



## Obtaining Volunteering Opportunities

A CLB 5/6 Module with  
Online Assessment Tasks



This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-using tasks
- ✓ CLB 5 and CLB 6 Assessment Tasks
- ✓ Answer Keys
- ✓ Links to Online Assessment Tasks (Google Forms)

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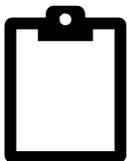
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## Table of Contents:

1. Module Plan.....	Page 4
2. Instructor Resources.....	Page 6
3. Warm-Up Activity.....	Page 9
4. Module Vocabulary and Grammar.....	Page 10
5. Handout 1: The Volunteer Interview Process.....	Page 11
6. Handout 2: Hard & Soft Skills .....	Page 12
7. Handout 3: Tell Me About Yourself.....	Page 13
8. Handout 4: Researching Volunteering Opportunities.....	Page 14
9. Ideas for Skill-Using Activities.....	Page 15
10. Tips for Using Assessment Tasks.....	Page 16
11. <b>CLB 5</b> Assessment Tasks & Answer Keys, Links to Online Assessments:	
• Listening.....	Page 18
• Speaking.....	Page 23
• Reading.....	Page 25
• Writing.....	Page 31
12. <b>CLB 6</b> Assessment Tasks & Answer Keys, Links to Online Assessments:	
• Listening.....	Page 38
• Speaking.....	Page 45
• Reading.....	Page 48
• Writing.....	Page 55



**TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#).**

	Listening (CLB 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
<b>Real-World Task Goals</b>	Understanding an information session about volunteering opportunities	Describing yourself in an interview for a volunteer position	Understanding postings for volunteering opportunities	Applying for a volunteer position
<b>Context/ Background Information</b>	Students should learn about: <ul style="list-style-type: none"> <li>• The importance of volunteering in Canadian culture</li> <li>• Sources for finding volunteer opportunities</li> <li>• The benefits of volunteering</li> </ul>			
<b>CLB Competency Areas and Features</b>	<b>Comprehending Information</b> Understand descriptive presentations related to personally relevant topics. <b>CLB 5:</b> Up to 5 minutes <b>CLB 6:</b> Up to 10 minutes  <b>Comprehending Instructions</b> Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures.	<b>Sharing Information</b> Ask for and give information related to routine daily activities in one-on-one interactions.	<b>Getting Things Done</b> Get information from simple to moderately complex business or service texts. <b>CLB 5:</b> up to 1 page <b>CLB 6:</b> up to 2 pages	<b>Getting Things Done</b> <ul style="list-style-type: none"> <li>• Complete forms requiring detailed personal information.</li> <li>• Write short business or service correspondence for routine personal needs.</li> </ul> <b>CLB 5:</b> about 20-30 items <b>CLB 6:</b> about 30-40 items
<b>Language Focus</b>	<b>Pragmatics:</b> Communicating in a respectful, formal way during an interview; talking about one's skills and abilities with confidence, appropriate body language during an interview.  <b>Grammar:</b> Simple Past and Present Perfect tenses, simple gerunds after adjectives (I am good at _____)			

	<b>Vocabulary:</b> Words and phrases to describe skills and experience, adjectives to describe traits (organized, helpful, punctual, etc.), vocabulary related to volunteering, posts for volunteer positions and applications.			
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>Using discourse markers to predict what will come next</li> <li>Using linguistic clues to identify setting and topic</li> <li>Listening for the main idea</li> <li>Listening for details</li> </ul>	<ul style="list-style-type: none"> <li>Turn-taking in a formal conversation</li> <li>Using comprehension checks</li> <li>Using repetition, rephrasing and expansion in responses</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading strategies (skimming, looking at images and organization of text)</li> <li>Activating prior knowledge of text structure</li> <li>Locating and comparing details</li> <li>Recognizing format and purpose of text</li> </ul>	<ul style="list-style-type: none"> <li>Planning writing of paragraph</li> <li>Using memorized phrases and vocabulary to describe personal skills in writing</li> <li>Proofreading for errors and incomplete information in forms</li> <li>Checking for spelling and grammar errors in paragraph</li> <li>Organizing writing into paragraph structure</li> </ul>
<b>Assessment Task</b>	Listening to an organization’s Information Session about volunteering opportunities and answering comprehension questions.	Participating in an interview for a volunteering position, including delivering an “elevator pitch” about personal skills, experience and interests.	Reading written descriptions of volunteering opportunities and answering comprehension questions.	Filling in an application for a volunteering position, including a paragraph (CLB 5) about skills, and a paragraph (CLB 6) about interest in the position.

## Instructor Resources:

1. *Volunteer Canada and Manulife Financial*. Building Blocks for Newcomers: A Guide on Volunteering (PDF). Information on Benefits of Volunteering, Examples of Volunteering, FAQs, Steps to Volunteering.
  - [https://volunteer.ca/vdemo/EngagingVolunteers DOCS/Building Blocks for Engaging Newcomer Volunteers Newcomers Guide.pdf](https://volunteer.ca/vdemo/EngagingVolunteers_DOCS/Building_Blocks_for_Engaging_Newcomer_Volunteers_Newcomers_Guide.pdf)
2. *VolunteerConnector.org*. Find volunteer postings in BC, AB, NB, SK.
  - <https://www.volunteerconnector.org/>
3. *BreakingNewsEnglish.com*. Volunteering Makes You Live Longer: Listening activity.
  - <https://breakingnewsenglish.com/1308/130826-volunteering.html>
4. *iteslj.org*. Conversation Questions about Volunteering.
  - <http://iteslj.org/questions/volunteer.html>
5. *BBC: Teaching English*. Lesson on Volunteering (article and list of unusual volunteering positions).
  - <https://www.teachingenglish.org.uk/article/volunteering>
6. *ESL Holiday*. Listening activity on International Volunteer Day.
  - [https://eslholidaylessons.com/12/international\\_volunteer\\_day.html](https://eslholidaylessons.com/12/international_volunteer_day.html)
7. *British Council: Learn English Teens*. Help Others, Help Yourself. (Radio interview in British English with online questions. A bit challenging.)
  - <https://learnenglishteens.britishcouncil.org/skills/listening/c1-listening/help-others-help-yourself>
8. *Alis.alberta.ca*. Article: 11 Ways Volunteering Can Help You Find a Job
  - <https://alis.alberta.ca/look-for-work/work-options/11-ways-volunteering-can-help-you-find-a-job/>
9. *BBC: Teaching English*. 15-minute podcast and lesson on Volunteering.
  - <https://premierskillenglish.britishcouncil.org/skills/listen/podcasts/learning-vocabulary-helping-others>
10. *Algonquin College*. LINC 4 Activities. Community and Government Services.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_4\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf)
  - Volunteer Applications. (page 297 - 323 or page 306-332 of online PDF) Vocabulary, practice application form, reading, reasons for volunteering speaking activity.
  - How Would You Like to Volunteer? (page 374-378 or page 383-387 of online PDF). Audio with questions, short ads and discussion about volunteering in schools.

- Online activities: <https://www.settlementatwork.org/lincdocs/LINC4/index.htm>
- Audio files at: <https://settlementatwork.org/resources/linc-1-4-classroom-activities>

11. *Volunteer Canada*. Doing Good is Good for You Study.

- [https://newsroom.uhc.com/content/dam/newsroom/2017\\_VolunteerStudy\\_Summary\\_Web.pdf](https://newsroom.uhc.com/content/dam/newsroom/2017_VolunteerStudy_Summary_Web.pdf)

12. *Family and Community Services NSW*. Video about reasons for volunteering, who volunteers and types of opportunities. (Australian accent, but slow)

- <https://www.youtube.com/watch?v=2szQhR4oZtA>

13. *CBC Edmonton EAL*. The Importance of Volunteerism During a Crisis. Audio, reading, etc. for CLB 6/7.

- <https://www.cbc.ca/edmonton/eal/2015/09/story-44-wildfires-and-the-importance-of-volunteerism-during-a-crisis.html>

14. *CBC Edmonton EAL*. Bob Davisson - A Champion of Change. Story of an award-winning volunteer. CLB 6+ level. Audio for listening activity. PDF (page 14 - 17) includes breakdown of how to apply for a volunteer position and a practice application form.

- <https://www.cbc.ca/edmonton/eal/2011/02/story-2-bob-davisson---a-champion-of-change.html>

15. *Wiki*: How to Volunteer.

- <https://www.wikihow.com/Volunteer>

## Elevator Pitches

1. SHNU. What is an elevator pitch? Video.

- <https://www.youtube.com/watch?v=hGkIVxwxrCk>

2. *ESL Gold*.

- Video examples of Elevator Pitches: [https://eslgold.com/business/elevator\\_pitch/](https://eslgold.com/business/elevator_pitch/)
- Article on How to Write an Elevator Pitch. <https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976>

## Hard and Soft Skills

1. *GCFLearnfree.org*. Video describing hard and soft skills.

- <https://www.youtube.com/watch?v=0FFLfcB9xfQ>

2. *Algonquin College*. LINC 5 Activities. Short reading and sorting e-activity
  - <https://www.settlementatwork.org/lincdocs/linc5-7/look.for.job/linc5-6/05.hard.soft.skills/05.hard.soft.skills.act1.gfill.htm>
3. *alis.alberta.ca*. Career Planner: Choosing an Occupation. Skills. Interests, Values and Traits. Page 25 – 34 (27 – 36 of online PDF). Worksheets with checklists.
  - <https://alis.alberta.ca/tools-and-resources/order-publications/>
4. *alis.alberta.ca*. Assessing You: The First Step in Career Planning (List of Transferrable Skills: page 15-18)
  - <https://alis.alberta.ca/tools-and-resources/order-publications/> (download PDF here)

## Grammar:

### 1. Simple Past

- <https://www.englishpage.com/verbpage/simplepast.html>
- <https://www.allthingsgrammar.com/past-simple-1.html>
  - There are 4 other pages on AllThingsGrammar – see side menu
- <https://www.teach-this.com/grammar-activities-worksheets/past-simple-affirmative-negative>
  - Some activities are free, some require a paid membership. See also other past tense activities found on the Grammar menu at the top.

### 2. Present Perfect

- <https://www.allthingsgrammar.com/present-perfect-simple.html>
- <https://www.englishpage.com/verbpage/presentperfect.html>
- <https://www.teach-this.com/grammar-activities-worksheets/past-simple-vs-present-perfect>
  - One activity is free, others require a paid membership. See also other present perfect activities found on the Grammar menu at the top.

### 3. Gerunds

- <https://www.allthingsgrammar.com/gerunds-and-infinitives.html> (more basic)
- <https://www.englishpage.com/gerunds/index.htm> (more advanced)

## Warm-up Activity



## Discussion Questions: Volunteering

1. According to Statistics Canada (2018), about 41% of Canadians volunteer each year. Why do you think so many people volunteer?
2. What are some examples of places you might be able to volunteer? What kind of “unpaid work” might you do there?
3. There are many benefits to volunteering. For example, you can add it to your resumé to help you find a job. Make a list of other benefits of volunteering.
4. What are some the challenges or difficulties you can face in both finding a volunteer opportunity and being successful in your volunteering?
5. Have you ever volunteered your time to help an organization? Share your experience.
6. Do you think everyone should volunteer to make a better society?
7. What do you know about the process of becoming a volunteer (the steps)?
8. What do you think your hard and soft skills are? What kind of volunteer position could you do to use or further develop those skills?

### **Hard skills:**

Technical skills, usually specific to a job

### **Soft skills:**

Skills you can use at any job (transferable)

## Vocabulary

### Vocabulary

volunteer (noun, verb)	position	experience	benefits
opportunity	responsibilities	elevator pitch	challenges
organization	requirements	strengths	reference
posting	skills	abilities	resumé
a cause	charity	remotely	cover letter
flexible schedule	short-term	long-term/on-going	orientation/training
requirements	police Information check/criminal check (with vulnerable sector)	references	submit application
waiver	commitment	hard skills	soft skills
asset	availability	preferred pronoun	physical limitations

**Note:** Refer to page 12 of this document for a checklist of hard and soft skills.

## Grammar

Students should review/learn and practice:

1. Simple Past tense
2. Present Perfect tense
3. Gerunds after adjectives/verbs: ex. interested in learning, good at doing, enjoy doing,

See [Instructor Resources](#) for materials on these topics.

## Handout 1: The Volunteer Interview Process



It is very common to go through an interview process before obtaining a volunteer position. Depending on the position, the interview may be short or it may be as long as a job interview. The following are steps for a simple interview for a volunteer position:

1. **First**, you will shake hands and introduce yourself.
2. **Second**, the interviewer will ask you questions. Here are some examples:
  - A. Which volunteer position are you interested in?
  - B. Why do you want to volunteer for this position?
  - C. Can you please tell me about yourself?
    - Here, you will give an “elevator pitch”.
      - Talk about your experience and your hard and soft skills.
  - D. What are your strengths and why do you think you would be good at this position?
  - E. Do you have any questions about the volunteer position?
3. **Last**, you will say thank you to the interviewer for speaking with you.

### SAMPLE ELEVATOR PITCH:

In order to be ready for your interview, it’s a good idea to practice a short description of yourself (or “elevator pitch”) for when the interviewer asks you to talk about yourself. Here is an example:

*My name is Carly Stone and I would like to volunteer so that I can help others. I enjoy working in a kitchen, so I would like to volunteer to help with the meals you prepare on weekends. I have worked in two different restaurants, one in Peru and one in Calgary. I have a high school diploma and I am working on a certificate in Food Preparation. I am a hard worker and work very well with others. I enjoy learning new things and communicate with others respectfully. I am also punctual and ask questions if I don’t understand something.*

*I can create dishes from different cultures and follow all the rules of food safety carefully. I also would be happy to help with food preparation, clean up or serving.*

*I would love the opportunity to volunteer with your organization.*

You can prepare your own elevator pitch using the handout **Tell Me About Yourself**.

## Handout 2: Hard and Soft Skills

Name: \_\_\_\_\_

Before you apply for a volunteering opportunity, it's a good idea to think about what your skills are. This will help you to describe yourself in an interview or an application. The chart below will help you to identify both your hard and soft skills. You can describe the ones you think are most important when you create your "elevator pitch".

- ⇒ **Hard Skills:** technical skills, or specific things you can do that are usually specific to a job
- ⇒ **Soft Skills:** abilities or characteristics that are more general and can be used in many different kinds of jobs

HARD SKILLS	SOFT SKILLS
<p><b>Things you can do.</b>  <b>I am good at _____ing/</b>  <b>I can _____ (verb):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Computer (software, word processing, etc.)</li> <li><input type="checkbox"/> Cooking</li> <li><input type="checkbox"/> Preparing food</li> <li><input type="checkbox"/> Cleaning</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Making _____</li> <li><input type="checkbox"/> Organizing _____</li> <li><input type="checkbox"/> Filing</li> <li><input type="checkbox"/> Typing</li> <li><input type="checkbox"/> Selling</li> <li><input type="checkbox"/> Fluency in _____ (language)</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Designing _____ (website, etc.)</li> <li><input type="checkbox"/> Doing taxes</li> <li><input type="checkbox"/> Taking care of _____ (children/seniors/pets)</li> <li><input type="checkbox"/> Painting</li> <li><input type="checkbox"/> Decorating</li> <li><input type="checkbox"/> Planning a party</li> <li><input type="checkbox"/> Making a budget</li> <li><input type="checkbox"/> Doing calculations</li> <li><input type="checkbox"/> Entertaining people</li> <li><input type="checkbox"/> Building _____</li> <li><input type="checkbox"/> Fixing _____</li> </ul>	<p><b>Skills you have.</b>  <i>I have strong _____/excellent _____.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Team-work skills</li> <li><input type="checkbox"/> Problem-solving skills</li> <li><input type="checkbox"/> Time management skills</li> <li><input type="checkbox"/> Project management skills</li> <li><input type="checkbox"/> Presentation skills</li> <li><input type="checkbox"/> Communication skills</li> <li><input type="checkbox"/> Interpersonal skills</li> <li><input type="checkbox"/> Leadership skills</li> <li><input type="checkbox"/> Desire to learn</li> <li><input type="checkbox"/> Work ethic</li> </ul> <p><b>WHAT YOU ARE (ADJECTIVES):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dependable</li> <li><input type="checkbox"/> Hard-working</li> <li><input type="checkbox"/> Detail-oriented</li> <li><input type="checkbox"/> Adaptable</li> <li><input type="checkbox"/> Resourceful</li> <li><input type="checkbox"/> Creative</li> <li><input type="checkbox"/> Organized</li> <li><input type="checkbox"/> Respectful</li> <li><input type="checkbox"/> Ability to work under pressure</li> </ul>

## Handout 3: “Tell Me about Yourself” (Elevator Pitch)



Name: \_\_\_\_\_

The basics: who I am	Soft Skills: my characteristics	
<b>Experience</b> (work, volunteering, home):	<i>Examples:</i> ○ I am _____ (ADJECTIVE). ○ I have excellent/strong ___ (NOUN) skills.	
<b>Qualifications</b> (education, certificates):	<b>Adjectives:</b>  • • • • • • •	<b>Nouns:</b>  • • • • • •
<b>Hard skills: things I can DO</b>	<b>Why I want to volunteer</b>	



Commitment:	
Application process:	
Location:	
<b>Opportunity Number Three</b>	
Organization:	
Volunteering position/role:	
Responsibilities:	
Requirements:	
Qualities considered an asset:	
Commitment:	
Application process:	
Location:	

## Ideas for Skill-Using Activities



### Listening:

The instructor can do a mock “Information Session on Volunteering Opportunities” in which s/he reads ads from Volunteer Connector (or another website with volunteer postings). Students can fill in [Handout 4: Researching Opportunities](#) (page 14) or answer instructor-prepared questions.



### Speaking:

Students practice delivering their elevator pitch at a mock networking event/volunteering fair. They can follow the steps outlined on [Handout 1: The Volunteer Interview Process](#). Feedback can be given either by the instructor or a peer using a modified version of the speaking assessment rubric, or the student can do a self-assessment.



### Reading:

Students read ads on Volunteerconnector.org and fill in the [Handout 4: Researching Opportunities](#) (page 14) or answer instructor-prepared questions.



### Writing:

Students fill in an application for a volunteering opportunity. Instructors may find an opportunity on VolunteerConnector.org (or another website with volunteer postings) or let students choose an opportunity themselves from the website. Instructors can use the form from the final writing assessment and give feedback using an adapted version of the rubric, or have students do a self-assessment or a peer assessment.

## Tips for Using Assessment Tasks

1. In this Module Plan, you will find the paper version of the Assessment Tasks only. However, there are links to CLB 5 and CLB 6 Online Assessment Tasks for each skill.
2. For each Google Form assessment, you have a choice of **View** or **Make a Copy**. To use it with your students, choose Make a Copy. Once you do so:
  - You can edit the copy.
  - You can view results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
  - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
  - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
  - For questions requiring a short answer, you can manually correct the responses by going to Responses for the Google form, then Questions.
  - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
  - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
  - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
  - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

# CLB 5 Assessment Tasks

## CLB 5 Listening Assessment

<b>TASK</b>	Understanding an information session about volunteering opportunities
<b>COMPETENCY</b>	<b>Comprehending Information</b> <b>Comprehending Instructions</b>
<b>INSTRUCTIONS</b>	Students listen to the audio and answer the questions. They may listen twice.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 11 out of 16 to achieve CLB 5 on the task.</b>
<b>ONLINE ASSESSMENTS</b> 	CLB 5 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a> *Note: the audio files are already embedded into the Forms. Audio File: <a href="#">HERE</a>

### CLB 5 Listening Assessment: Audio Transcript

Hello everyone, and welcome to Sasha’s Corner. I’m Barb, one of the managers, and I’m really excited to see you all here today. I hope, after my talk, you will find a volunteering opportunity with us. I am going to tell you a bit of background on our organization. Then I will tell you about the ways you can volunteer with us and the process of applying.

So, to kick things off, I’d like to share the story of Sasha’s Corner. Sasha’s was founded in 1987 by a woman named Julia Morales. Julia’s daughter passed away at the young age of six, and Julia wanted to do something in her daughter’s memory that would bring joy to other people’s lives. Julia and her friends began by raising money to buy toys and books for children. A few years later, they started a program where teenagers helped seniors with grocery shopping and snow shovelling. Now, many years later, Sasha’s Corner has eight different programs and branches in four different locations.

Now that you know a little about the organization, I’d like to fill you in on some of the opportunities available for volunteering. As we have some programs that run all year long, we are always looking for long-term volunteers. We ask any volunteer interested in the year-long programs to make a commitment for at least 6 months. We also have short-term or even one-time programs that we run. If you can’t commit to six months, those might be a better choice for you. Now I’m going to give you examples of both long-term and short-term options.

For long-term programs, we have the Parenting Support program. We would match volunteers with a family that is having some struggles with taking care of their children. After a one-week

training program, you would visit that family twice a month to provide support and friendship. You would need to do a criminal check beforehand, of course.

Another program we have is the Uncle or Aunty Program. We match volunteers with a child in a single parent home who would benefit from extra support. If you are an Aunty or Uncle, you take the child out for an activity twice a month, like to the park or the zoo. Training and a criminal check are required to volunteer for this program, and if you speak a language in addition to English that is an asset.

A third long-term program we offer is Senior's Friend. We match seniors living on their own to teen or adult volunteers. Those volunteers visit the seniors to play cards or have tea or do errands for them.

Now I'll move on to the short-term volunteers we are looking for. We host many fundraising and community events that require all kinds of help. For example, every year we hold a community garage sale. We also have one my favorites, Fix It Day. We gather volunteers that are good at repairing things, everything from bikes to jewelry and kitchen appliances to computers. Anyone from the community can come with a broken item and our volunteers will try to fix it, for free.

As you can see, we have many choices for volunteering. You will find information about all the volunteering positions in the booklet I will hand out at the end of my talk.

For now, however, I'd like to touch briefly on the process of applying to volunteer with us. There are several steps. The first thing you should do is fill out our Volunteering Application form. It can be found in the booklet and also online. On the application, you must indicate which position you are interested in. You will also be asked to write answers to some questions, such as why you want to volunteer for this position and what skills you have that will make you successful. Once we read your application, we will call you for an interview if we need someone for that role and we think you are suitable. Everyone must have an interview before volunteering.

I'm going to hand out the booklet and take any of your questions. Thanks again for your interest, and I hope to see you volunteering in one of our positions very soon!



## CLB 5 Listening Assessment: Understanding an Information Session about Volunteering Opportunities

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Understanding an information session about volunteering opportunities
<b>COMPETENCY</b>	<b>Comprehending Information</b> <b>Comprehending Instructions</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 11 out of 16 to achieve CLB 5 on this task.</b>
<b>INSTRUCTIONS</b>	Listen to the audio and answer the questions. You may listen to the audio twice.

1. Who is this information session for (the audience)? (1 point)
  - a) people who want a job with Sasha's Corner
  - b) people who want to volunteer with Sasha's Corner
  - c) people who want to volunteer for the Toy Exchange
2. Who is the speaker? (1 point)
  - a) the founder of Sasha's Corner
  - b) a volunteer with Sasha's Corner
  - c) a manager at Sasha's Corner
3. What are the key points of the talk? (1 point)
  - a) the story of Sasha's Corner, volunteering opportunities and how to apply
  - b) the story of Sasha's Corner and the benefits of volunteering with them
  - c) why families in the community need help
4. **Circle** **True** or **False** for each statement, based on the information in the talk: (6 points)
  - a) The first program Sasha's Corner started was teens helping seniors. True False
  - b) If you can't commit to volunteering for six months, you should volunteer for a short-term option. True False
  - c) In the Aunty or Uncle Program, you will take many children out for activities. True False
  - d) You don't need a criminal check to volunteer for the Uncle or Aunty program. True False
  - e) Teenagers can volunteer for the Senior's Friend program. True False
  - f) Volunteers repair broken items for free on Fix-It Day. True False

5. The speaker says, “So, to kick things off, I’d like to share the story of Sasha’s corner.” What do you think **kick things off** means? (1 point)

- a) to hurt someone
- b) to start
- c) to finish

**Answer the following questions with short answers:**

6. For which program is it an asset to speak English and another language? (1 point)

7. Where can you find the application form for volunteering for Sasha’s Corner? (1 point)

8. What do you have to indicate on the application form? (1 point)

9. Who has to have an interview before volunteering with Sasha’s Corner? (1 point)

10. If you applied to volunteer at Sasha’s Corner, which position would you apply for? Give one reason you would choose that position. (2 points)

**Score: /16**

**Did you achieve CLB 5 on this task?**

- Not Yet
- Yes

## Answer Key CLB 5 Listening Assessment: Understanding an Information Session about Volunteering Opportunities

1. b
2. c
3. a
4.
  - a) F
  - b) T
  - c) F
  - d) F
  - e) T
  - f) T
5. b
6. Aunty and Uncle Program
7. in the booklet or online
8. which position you're interested in
9. everyone
10. Answers will vary: choose one position from the audio (Parenting Support, Uncle or Aunty Program, Senior's Friend, garage sale, Toy Exchange, or Fix It Day) and give a reason for the choice.

## CLB 5 Speaking Assessment Task

<b>TASK</b>	Describing yourself in an interview
<b>COMPETENCY</b>	<b>Sharing Information</b>
<b>INSTRUCTIONS</b>	Students will participate in a role play of an interview for a volunteering position of their choice. Instructions are provided on the CLB 5 Speaking Assessment Task Card. The teacher or another student may play the role of the interviewer.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get “yes” on the Holistic Criteria and 4 out of 5 on the Analytic Criteria to achieve a CLB 5.</b>
<b>ONLINE ASSESSMENTS</b>  	CLB 5 Google Form Rubric: <a href="#">View</a>   <a href="#">Make a copy</a>  *Note: the instructor will fill in the rubric after the student completes the assessment.

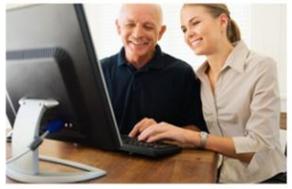


## CLB 5 Speaking Assessment Task Card: Describing yourself in an interview

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Competency:** Sharing Information

**Instructions:** Imagine you meet a manager of an organization that you want to volunteer for. You will participate in a short interview in which you describe your skills and explain why you want to volunteer with them. Choose one of the volunteer positions below:

	<b>Pet care and dog walking</b> <ul style="list-style-type: none"><li>• Visit seniors each week and help with pet care and dog walking.</li></ul>		<b>Cooking and serving food</b> <ul style="list-style-type: none"><li>• Volunteer to prepare meals for families in need. Twice a month.</li></ul>
	<b>Technical support</b> <ul style="list-style-type: none"><li>• Spend three hours per week at the center helping people with computers.</li></ul>		<b>Childcare</b> <ul style="list-style-type: none"><li>• Play games and make crafts with kids during meetings. Twice a month.</li></ul>

### In the interview:

1. **First**, you will shake hands and introduce yourself.
2. **Second, the coordinator will ask you these questions:**
  - A. Which position are you interested in volunteering for?
  - B. Why do you want to volunteer for this position?
  - C. Can you please tell me about yourself?
    - Here, you will give an “elevator pitch”.
      - Talk about your experience and your hard and soft skills.
      - Say at least 6 things about yourself.
  - D. Do you have any questions about the volunteer position?
    - Ask at least one question.
3. **Last**, you will say thank you to the employer for speaking with you.



### CLB 5 Speaking Assessment: Describing yourself in an interview

Competency: Sharing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for success:** You must get “yes” on holistic (\*) and 4 out of 5 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe yourself?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak at a good rate and volume with adequate fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate body language and eye contact?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 5 on this task?</b>			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes



### CLB 5 Speaking Assessment: Describing yourself in an interview

Competency: Sharing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for success:** You must get “yes” on holistic (\*) and 4 out of 5 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe yourself?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak at a good rate and volume with adequate fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate body language and eye contact?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 5 on this task?</b>			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

## CLB 5 Reading Assessment Task

<b>TASK</b>	Understanding postings for volunteering opportunities
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>INSTRUCTIONS</b>	Students read the text “CLB 5 Reading Assessment: Understanding Postings for Volunteer Opportunities” and answer the comprehension questions.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 11 out of 16 to achieve CLB 5 on this task.</b>
<b>ONLINE ASSESSMENTS</b>  	CLB 5 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a>

## CLB 5 Reading Assessment: Understanding Postings for Volunteer Opportunities



Apply Now

### Activities involved:

Driving

Community Outreach

### Requirements:

- Valid driver's license
- Vehicle with insurance
- Languages other than English are an asset



2-4 hours monthly



Deliveries occur on weekends

**Address:** 2320-44 St SW

New Listing

## Volunteer Delivery Drivers

Helping Hands is looking for Volunteer Drivers to deliver food hampers to families and seniors in need. We need volunteers to start immediately and who can provide their own vehicle. Must have a valid driver's license and vehicle insurance.

Volunteers will drive for 2-4 hours, generally on a Saturday or Sunday. We are asking volunteers to commit to a minimum of one shift per month for three months. We will try to assign drivers to specific areas of the city to minimize driving distances. Volunteers will be reimbursed fuel costs based on kilometers.

Helping Hands is a non-profit organization that aims to provide assistance to low-income community members going through tough times. Clients are referred to us by community organizations, and we do our best to support clients until long-term solutions can be found.



Apply Now

### Activities involved:

Food preparation

Serving meals to clients

### Requirements:

- Criminal check
- Two references
- Kitchen safety training course (1 day)



4 hours/2x per month



Volunteers needed Wed/Fri

**Address:** 394 Centre St North

New Listing

## Kitchen Volunteers

Do you like being in a kitchen, helping others prepare and cook delicious food to help those in need? Granny's Kitchen needs you!

Granny's Kitchen was founded in 2002. It has served over fifty thousand meals to families facing challenges such as illness of a family member, house fires or loss of a loved one. We have two locations with two big and beautiful kitchens where not only food, but also caring, is served every Wednesday and Friday evening. Granny's Kitchen is completely volunteer run, and we're presently looking for people to help do tasks like cutting vegetables, cooking and serving our clients. Experience cooking would be an asset but is not required. We interview all of our volunteers before they begin.

Volunteers can choose to help on either Wednesdays, from 3-7, or Fridays from 3-7. We ask our volunteers to commit to two shifts per month for a minimum of six months. Volunteering with us is a great way to meet new people, build new skills and help your community!



## CLB 5 Reading Assessment: Understanding Postings for Volunteering Opportunities

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Understanding postings for volunteering opportunities
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 11 out of 16 to achieve CLB 5 on this task</b>
<b>INSTRUCTIONS</b>	Read the text “CLB 5 Reading Assessment: Understanding Postings for Volunteer Opportunities” and answer the comprehension questions.

1. Who would probably read this kind of text? (1 point)
  - a) people looking for volunteer positions
  - b) people looking for jobs
  - c) people looking for help with delivery services
2. Where could you probably find this kind of text? (1 point)
  - a) in a book in the library
  - b) in a magazine
  - c) on a website for people interesting in volunteering
3. What are the names of the organizations posting in this text? (1 point)
  - a) Volunteer Delivery Drivers and Kitchen Volunteers
  - b) Helping Hands and Granny’s Kitchen
  - c) Driving and Community Outreach
4. You have friends that are interested in volunteering. For each friend, choose which place would be good for them to volunteer in these postings and check the box beside it . If both places would be good, choose “both”. (6 points)
  - a) Sam wants to volunteer only on weekends. Which place is good for Sam?  
 Helping Hands       Granny’s Kitchen       both
  - b) Hana likes cooking but doesn’t like lifting heavy boxes. Which place is good for Hana?  
 Helping Hands       Granny’s Kitchen       both
  - c) Bob doesn’t have a driver’s license. Which place is good for Bob?  
 Helping Hands       Granny’s Kitchen       both
  - d) Lu can volunteer only once a month. Which place is good for Lu?  
 Helping Hands       Granny’s Kitchen       both

e) Shen wants to volunteer 4-8 hours per month. Which place is good for Shen?

- Helping Hands       Granny's Kitchen       both

f) Fatima can only commit to volunteering for 3 months, not longer. Which place is good for Fatima?

- Helping Hands       Granny's Kitchen       both

5. The text says that "Helping Hands is a non-profit organization that aims to **provide assistance** to low-income community members...". What do you think the meaning of provide assistance is? (1 point)

- a) teach
- b) give help
- c) reimburse kilometers

6. The text says that "not only food, but also caring, is served every Wednesday and Friday evening" at Granny's Kitchen. What do you think this means? (1 point)

- a) people at Granny's Kitchen give meals, but they also like to take care of others
- b) people at Granny's Kitchen share food with others but they don't care if it's delicious
- c) people at Granny's Kitchen share food and they hope that the food is delicious

7. What do Volunteer Drivers deliver at Helping Hands? (1 point)

8. Which two activities are involved if you become a Kitchen Volunteer at Granny's Kitchen? (1 point)

9. What kind of families do they serve at Granny's Kitchen? (1 point)

10. If you wanted to volunteer, which volunteering position in this text would you choose? Give one reason why you would choose that position. (2 points)

**Score:    /16**

**Did you achieve CLB 5 on this task?**

- Not Yet
- Yes

## Answer Key CLB 5 Reading Assessment: Understanding Postings for Volunteer Opportunities

1. a
2. c
3. b
4.
  - a) Helping Hands
  - b) Granny's Kitchen
  - c) Granny's Kitchen
  - d) Helping Hands
  - e) Both
  - f) Helping Hands
5. b
6. a
7. food hampers
8. food preparation and serving food
9. families facing challenges
10. Answers will vary: Choose one position and give a reason

## CLB 5 Writing Assessment Task

<b>TASK</b>	Applying for a volunteer position
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>INSTRUCTIONS</b>	Students fill out an application form for a volunteering position using the information from the CLB 5 Writing Assessment Task Card. They choose a position they are interested in and fill out the application, including a short paragraph about their skills and interests.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get “yes” on the Holistic Criteria and 4 out of 5 on the Analytic Criteria to achieve CLB 5 on this task.</b>
<b>ONLINE ASSESSMENTS</b> 	CLB 5 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a> CLB 5 Google Form Rubric: <a href="#">View</a>   <a href="#">Make a copy</a>



## CLB 5 Writing Assessment Task Card: Applying for a Volunteer Position

**Competency:** Getting Things Done

**Instructions:** You are looking for an opportunity to volunteer. You want:

- To volunteer once a week for 2 hours
- To commit to volunteering for 6 months

You see a poster with volunteering opportunities on the bulletin board of your community center. Choose one position and fill out the application form to apply.



### Volunteer Positions Available!

Are you interested in gaining valuable work experience, meeting people and making your community a better place? Come and volunteer with the Redrock Community Association and learn some new skills. The following positions are available:

- **Special Event Organizer:** help plan parties at the community center such as Canada Day and Stampede breakfast. You will need to help organize food, advertising and activities for children.
- **Cook:** help in the kitchen during special events, such as Stampede breakfast and Canada Day. Must prepare food, cook and serve.
- **Food Basket Delivery:** help a team of people deliver food baskets to houses in the neighborhood.
- **Children's Day Camp volunteer:** help summer day camp leaders by preparing crafts and games and doing face painting.
- **Senior's Helper:** have tea with seniors, play cards, and possibly paint their nails or do their hair.
- **Computer Support:** help visitors use the Computer Stations and printers at the community center.
- **Maintenance:** help with fixing and cleaning the community center.

*Please fill in the application form available on the Redrock Community Association website.*



## CLB 5 Writing Assessment Task: Applying for a Volunteer Position

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Applying for a volunteer position
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get “yes” on holistic (*) criteria and 4 out of 5 analytic criteria to achieve CLB 5 on this task.</b>
<b>INSTRUCTIONS</b>	Fill out the application form below about yourself and using the information from the CLB 5 Writing Assessment Task Card.

### Volunteer Application Form: Redrock Community Association

First Name:

Last name:

Address:

City:

Postal Code:

Phone number:

Email:

**Preferred contact method:**

- Cell phone
- Home phone
- Email

**Emergency Contact**

Name:

Phone:

Relationship:

**Position interested in:**

**Availability:**

- Any time
- Daytime
- Evening
- Weekends

**Number of Hours available per week:**

- 1-2
- 3-4
- 5-7
- More than 7

**How long are you willing to continue volunteering?**

- 1-3 months
- 3-6 months
- 6-12 months
- Ongoing

**Do you speak any languages other than English?**

- Yes
- No

**If yes, which language(s)?**

**Do you have a valid driver's license?**

- Yes
- No

**Do you have current Standard First aid certification?**

- Yes
- No

**Have you ever been convicted of a crime?**

- Yes
- No

**Your education/training/qualifications:**

**Tell us about yourself: please write a paragraph about your skills and interests that will help you do this volunteer position.**



**How did you find out about the volunteering opportunities at Redrock Community Association?**

- Bulletin board at the community centre
- Website
- From a friend

*Thank you very much for applying to volunteer with the  
Redrock Community Association.*

*We appreciate your interest and will be in touch soon if you  
are selected for an interview!*



### CLB 5 Writing Assessment: Applying for a volunteer position

Competency: *Getting Things Done*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for Success:** “Yes” on holistic (\*) criteria and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and fill in all of the form?	<input type="checkbox"/>	<input type="checkbox"/>	
Answer the questions on the form accurately?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe your skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Provide enough details about your skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar in your paragraph?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct spelling, capitalization and punctuation?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 5 on this task?</b>			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes



### CLB 5 Writing Assessment: Applying for a volunteer position

Competency: *Getting Things Done*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for Success:** “Yes” on holistic (\*) criteria and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and fill in all of the form?	<input type="checkbox"/>	<input type="checkbox"/>	
Answer the questions on the form accurately?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe your skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Provide enough details about your skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar in your paragraph?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct spelling, capitalization and punctuation?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 5 on this task?</b>			<input type="checkbox"/> Not Yet

	<input type="checkbox"/> Yes
--	------------------------------

## CLB 6 Assessment Tasks

## CLB 6 Listening Assessment

<b>TASK</b>	Understanding an information session about volunteering opportunities
<b>COMPETENCIES</b>	<b>Comprehending Information</b> <b>Comprehending Instructions</b>
<b>INSTRUCTIONS</b>	Listen to the Information Session and answer the comprehension questions. You will listen to the audio twice.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 14 out of 20 to achieve CLB 6 on the task</b>
<b>ONLINE ASSESSMENTS</b> 	CLB 6 Google Form Assessment: <a href="#">View</a>   <a href="#">Copy</a> *Note: the audio file is already embedded into the Forms. <b>Audio File:</b> <a href="#">HERE</a>

### CLB 6 Listening Assessment: Audio Transcript

Hello everyone, and welcome to Sasha’s Corner. I’m Barb, one of our managers, and I’m really excited to see you all here today, because volunteers are the heart and soul of our organization. Without people like you, Sasha’s Corner would not work. So, thank you for coming and for your interest in volunteering with us. I hope, after my talk, you will find an opportunity that calls your name and consider spending some of your time with us. In the next few minutes, I am going to tell you a bit about our organization and what our mission is. Then I will tell you about the many possible ways you can volunteer with us and a little bit about the process of applying for one of our positions.

So, to kick things off, I’d like to share the story of Sasha’s Corner with you. Sasha’s was founded in 1987 by a woman named Julia Morales. Julia’s daughter passed away at the young age of six, and Julia wanted to do something in her daughter’s memory that would bring joy to other people’s lives. With a group of friends, Julia started the organization from her basement. They began by raising money to buy toys and books for children facing poverty. A few years later, they started a program where teenagers helped seniors with things like grocery shopping and snow shovelling. Now, many years later, Sasha’s Corner has eight different programs and has branches in four different locations. Over five thousand volunteers are involved with Sasha’s every year, and they help thousands of families. Our founder Julia is still involved in the organization and is always very happy to hear about new volunteers ready and willing to help with the mission: bringing joy to people’s lives, especially those facing difficulties.

Now that you know a little about the organization, I’d like to fill you in on some of the

opportunities available for volunteering. As we have some programs that run all year long, we are always looking for long-term volunteers. For this reason, we ask any volunteer interested in the year-long programs to make a commitment for at least 6 months. We also have short-term or even one-time programs that we run, such as one day fundraisers, so if you can't commit to six months, those might be a better choice for you. Now I'm going to give you examples of both long-term and short-term options.

For long-term programs, we have the Parenting Support program. If you volunteer for this one, we would match you with a family that is having some struggles with taking care of their children. After a one-month training program, you would visit that family twice a month to provide support and friendship. You would need to do a criminal check beforehand, of course.

Another program we have that is similar is the Uncle or Aunty Program. To be an Aunty or Uncle means we match you with a child in a single parent home who would benefit from extra support. If you are an Aunty or Uncle, you take the child out for an activity twice a month, like to the park or the zoo. You become a support to a child in need. Training and a criminal check are also required to volunteer for this program, and if you speak a language in addition to English that is an asset.

A third long-term program we offer is Senior's Friend. We match seniors living on their own to teen or adult volunteers. Those volunteers help the seniors out by visiting them to playing cards or have tea or doing errands or small chores for them. Our volunteers often create wonderful friendships with the seniors, and the seniors really appreciate the help from a friendly face.

So those are our main long-term programs. Now I'll move on to the short-term volunteers we are looking for. We host many fundraising and community events that require all kinds of help. For example, every year we hold a huge community garage sale and always need people to set up tables, put on price tags, and clean up afterwards. We also host a Toy Exchange where parents can trade in toys for other used items. For the Toy Exchange, we need people to help with cleaning the toys. We also have a program where we deliver baskets to new mothers, so we need volunteers to assemble and deliver the baskets. And the last short-term opportunity I will mention is our Fix It Day. We gather volunteers that are good at repairing things, everything from bikes to jewelry and kitchen appliances to computers. We set them up at tables, and anyone from the community can come with a broken item and our volunteers will try to fix it, for free. It's a very popular event.

As you can see, we have many choices for volunteering at Sasha's Corner. And there are more programs and events that I haven't talked about. You will find information about all the volunteering positions in the booklet I will hand out at the end of my talk.

For now, however, I'd like to touch briefly on the process of applying to volunteer with us. There are several steps you will need to follow, and the process might be longer if you are applying for a long-term program. The first thing you should do is fill out our Volunteering Application form. It can be found in the booklet I will give you and also online. In the

application, you must indicate which position you are interested in. If it is for a long-term program, you will be asked to provide two references and a criminal check. You will also be asked to write answers to some questions, such as why you want to volunteer for this position and what skills you have that will make you successful.

If you're applying for a short-term volunteering role, however, like helping with the Toy Exchange, you will not be asked to answer any written questions.

Once we read your application, we will call you for an interview if we need someone for that role and we think you are suitable. Everyone must have an interview before volunteering, but the interview will be shorter for volunteers for short-term or one-time programs or events.

Well, I think that's all for now. I'm going to hand out the booklet and take any of your questions. Thanks again for your interest, and I hope to see you volunteering in one of our positions very soon!



## CLB 6 Listening Assessment: Understanding an Information Session about Volunteering Opportunities

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Understanding an information session about volunteering opportunities
<b>COMPETENCY</b>	<b>Comprehending Information &amp; Comprehending Instructions</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 14 out of 20 to achieve CLB 6 on this task</b>
<b>INSTRUCTIONS</b>	Listen to the audio and answer the questions. You may listen twice.

- Who is this information session for (the audience)? (1 point)
  - people who want a job with Sasha's Corner
  - people who want to volunteer with Sasha's Corner
  - people who want to volunteer for the Toy Exchange
- Who is the speaker? (1 point)
  - the founder of Sasha's Corner
  - a volunteer with Sasha's Corner
  - a manager at Sasha's Corner
- What are the key points of the talk? (1 point)
  - the story of Sasha's Corner, volunteering opportunities and how to apply
  - the story of Sasha's Corner and the benefits of volunteering with them
  - why families in the community need help
- Circle True or False** for each statement, based on the information in the talk: (6 points)
  - The first program Sasha's Corner had was teens helping seniors. True False
  - If you can't commit to volunteering for six months, you should volunteer for short-term options. True False
  - In the Aunty or Uncle Program, you will take many children out for activities. True False
  - You don't need a criminal check to volunteer for the Uncle or Aunty program. True False
  - Teenagers can volunteer for the Senior's Friend program. True False
  - Volunteers repair broken items for free on Fix It day. True False

5. The speaker says, “So, to kick things off, I’d like to share the story of Sasha’s corner.” What do you think **kick things off** means? (1 point)

- a) to hurt someone
- b) to start
- c) to finish

6. The speaker says, “For now, however, I’d like to touch briefly on the process of applying...”. What do you think **touch briefly** means? (1 point)

- a) talk for a short time
- b) talk for an hour
- c) show with my hands

7. Why did Julia Morales start the organization Sasha’s Corner? (1 point)

- a) in memory of her dad
- b) in memory of her son
- c) in memory of her daughter

#### **Short Answer Questions:**

8. For which program is it an asset to speak English and another language? (1 point)

9. Where can you find the application form for volunteering for Sasha’s Corner? (1 point)

10. What do you have to indicate on the application form? (1 point)

11. Who has to have an interview before volunteering with Sasha’s Corner? (1 point)

12. Your friend Ranya wants to volunteer and she is good at repairing broken jewelry. Which event would you suggest she volunteer for? (1 point)

13. Your friend Sam wants to volunteer but he doesn’t feel comfortable with children. Which volunteer position would you suggest he NOT do with Sasha’s Corner? (1 point)

14. If you applied to volunteer at Sasha's Corner, which position would you apply for? Give one reason you would choose that position. (2 points)

Score: /20

**Did you achieve CLB 6 on this task?**

- Not Yet
- Yes

## Answer Key CLB 6 Listening Assessment: Understanding an Information Session about Volunteering Opportunities

1. b
2. c
3. a
4.
  - a) F
  - b) T
  - c) F
  - d) F
  - e) T
  - f) T
5. b
6. a
7. c
8. Uncle or Aunty Program
9. Online or in the booklet
10. Which position you are interested in
11. Everyone
12. Fix It Day
13. Uncle or Aunty Program
14. Answers will vary: choose a program/event and give a reason

## CLB 6 Speaking Assessment Task

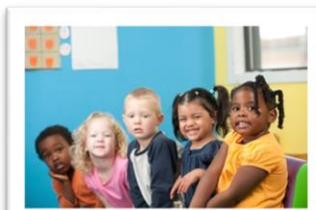
<b>TASK</b>	Describing yourself in an interview
<b>COMPETENCY</b>	<b>Sharing Information</b>
<b>INSTRUCTIONS</b>	Students participate in a mock interview for a volunteer position of their choice with a fictional organization. The instructor or another student may play the role of the interviewer.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get “yes” on the Holistic Criteria and 5 out of 6 Analytic Criteria on the rubric.</b>
<b>ONLINE ASSESSMENTS</b> 	CLB 6 Google Form Rubric: <a href="#">View</a>   <a href="#">Make a copy</a>



## CLB 6 Speaking Assessment Task Card: Describing yourself in an interview

**Competency:** Sharing Information

**Instructions:** You will meet a manager of *Northern Lights Centre*, an organization that you want to volunteer for. You will participate in a short interview in which you describe your skills and explain why you want to volunteer with them. Choose one of the available volunteer positions below:

	<b>Pet care and dog walking</b> <ul style="list-style-type: none"><li>• Visit seniors each week and help with pet care and dog walking.</li></ul>		<b>Cooking and serving food</b> <ul style="list-style-type: none"><li>• Volunteer to prepare meals for families in need. Twice a month.</li></ul>
	<b>Technical support</b> <ul style="list-style-type: none"><li>• Spend three hours per week at the center helping people with computers.</li></ul>		<b>Childcare</b> <ul style="list-style-type: none"><li>• Play games and make crafts with kids during meetings. Twice a month.</li></ul>

### In the interview:

1. **First**, you will shake hands and introduce yourself.
2. **Second**, the interviewer will ask you these questions:
  - A. Which position are you interested in volunteering for?
  - B. Why do you want to volunteer for this position?
  - C. Can you please tell me about yourself?
    - Here, you will give an “elevator pitch”.
      - Talk about your experience and your hard and soft skills.
      - Say at least 8 things about yourself.
  - D. What are your strengths and why do you think you would be good at this position?
    - Give at least two reasons.
  - E. Do you have any questions about the volunteer position?
    - Ask at least two questions.
3. **Last**, you will say thank you to the interviewer for speaking with you.



### CLB 6 Speaking Assessment: Describing yourself in an interview

Competency: Sharing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for success:** You must get “yes” on holistic (\*) and 5 out of 6 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Answer all the questions with sufficient detail.	<input type="checkbox"/>	<input type="checkbox"/>	
Give an “elevator pitch” with appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Have mostly clear pronunciation?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate eye contact and body language?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 6 on this task?</b>			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes



### CLB 6 Speaking Assessment: Describing yourself in an interview

Competency: Sharing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for success:** You must get “yes” on holistic (\*) and 5 out of 6 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Answer all the questions with sufficient detail.	<input type="checkbox"/>	<input type="checkbox"/>	
Give an “elevator pitch” with appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Have mostly clear pronunciation?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate eye contact and body language?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 6 on this task?</b>			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

## CLB 6 Reading Assessment Task

<b>TASK</b>	Understanding postings for volunteering opportunities
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>INSTRUCTIONS</b>	Students read postings (two pages) for volunteer positions and answer comprehension questions.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 14 out of 20 to achieve CLB 6 on this task</b>
<b>ONLINE ASSESSMENTS</b> 	CLB 6 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a>

## CLB 6 Reading Assessment: Understanding Postings for Volunteer Opportunities



Apply Now

### Activities involved:

Driving

Community Outreach

### Requirements:

- Valid driver's license
- Vehicle with insurance
- Languages other than English are an asset



2-4 hours monthly



Deliveries occur on weekends

**Address:** 2320-44 St SW

New Listing

## Volunteer Delivery Drivers

Helping Hands is looking for Volunteer Drivers to deliver food hampers to families and seniors in need. We need volunteers to start immediately and who can provide their own vehicle. Must have a valid driver's license and vehicle insurance.

Volunteers will drive for 2-4 hours, generally on a Saturday or Sunday. We are asking volunteers to commit to a minimum of one shift per month for three months. We will try to assign drivers to specific areas of the city to minimize driving distances. Volunteers will be reimbursed fuel costs based on kilometers.

Helping Hands is a non-profit organization that aims to provide assistance to low-income community members going through tough times. Clients are referred to us by community organizations, and we do our best to support clients until long-term solutions can be found.



Apply Now

### Activities involved:

Food preparation

Serving meals to clients

### Requirements:

- Criminal check
- Two references
- Kitchen safety training course (1 day)



4 hours/2x per month



Volunteers needed Wed/Fri

**Address:** 394 Centre St North

New Listing

## Kitchen Volunteers

Do you like being in a kitchen, helping others prepare and cook delicious food to help those in need? Granny's Kitchen needs you!

Granny's Kitchen was founded in 2002. It has served over fifty thousand meals to families facing challenges such as illness of a family member, house fires or loss of a loved one. We have two locations with two big and beautiful kitchens where not only food, but also caring, is served every Wednesday and Friday evening. Granny's Kitchen is completely volunteer run, and we're presently looking for people to help do tasks like cutting vegetables, cooking and serving our clients. Experience cooking would be an asset but is not required. We interview all of our volunteers before they begin.

Volunteers can choose to help on either Wednesdays, from 3-7, or Fridays from 3-7. We ask our volunteers to commit to two shifts per month for a minimum of six months. Volunteering with us is a great way to meet new people, build new skills and help your community!



Apply Now

Activities involved:

Accepting donations

Unloading and loading

Requirements:

- Able to lift up to 25 pounds
- Able to stand for 4-5 hours
- Good people skills

New Listing

### Warehouse Helper

Aurora Donation Centre accepts gently used items such as furniture, clothing, sports equipment and toys to resell in their storefront. All money raised goes towards Aurora Arts, Sports and Nature Summer Camps for low income children. We're looking for warehouse volunteers to help with unloading of donated items, sorting the items, and putting the items in the appropriate section of the warehouse. Some cleaning, such as sweeping of the warehouse, will be required.

Warehouse helpers should be physically able to lift, carry and move donated items. We ask our volunteers to work a 4-5 hour shift either in the morning or afternoon, and commit to one or two shifts per month. Warehouse helpers often have direct contact with the public making donations, so it's important that they present a professional image and communicate with a high level of respect.

🕒 4-5 hours AM or PM/1-2x per month 📅 Fri/Sat or Sun **Address:** 24 Wilson Ave.



Apply Now

Activities involved

Fundraising activities

Office and event work

Requirements:

- Criminal check
- Two references
- Signed privacy disclosure

New Listing

### Fundraising Helper

Hope's House is a shelter for women and their children fleeing from domestic violence. We provide a safe place for women to stay, counseling and connections with social services. Hope's House has space for 10 women at a time, in units with kitchen and two bedrooms. Childcare is available for the children.

Hope's House is government-funded, but extra funds are raised for children's craft items, clothing for the women and children, and baby equipment, through fundraising initiatives. We need volunteers to help with these campaigns and events at all levels: visual artists to create materials, volunteers to distribute the materials in mailboxes, and volunteers to set up, sell tickets and clean after fundraising events. If you are able to do anything of these things, we'd love to hear from you.

All volunteers with Hope's House must have a valid criminal check, two references and pass an interview. They must also sign a privacy disclosure and be willing to commit to six months as a volunteer.

🕒 3 hours per week, 2-4x per month 📅 Any day **Address:** Will provide once selected



## CLB 6 Reading Assessment: Understanding Postings for Volunteering Opportunities

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Understanding postings for volunteering opportunities
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 14 out of 20 to achieve CLB 6 on this task</b>
<b>INSTRUCTIONS</b>	Read the text “CLB 6 Reading Assessment: Understanding Postings for Volunteer Opportunities” and answer the questions.

- Who would likely read this kind of text? (1 point)
  - people looking for volunteer positions
  - people looking for jobs
  - people looking for help with delivery services
  
- Who wrote these postings? (1 point)
  - people who want to help others by volunteering somewhere
  - warehouse helpers
  - organizations who need volunteers
  
- You have friends that are interested in volunteering. For each friend, choose which place would be best for them to volunteer in these postings and check the box beside it . (6 points)
  - Cleo would like to volunteer for an organization that supports children who want to go to summer camp. Where should she volunteer?
 

<input type="checkbox"/> Helping Hands	<input type="checkbox"/> Granny’s Kitchen	<input type="checkbox"/> Aurora D.C.	<input type="checkbox"/> Hope’s House
--	---	--------------------------------------	---------------------------------------
  
  - Hana enjoys cooking and would like to help with food preparation. Where should she volunteer?
 

<input type="checkbox"/> Helping Hands	<input type="checkbox"/> Granny’s Kitchen	<input type="checkbox"/> Aurora D.C.	<input type="checkbox"/> Hope’s House
--	---	--------------------------------------	---------------------------------------
  
  - Bob likes doing physical work and is in good shape. Where should he volunteer?
 

<input type="checkbox"/> Helping Hands	<input type="checkbox"/> Granny’s Kitchen	<input type="checkbox"/> Aurora D.C.	<input type="checkbox"/> Hope’s House
--	---	--------------------------------------	---------------------------------------
  
  - Lu has experience with organizing events to raise money and would like to use those skills while volunteering. Where should she volunteer?
 

<input type="checkbox"/> Helping Hands	<input type="checkbox"/> Granny’s Kitchen	<input type="checkbox"/> Aurora D.C.	<input type="checkbox"/> Hope’s House
--	---	--------------------------------------	---------------------------------------
  
  - Sam likes driving and wants to use his car for volunteering. Where should he volunteer?
 

<input type="checkbox"/> Helping Hands	<input type="checkbox"/> Granny’s Kitchen	<input type="checkbox"/> Aurora D.C.	<input type="checkbox"/> Hope’s House
--	---	--------------------------------------	---------------------------------------
  
  - Fatima is an artist and would like to use her art skills. Where should she volunteer?
 

<input type="checkbox"/> Helping Hands	<input type="checkbox"/> Granny’s Kitchen	<input type="checkbox"/> Aurora D.C.	<input type="checkbox"/> Hope’s House
--	---	--------------------------------------	---------------------------------------

4. The text says that “Helping Hands is a non-profit organization that aims to **provide assistance** to low-income community members...”. What do you think the meaning of provide assistance is? (1 point)

- a) give money
- b) give help
- c) reimburse kilometers

5. The text says that “not only food, but also caring, is served every Wednesday and Friday evening” at Granny’s Kitchen. What do you think this means? (1 point)

- a) the people at Granny’s Kitchen give meals, but they also like to take care of others
- b) the people at Granny’s Kitchen share food but they don’t care if it’s delicious
- c) the people at Granny’s Kitchen share food and they hope it’s delicious

6. What do Volunteer Drivers deliver at Helping Hands? (1 point)

7. Which activities are involved if you become a Kitchen Volunteer at Granny’s Kitchen? (2 points)

8. What kind of families do they serve at Granny’s Kitchen? (1 point)

9. What does Aurora Donation Centre do with the donations they receive? (1 point)

10. Which two organizations require a criminal check in order to volunteer? (1 point)

11. Who are the clients that use the services of Hope’s House? (1 point)

12. Why do you think Hope’s House offers counselling? (1 point)

13. If you wanted to volunteer, which volunteering position in this text would you choose? Give one reason why you would choose that position. (2 points)

Score: /20

**Did you achieve CLB 6 on this task?**

- Not Yet
- Yes

## Answer Key CLB 6 Reading Assessment: Understanding Postings for Volunteering Opportunities

1. a
2. c
3.
  - a) Aurora Donation Centre
  - b) Granny's Kitchen
  - c) Aurora Donation Centre
  - d) Hope's House
  - e) Helping Hands
  - f) Hope's House
4. b
5. a
6. Food hampers
7. Food preparation and serving meals
8. Families facing challenges
9. Resell them in their storefront
10. Granny's Kitchen and Hope's House
11. Women and children fleeing domestic violence
12. Answers will vary, but something like: women and children fleeing violence experience a lot stress
13. Choose one position and give a reason

## CLB 6 Writing Assessment Task

<b>TASK</b>	Applying for a volunteer position
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>INSTRUCTIONS</b>	Students fill out an application form for a volunteering opportunity. The form includes some short paragraph answers.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get “yes” on the Holistic Criteria and 4 out of 5 on the Analytic Criteria to achieve CLB 6 on this task.</b>
<b>ONLINE ASSESSMENTS</b>  	CLB 6 Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a> CLB 6 Google Form Rubric: <a href="#">View</a>   <a href="#">Make a copy</a>



## CLB 6 Writing Assessment Task: Applying for a Volunteer Position

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Applying for a volunteer position
<b>COMPETENCY</b>	<b>Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get “yes” on holistic (*) criteria and 4 out of 5 analytic criteria to achieve CLB 6 on this task.</b>
<b>INSTRUCTIONS</b>	Fill out the application form below about yourself and using the information from the CLB Writing Assessment Task Card.

### Volunteer Application Form: Redrock Community Association

First Name:

Last name:

**Preferred Pronoun:**

- She/her
- He/him
- They/their

Address:

City:

Postal Code:

Phone number:

Email:

**Preferred contact method:**

- Cell
- Home
- Email

**Emergency Contact**

Name:

Phone:

Relationship:

**Do you have any physical limitations?**

- Yes
- No

**If yes, please explain:**

**Position interested in:**

**Availability:**

- Any time
- Daytime
- Evening
- Weekends

**Number of Hours available per week:**

- 1-2
- 3-4
- 5-7
- More than 7

**How long are you willing to continue volunteering?**

- 1-3 months
- 3-6 months
- 6-12 months
- Ongoing

**Do you speak any languages (other than English)?**

- Yes
- No

**If yes, which language(s)?**

**Do you have a valid driver's license?**

- Yes
- No

**Do you have current Standard First aid certification?**

- Yes
- No

**Have you ever been convicted of a crime?**

- Yes
- No

**Please tell us about any education/training/qualifications you have:**



**Tell us about yourself: please write a paragraph about your skills and interests that will help you do this volunteer position.**



**Please tell us why you would like to volunteer:**



**How did you find out about the volunteering opportunities at Redrock Community Association?**

- Bulletin board at the community centre
- Website
- From a friend

Thank you very much for applying to volunteer with the  
Redrock Community Association.

We appreciate your interest and will be in touch soon if you  
are selected for an interview!

**CLB 6 Writing Assessment: Applying for a volunteer position**Competency: *Getting Things Done*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for Success:** “Yes” on holistic (\*) criteria and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and fill in all of the form?	<input type="checkbox"/>	<input type="checkbox"/>	
Answer the questions on the form accurately?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe your skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Provide enough details about your skills and why you want to volunteer?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar in your paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct spelling, capitalization and punctuation?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 6 on this task?</b>			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

**CLB 6 Writing Assessment: Applying for a volunteer position**Competency: *Getting Things Done*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Criteria for Success:** “Yes” on holistic (\*) criteria and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and fill in all of the form?	<input type="checkbox"/>	<input type="checkbox"/>	
Answer the questions on the form accurately?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe your skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Provide enough details about your skills and why you want to volunteer?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar in your paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct spelling, capitalization and punctuation?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Did you achieve CLB 6 on this task?</b>			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

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