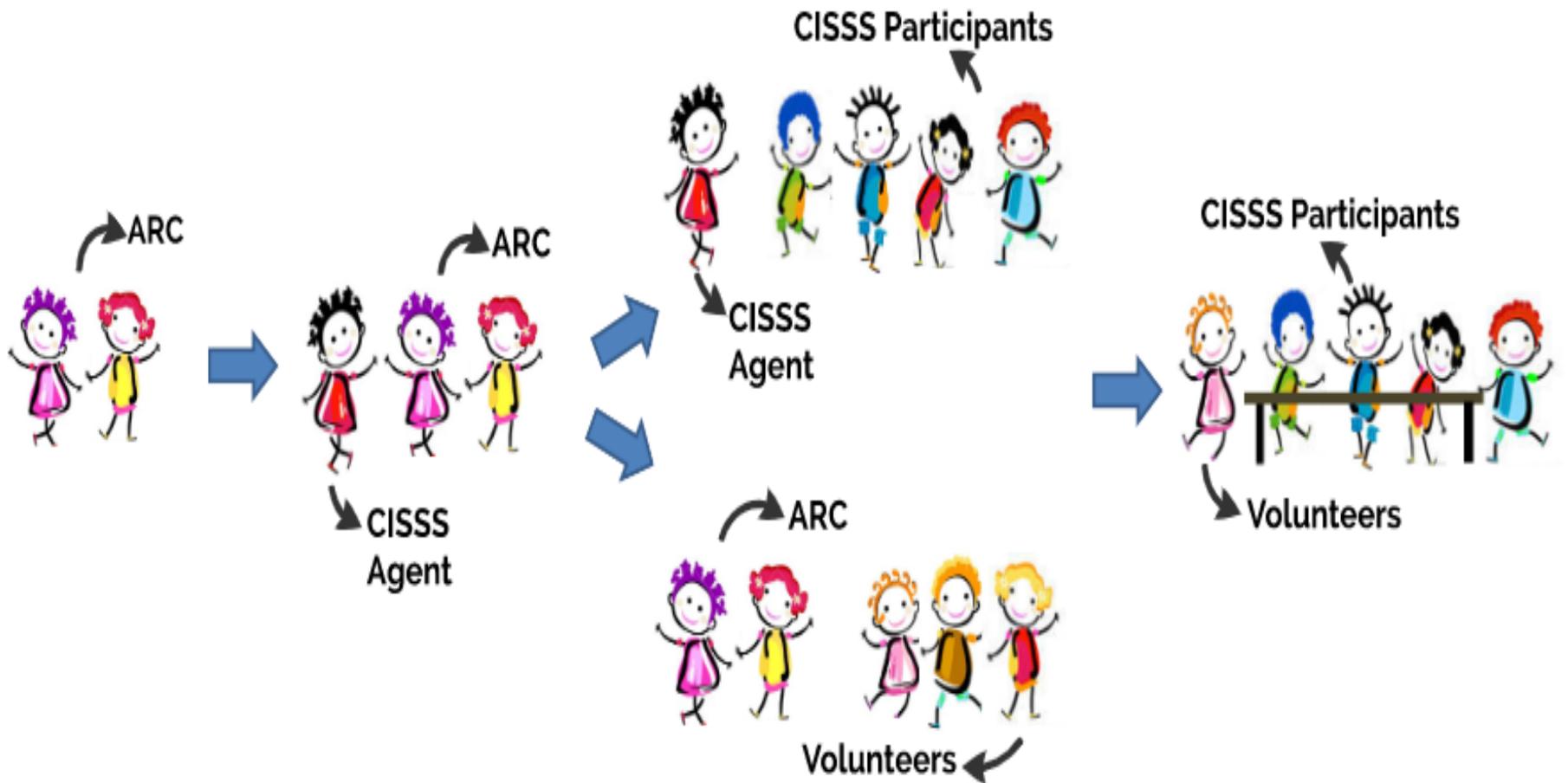
THE BEGINNING

- ARC's role:
 - facilitate access to services in English
 - promote bilingualism for health professionals
 - mobilize the community
 - recruit volunteers
 - collaborate with partners
- Wants to organize an activity to increase CISSS employees capacities and confidence speaking English



Lunch and Learn

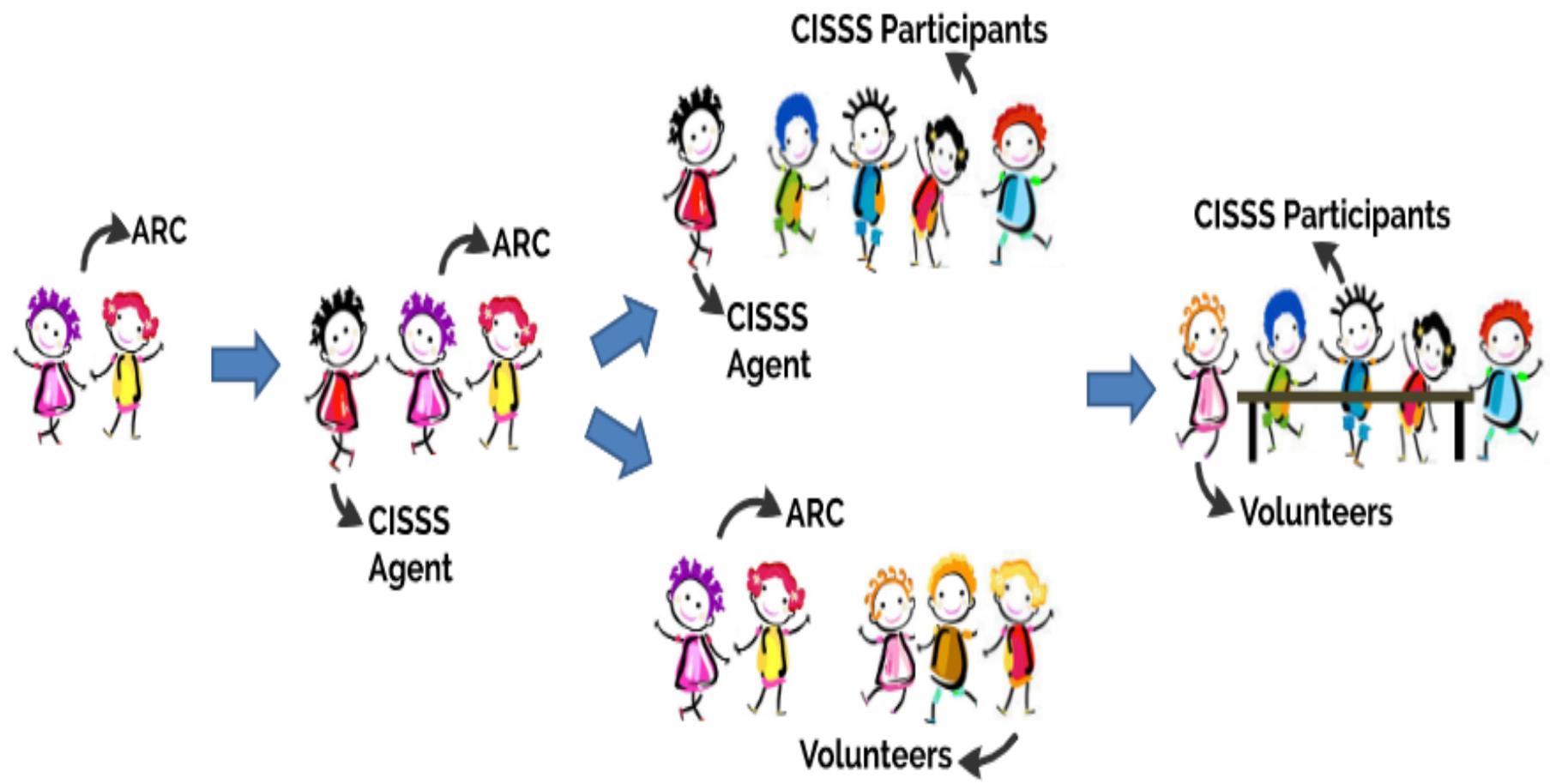
Health professionals practice their English skills in small informal groups during lunch



THE PARTNERSHIP

- ARC partnered with the CISSS de la Montérégie-Centre, who wants to :
 - facilitate access to services in English
 - collaborate with partners
 - sensitize employees to the reality of the English-speaking population
 - facilitate the development of linguistic competencies
- ARC and the CISSS Liaison Agent built the project together
- The liaison agent promoted the project within the CISSS





ARC'S RESPONSIBILITIES: VOLUNTEERS

- Prepare the materials
- Recruit the volunteers
- Follow up with the volunteers
- Provide support and backup if needed



VOLUNTEER RECRUITMENT

Recruitment strategy

- Create job description for English Conversation Leader
- Promote the volunteer position throughout community
- Interview, screening, orientation, and support

Participation

- Winter 2017 Pilot: 1 volunteer
- Spring 2017: 2 volunteers
- Fall 2017: 3 volunteers



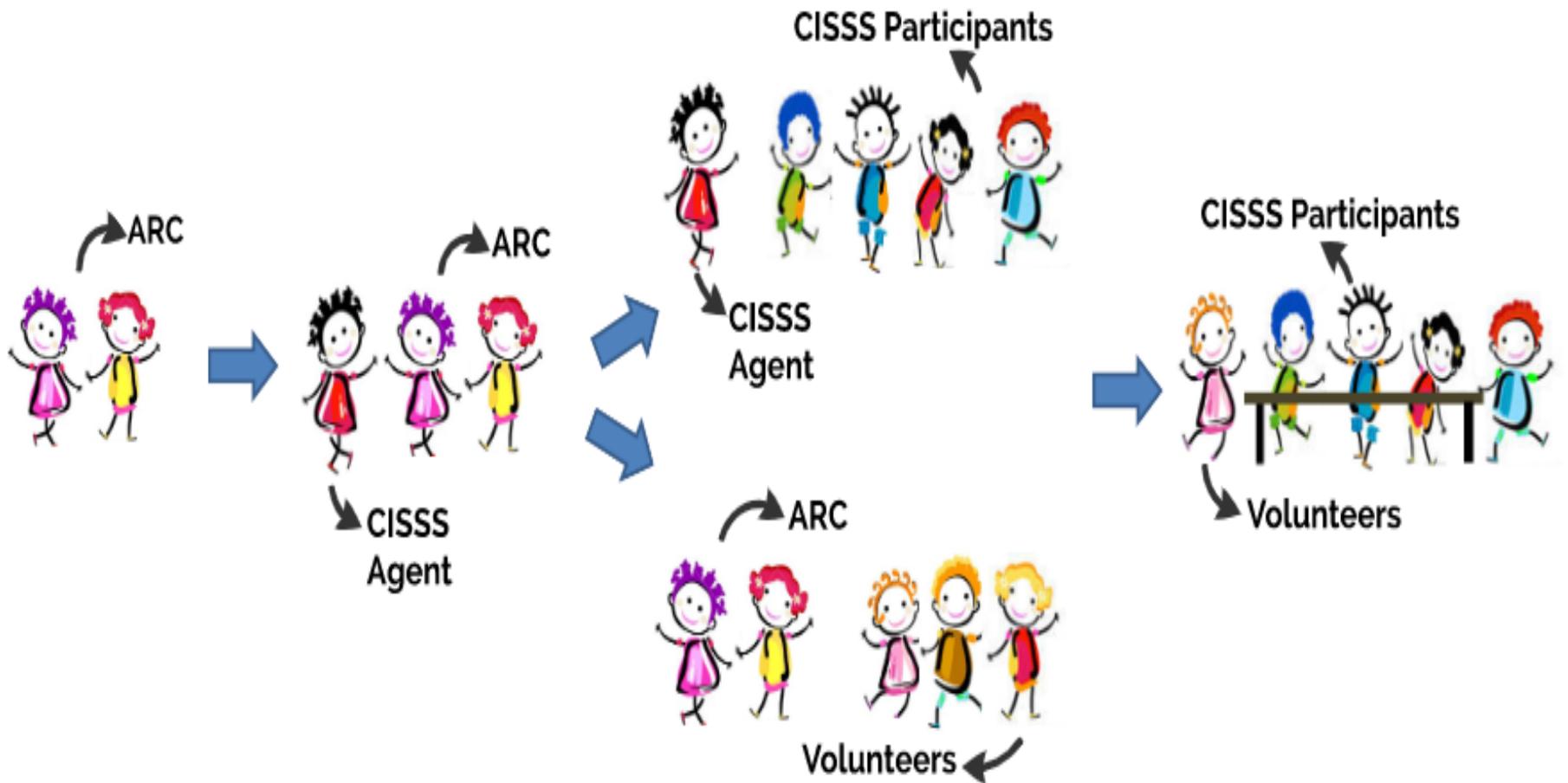


VOLUNTEER'S ROLE

Volunteer Conversation Monitors help lead discussions in these second language conversation groups. The groups meet once per week during six consecutive weeks at lunch hour.

Skills needed: A positive attitude, friendly disposition, ability to lead a group, and the facility to communicate effectively in English. Prior teaching or group facilitation experience is an asset but not required.

Responsibilities: Volunteers are expected to be punctual, reliable, discreet and respectful. They must be able to converse freely in English, encourage and assist with the involvement of all participants.



CISSS RESPONSIBILITIES: PARTICIPANTS

- Prepare the materials
- Reserve the rooms
- Recruit the participants
- Follow up with the participants
- If needed, assist the volunteers during the meetings



PARTICIPANT RECRUITMENT

Recruitment strategy:

- Recruitment memo
- Priority given to employees that have already participated
- Overbooking

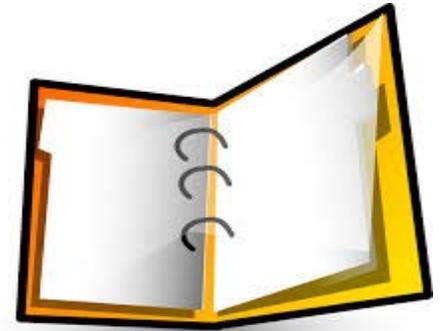


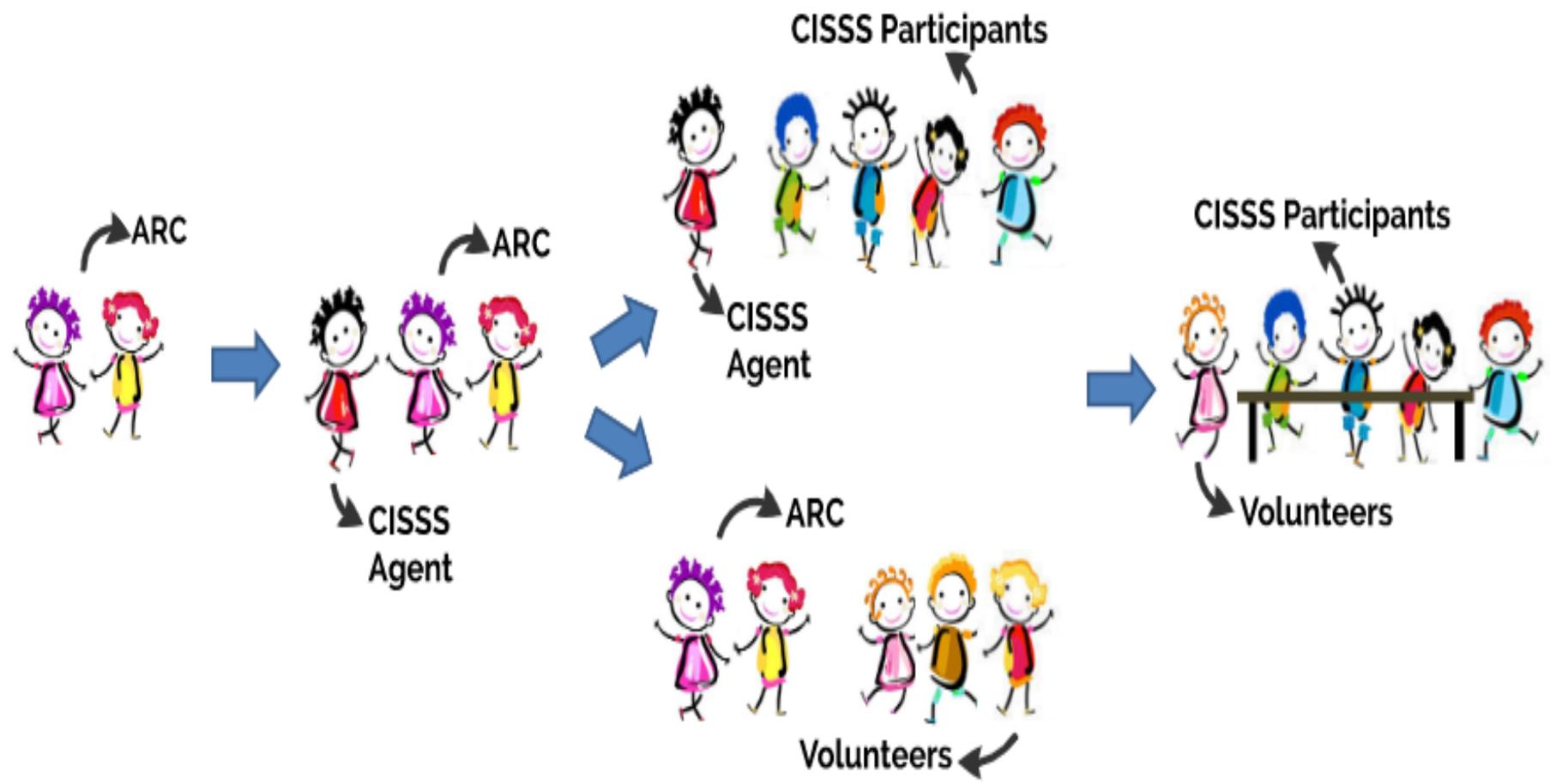
Participation:

- Winter 2017 Pilot: 5 participants
- Spring 2017: 2 groups: 20 participants
- Fall 2017: 3 groups: 45 participants

MATERIAL

- Participants list
- Volunteer package:
 - Volunteer description
 - Vocabulary lists + Health Passports
 - Satisfaction questionnaire
 - Activity packages
 - ✓ Debate
 - ✓ Truth or lie
 - ✓ Who am I?
- Certificate of completion
- Feature in I-Centre: the CISSS daily e-bulletin





A GREAT EXPERIENCE FOR EVERYONE



Participants comments:

- “ Lunch and learn are so much fun. The animator is really great”
- “ Can we have more than one per week?”
- “ I learned many new words and verbs. I have a better pronunciation”
- “ I’m not shy anymore to speak with English-speaking clients”
- “ Last time, the [English speaking] patient understood me!”
- “ At the CHSLD, I chatted with an [English speaking] resident”



BENEFITS: WIN-WIN-WIN

- **CISSS and ARC:**
 - Accomplish their responsibilities
 - Better respond to the English-speaking community needs
- **Volunteers:**
 - Have a chance to help the community
 - Recognition
- **Participants:**
 - Increase confidence and capacities
 - Increase willingness to speak in English when needed
- **English-speaking community:**
 - Feel welcomed when they seek services
 - Access to services in their preferred language

CHALLENGES AND POTENTIAL SOLUTIONS

Challenges	Solutions
Time consuming - difficulties to have more groups	Autonomous volunteers More resources allocated to project
Attendance	Overbooking More structured sessions Valorise participation Winter and spring registration only
Access for volunteers	Free parking

FUTURE PROJECTS

- Open other groups in other locations (ex. CLSC, CHSLD)
- Offer individual learning opportunities: On a voluntary basis, pairing CISSS employees with isolated community members (friendship phone calls and visits, activities)

Volunteer Job Description

Lunch-time English-language Conversation Group

Role: Health professionals volunteer their lunch hour in the goal of practicing their English skills in small informal groups. Volunteer conversation monitors help direct the discussions in these conversation groups.

Specific Tasks: Volunteer conversation monitors help direct the discussion in these second language conversation groups. The groups meet once per week during six consecutive weeks at lunch hour.

Skills Needed: A positive attitude, friendly disposition, ability to lead a group, and the ability to communicate effectively in English. Prior English-teaching or group facilitation experience is an asset but not required. Conversational French skills are also required.

Volunteer Responsibilities: Volunteer conversation monitors are expected to be punctual, reliable, discreet and respectful. They must be able to converse freely in English, encourage and assist with the involvement of all participants.

Information about upcoming sessions will be diffused by email. You are asked to confirm your availability. If you are unexpectedly unable to attend, please call 514-234-9370 or email robyngraham@arc-hss.ca

Special Conditions for hospital volunteers: Charles-LeMoyne covers the cost of parking while you are carrying out your assigned duties. You must register at the Volunteer Bureau of the hospital to get your free pass. A criminal record check is also required.

Hôpital Charles-Le Moyne
3120, boulevard Taschereau
Greenfield Park (Québec) J4V 2H1
Tél. : 450 466-5000
Access to parking on rue Saint-Charles.

Volunteer Agreement

I, _____, understand the terms of this position and agree to carry out the tasks described above to the best of my abilities.

Signed: _____ Date: _____

Volunteer Job Description

Volunteer Contact Information PLEASE WRITE CLEARLY

Your Name: _____

Address: _____

Postal Code: _____

Telephone number: _____

Email address: _____

Satisfaction Questionnaire for Lunch, Laugh, n' Learn

Participant

Your Name:

How many sessions attended?

Overall satisfaction

	(5) = Exceptional	(4) = Exceeds Requirements	(3) = Meets Requirements	(2) = Satisfactory	(1) = Needs improvement
The number of meetings (6) is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime is an appropriate timing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The animator communicates clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The animator makes us feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are fun and engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities help me practice my English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be able to use what I learned at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback

Which activities did you like the most?

What could be improved?

Would you recommend this session to your colleagues?

Would you return to Lunch, Laugh, n' Learn in the future?

Comments:

Thank you!

Volunteer Testimony – January 30, 2018

My name is Cynthia Lachance. I have been the beginners-group facilitator since the spring of 2017. I am retired, and I like meeting new people. I have enjoyed teaching 14 classes at the Charles LeMoyne Hospital.

I volunteer my time because I find it important that francophone hospital personnel become comfortable serving English-speaking clients in a professional capacity. I believe it's a positive step toward increasing access to better healthcare for everyone.

Over the course of these lessons, I have personally seen my "students" gain confidence and ability in expressing themselves in English.

I think the key to the success of this program is the simplicity and casual setting. Forget copybooks and exams. With beginner students, I have found it incredibly useful that these lessons take place over lunch. And there's no pressure involved since we're not dealing with technical language.

For example, I ask my students to describe what they ate for breakfast, or what department of the hospital they work in, or their plans for the weekend. You may be skeptical, but I can attest that this casual approach builds confidence and allows beginners to take risks and grow.

In fact, during the final lessons, they are quite independent! The students have come to know one another, and engage in pretty fluent English conversations all by themselves, without prompting from me.

And while grappling with verb tenses can sometimes be a tall order --- my students leave the lunch lessons with renewed confidence to talk to clients and colleagues in English.

It's been a rewarding experience for me in many ways, and I thank the Assistance and Referral Centre for its innovative program, and placing its trust in me as a volunteer. I can definitely attest to the simplicity and success of this program.

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ACTIVITIES

Bingo for Listening Comprehension

A traditional way to play bingo is to put English vocabulary words on the cards. Participants then need to listen for those words as you call them out so they can mark them off. The first person to get a line (up and down, side-to-side, four corners, diagonal) calls BINGO!

Bingo to Boost Speaking Skills

Two variations –

You can have each participant call out the bingo words instead of you.

You can call out each sentence on the bingo and ask a participant to give the definition of the sentence.

BINGO

Has a nut allergy	Never broke a bone	Speaks English at work	Changed a diaper	Gets up before 6 a.m.
Ever had surgery	Works with children	Been in an ambulance	Walks to work	Born in Quebec
Goes to the gym every week	Travels for work	FREE	Owens a car	Been on a diet
Ate breakfast today	Visited another country	Has a work uniform	Works full-time	Has a child
Speaks more than two languages	Had their tonsils removed	Has fainted in public	Is afraid of needles	Never had a cavity

Past simple: recent past

<p>What did you have for breakfast this morning?</p>	<p>What was the last film you saw?</p>
<p>Who did you last talk to on the telephone?</p>	<p>What did you last read?</p>
<p>What time did you go to bed last night?</p>	<p>What did you watch on TV last night?</p>
<p>What was the last photograph you took?</p>	<p>When did you last see the sea?</p>
<p>What did you buy yesterday?</p>	<p>What was the last meal you cooked?</p>

DEBATING

A debate is a discussion about an issue or a resolution. A formal debate involves two sides: one that supports a resolution and one that oppose it.

Debate Preparation:

- Ask the participants to separate into two groups. Put "sides" slips in an envelope and ask each group to draw one. Each group will need to find arguments for the side they draw.
- Put the chosen themes in an envelope and draw one.

Conducting Debate:

Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. Finally, each team gets an opportunity for rebutting the arguments of the opponent.

Technology makes us more alone	
Money can buy happiness	Life exists — or has existed — somewhere besides earth
We should feel guilty about killing spiders, ants or other bugs	
Vampires are stronger than werewolves	Being a woman is more advantageous than being a man
	Summer is the best season of the year
	Dogs are better than cats
Adulthood starts at 18 years old	Superman is stronger than Batman
Oppose	Support

CRAZY JOB INTERVIEW

Each player will take turns convincing others that they are the best for an imaginary job. The twist: they have to talk about things suggested by the other players, and explain why those things would make them a good fit for the job.

One player might have to explain why being an "Intellectual" and "A My Little Pony Fan" makes them a great "Supermodel". The next player might try to make a persuasive case that being "Funny" and "Angry with The Queen" makes them indispensable as "Prime Minister."

Set Up:

- Give each player five small strips of paper.
- Each player writes down 3 "traits." Just an adjective will do — "Fast," "Stupid," "Corrupt," or "Invisible," for example — but feel free to get creative. You can write an interest, such as "Video Gamer".
- Each player writes down two or more "occupations". Mundane or fantastical, it all works well. Ex. "Office Worker", "Waitress," "nurse", "Princess", "Dragon Hunter".
- All trait slips go into an envelope, and all occupation slips go into a separate one. Each player draws 2 trait slips and one occupation slip.
- One after the other, the participants will explain how the traits that they have drawn will help them to do the job.

Here are some preposition conversation questions to practice **In**, **On**, and **At**:

- Do you know what time you were born? (at 8am)
- When is your birthday? (On April 26)
- What city do you live in? (In Brossard)
- What time do you wake up? (at 6am)
- Where is your child's school? (In Saint-Lambert, on Greene Street)
- Where do you work? (At Charles LeMoyne)
- Which unit do you work in? (In Oncology, on the second floor)
- When do you eat dinner? (In the evening, at 7pm)
- Where do you eat your meals? (In the dining room, at the table)
- In what month do you take vacation? (In July)
- When did you graduate secondary school? (In 2004)

Simple Past Story Tellers

In this activity, students create stories from a list of prompt words.

Ask students to select a place, time and 3-4 verbs

Place: (City, country, etc.)

Time: (last night, 3 years ago, etc.)

Verbs: (Any verbs, some irregular)

Example:

Place: Tokyo

Time: 2 weeks ago

Verbs: go, listen, have, make

3. After the group has their information, they tell a story in the past about themselves using those words.

Time	Place	Verb
Last week	New York	Make
This morning	Work	Do
Yesterday	Home	Eat
Three years ago	Winnipeg	Dance
Two days ago	Cinema	Leave
When I was twelve	Hospital	Be
In the year 2000	Bar	Help

CERTIFICATE



PARTICIPATION

ENGLISH CONVERSATION



PRESENTED BY: *Cynthia Lachance, Emilie Bergeron, Robyn Graham*

ON THIS DAY:
