



CLEO

Community Legal Education Ontario
Éducation juridique communautaire Ontario

PRIVACY IN YOUR HOME

CANADIAN LANGUAGE BENCHMARK 2

This activity kit, designed to teach newcomers to Ontario in Adult ESL and LINC classes about their legal rights and responsibilities, includes:

<u>Introductory notes for instructors</u>	<u>1</u>
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Visit cleoconnect.ca to download these pages and to find other resources for instructors.



Visit stepstojustice.ca for step-by-step information about common legal problems, including housing issues.

PRIVACY IN YOUR HOME

INTRODUCTORY NOTES

Context outcomes Understand that the law says when a landlord has a right to enter a tenant’s home.

CLB outcomes

-  Get information from short texts.
-  Express and respond to a number of requests.

Activities


Privacy

Letting your landlord in

It’s too early

Free companion resource
Privacy

The information in this activity kit is based on the CLEO housing law publication called [Privacy](#). Read the publication before using the activity kit, and keep it on hand for reference as you guide learners through the activities. You can find it on CLEO’s website at www.cleo.on.ca. To order free copies for your class, you can use the online order form.

 **Please take note**

The information in these activities applies to most but not all tenants. The *Residential Tenancies Act (RTA)* applies to most rental housing in Ontario. Some rental housing is not covered. For example, a tenant who shares a kitchen or bathroom with the owner or a close family member of the owner might not be covered.

The information in these activities is not a substitute for legal advice. Every situation is different so learners with concerns should get legal help. Tenants can contact their local community legal clinic. To find the nearest community legal clinic, you can go to the Legal Aid Ontario website at legalaid.on.ca/legal-clinics or call Legal Aid Ontario toll-free at 1-800-668-8258.

Privacy

A. Look at the picture. Talk about what you see.



B. Answer the questions with another student.

1. Where are the people?
2. Who is the man? Why is he there?
3. What is the woman wearing? Why?
4. What is the woman doing?
5. Give the picture a title.

Letting your landlord in

A. Read these rules.

Your landlord wants to fix something in your apartment. Your landlord must tell you in writing 24 hours ahead of time*. Your landlord can come in between 8 a.m. and 8 p.m.

In an emergency, your landlord can enter your place any time. Your landlord doesn't have to tell you ahead of time*.

* ahead of time = before

B. Read Nasima's story.

There is a big hole in the wall in Nasima's kitchen. She tells her landlord. He fixes the hole. Now he needs to paint the wall.

Nasima comes home from grocery shopping and sees this message from her landlord in her mailbox.

Tuesday, Feb. 5, 2022

To: Nasima
From: Shafiq

I need to paint the wall in
your kitchen tonight at 11 p.m.

C. Answer the questions.

1. What is the landlord's name? _____
2. What does Nasima's landlord want to do? _____
3. What time does the landlord want to do it? _____
4. What time do you think Nasima gets this message? _____
5. Do you think this is an emergency? _____
6. Read the rules again. What are the problems with the landlord's message?
 - a. _____
 - b. _____
7. Can Nasima let her landlord in to fix something after 8 p.m.? _____

D. Read the conversation.

Nasima is not happy. What can she do? She calls her landlord.

Shafiq: Hello?

Nasima: Hi, this is Nasima in apartment 310.

Shafiq: Oh hi, Nasima. What can I do for you?

Nasima: 11 p.m. is not a good time to paint the wall. It's too late.

Shafiq: OK. What about tomorrow morning?

Nasima: Please tell me 24 hours before you want to come in my apartment.

Shafiq: OK. What about Thursday morning at 10 o'clock?

Nasima: No problem.

Shafiq: Good. I'll put a note in your mailbox.

Nasima: Thanks.

Shafiq: You're welcome. Bye.

Nasima: Bye.

E. Practise the conversation.

F. Read the note.

The next day, Nasima's neighbour, Nahid, sees this message in her mailbox.

Wednesday, Feb. 6, 2022

To: Nahid

From: Shafiq

I need to paint the wall in your bedroom at 11 a.m. on Friday.

Thank you.

What is good about the landlord's message? Use the checklist.

- In writing
- 24 hours ahead of time
- Between 8 a.m. and 8 p.m.
- _____

It's too early

A. Complete the conversation.

It's 7 a.m. and you hear a knock on your door.

(Knock, knock.)

You: Who is it?

Landlord: It's me, your landlord.

(You open the door.)

You: Why are you here?

Landlord: I want to _____ your _____ wall.

You: But it's 7 a.m.! It's _____ early.

Landlord: OK. What _____ this afternoon?

You: Please _____ me 24 hours before you want to _____ my apartment.

Landlord: OK. _____ about tomorrow afternoon at 3 o'clock?

You: That's fine. Thanks.

Landlord: You're _____. See you tomorrow.

B. Practise the conversation with another student.

C. Write your own conversation between a landlord who wants to enter an apartment, and the tenant.

The place that you are renting is your home. The law says when your landlord has a right to come in. Visit the website stepstojustice.ca for information on "[Can my landlord come into my place whenever they want?](#)"

Tenants who have low incomes can get legal help from a community legal clinic. To find the nearest community legal clinic, go to the Legal Aid Ontario website at legalaid.on.ca/legal-clinics or call Legal Aid Ontario toll-free at 1-800-668-8258.

TEACHING NOTES

Curriculum connections

LINC/Adult ESL:

Theme: At Home in Our Community & World

Topic: Housing Problems

Theme: Canadian Law

Topic: Landlords & Tenants

Theme: Community & Government Services

Topic: Counselling & Advocacy

Vocabulary

landlord, tenant, rent, enter, right (noun), must, private, privacy, let (someone) in, rules

Privacy (page 2)

Elicit the meaning of “privacy” and “private.” Learners can brainstorm signs which include the word private. They can discuss where they might see the word “private” and what kinds of things are private, and contrast “private” and “public.”

Learners can use the questions to discuss the situation in the picture, first in pairs and then as a whole class.

Write on the board: *Your landlord can go in your apartment any time. True or false?* Elicit that the statement is false and ask why it is false. Explain that the place a person is renting is their home and is private. The landlord is the owner, but the landlord’s right to come in is limited by the law.

Letting your landlord in (pages 3-4)

A. Check comprehension of the rules before learners continue with the rest of the activities. Please note that the rules presented on the handout are not complete. For more information, see CLEO’s housing law resource on [Privacy](#). Note: Tenants can decide if and when (with or without proper notice) to let landlords in for reasons not listed in the resource.

Sections B and C can be done as a class activity, or learners can work independently. Take up answers as a class. For C.7, you may wish to elicit examples of situations in which tenants might want to let their landlord in on short notice or at odd hours.

CLEO’s **Steps to Justice** is a website that gives step-by-step information about common legal problems, including housing law issues. Steps to Justice has practical tools like forms and checklists, and referral information for legal and social services. Visit stepstojustice.ca and see the information in the [Housing Law](#) section.

C. Answers:

1. *Shafiq*
2. *He wants to paint the wall in her kitchen.*
3. *11 p.m.*
4. *(possible answers): Morning? Afternoon? Evening?*
5. *No*
6. *a. He isn't telling her 24 hours ahead of time.*
b. He wants to come after 8 p.m.
7. *Yes. It is her choice.*

The conversation in section D can be cut into strips and learners can work in pairs to put the strips in order. See the activity sheet on page 8. The names of the speakers can be omitted when the strips are handed out to make the activity more challenging.

Here is a simplified version of the conversation in section D:

Shafiq: Hello?

Nasima: Hi, this is Nasima.

Shafiq: Hi, Nasima.

Nasima: 11 p.m. is not a good time to paint.

Shafiq: Is tomorrow morning OK?

Nasima: Please tell me 24 hours before.

Shafiq: OK. Is Thursday morning at 10 o'clock OK?

Nasima: Yes, thanks.

Shafiq: You're welcome. Bye.

Nasima: Bye.

To reinforce that tenants are entitled to written notice, it may be helpful to show the note and checklist in section F using a projector. Learners can use the checklist to compare the note in section B with the note in section F. They can also use the checklist to write the note that the landlord should give Nasima after their conversation (section D).

Letting your landlord in

D. Conversation strips

Shafiq:	Hello?
Nasima:	Hi, this is Nasima in apartment 310.
Shafiq:	Oh hi, Nasima. What can I do for you?
Nasima:	11 p.m. is not a good time to paint the wall. It's too late.
Shafiq:	OK. What about tomorrow morning?
Nasima:	Please tell me 24 hours before you want to come in my apartment.
Shafiq:	OK. What about Thursday morning at 10 o'clock?
Nasima:	No problem.
Shafiq:	Good. I'll put a note in your mailbox.
Nasima:	Thanks.
Shafiq:	You're welcome. Bye.
Nasima:	Bye.

It's too early
(page 5)

A and B. Learners can work in pairs to complete and then practise the conversation.

Possible answers:

You: Who is it?

Landlord: It's me, your landlord.

(You open the door).

You: Why are you here?

Landlord: I want to fix / paint your kitchen / living room / bedroom wall.

You: But it's 7 a.m.! It's too / very early.

Landlord: OK. What about this afternoon?

You: Please tell me 24 hours before you want to come in / enter my apartment.

Landlord: OK. What / How about tomorrow afternoon at 3 o'clock?

You: That's fine. Thanks.

Landlord: You're welcome. See you tomorrow.

C. Learners can use the conversation as a model. You may wish to give each pair a situation, including the time of day and the repair problem, on which to base their conversation. Learners can present their conversations to the rest of the class.

Please note: Make sure learners read and understand the text in the box at the end of the handout.