SECTION 1:

Communication Skills

LESSON 1: Realtor Role-Play .......................................................... Carole Cheatwood C-1

LESSON 2: The Job Application—From Both Viewpoints ........... Kristie Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson C-3

LESSON 3: Exploring Occupations While Improving English and Spelling ........... Micki Hendrix C-5

LESSON 4: Encouraging Others in Class, in the Workplace, in the Home ........... Carole Cheatwood C-9

LESSON 5: Thank You for Your Purchase ........................................... Chris Spiess C-11

LESSON 6: Entrepreneurship: Is It for Me? ........................................... Gloria Rolfe C-13

LESSON 7: Entrepreneurship: What Business Am I In? ............... Gloria Rolfe C-17

LESSON 8: Entrepreneurship: Will It Work? ........................................... Gloria Rolfe C-21

LESSON 9: Improving Writing through the Use of Imagery ............ Ernest Pounds C-23

LESSON 10: Students as Teachers ....................................................... Beverly Dean C-25

LESSON 11: Observing Your Surroundings ........................................ Chris Spiess C-27
The following learning activities also include Communication Skills

**Located in the Decision-Making Skills section:**

LESSON 1: See How We Run (Our Business) ................................................................. D-1
LESSON 5: Selecting a Career Path ................................................................. D-15
LESSON 9: Measurement Skills ................................................................. D-25
LESSON 16: Industrial Measurement: Using the Industrial Ruler ........................................ D-49
LESSON 18: Industrial Measurement: Using Micrometers in the Workplace ........................................ D-61
LESSON 21: Planning an Employee’s Lounge or Break Room ........................................ D-73

**Located in the Interpersonal Skills section:**

LESSON 1: Using “I” Messages ................................................................. I-1
LESSON 5: Working in Teams ................................................................. I-11
LESSON 6: Making Birthday Calendars for Community Organizations and Businesses ........................................ I-15
LESSON 7: Communicating at Work: Putting Together a Team ........................................ I-17
LESSON 8: Communicating at Work: Developing a New Product ........................................ I-21

**Located in the Lifelong Learning Skills section:**

LESSON 4: Determining Needs vs. Wants ................................................................. L-13
LESSON 5: Packaging Your Assets ................................................................. L-15
LESSON 6: Entrepreneurship: How to Begin ................................................................. L-17
LESSON 7: Statistical Sampling ................................................................. L-21
LESSON 8: Researching a Business ................................................................. L-29
LESSON 9: Business and Industry Resource Book ................................................................. L-31
LESSON 10: Building Memories ................................................................. L-33
LESSON 12: Comparative Evaluation of Different Makes of Flashlight Batteries ........................................ L-41
LESSON 13: Increased Productivity ................................................................. L-47
LESSON 15: Diagnosing a Car Non-Starting Problem ................................................................. L-51
Realtor Role-Play

Following a visit from a local realtor, adult learners play the role of realtors with other classmates as the prospective homebuyers. The “realtors” determine questions to ask the prospective homebuyer so that they can help the “homebuyers” find the home best suited to their needs and wants. “Realtors” will use appropriate communication skills to clarify the information with the “clients.”

Learning Objective
The “realtors” will produce a questionnaire that asks pertinent questions about the type of home and the needs of the homebuyer. The “realtor” learners will work together to assure that the questionnaire will be correct in form, spelling, grammar and punctuation. The learner will “try out” the role of a realtor in an exploration of that occupation. The student will demonstrate proper listening skills and will speak with respect to the client.

Work-Based Skills
EFF Skills: Communication Skills: convey ideas in writing, listen actively, speak so others can understand; Lifelong Learning Skills: use information and communications technology; Interpersonal Skills: cooperate with others.

KSAs: Listens for understanding; Follows instructions; Talks with respect; Cooperates with others; Works on a team effectively; Asks questions.

SCANS: Basic Skills: writing, listening, speaking; Information Skills: uses computers to process information; Technology Skills: selects technology, applies technology to tasks; Interpersonal Skills: participates as a member of a team; Resources: human.

Subjects
- Writing skills
- Job skills
- Learner produced materials
- Listening Skills

Activity Description
1. Ask learners to prepare 2-3 questions in advance to ask a realtor. Make sure someone asks “How do you know what type of home to start looking for?”

2. Invite a realtor to speak about his/her profession and explain the knowledge, skills, and attitudes necessary to be successful in this profession.

3. Encourage learners to ask questions and take notes while the speaker is talking, or immediately following.

4. After the guest speaker has left, ask the “realtor” group to make up a questionnaire to be used to determine the needs of their “clients.” (The teacher should guide this group in compiling the questionnaire. In order for the teacher to be familiar with what questions are needed, use the Internet resource www.realtor.com. Click on “Looking for a Home.” Then select the state and area of interest. There is a

Materials and Resources
- Paper and pencil
- A local realtor who will serve as a guest speaker
- Computer with word processing capabilities and printer
- Copy machine to copy questionnaire for each “homebuyer”

Learner Level
Grades 6.0-12.9

Project
This learning activity was part of the project sponsored by the Fannie Mae Foundation to prepare Families First recipients for home ownership and an action research grant given by the Tennessee Department of Human Services to create work-focused Families First classrooms. This activity was the second of three in this series:

- Determining Needs vs. Wants
- Realtor Role-Play
- Searching for Dream Homes on the Internet

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.
questionnaire asking for details to narrow the search for a home.)

5. The “realtor” group works together to compile the questions for the questionnaire. Each member suggests questions and edits each other’s questions for content and the conventions of English language usage including grammar, spelling, and sentence structure.

6. The “realtor” group word processes (if available) or types and prints the questionnaire. Then they make and distribute copies for everyone in the class.

7. Everyone in the class completes a questionnaire.

8. When everyone has finished answering all the questions, the “realtors” collect all the answers to use in the next lesson of “Selecting Dream Homes on the Internet.”

9. “Realtors” will need to review the questionnaire with the “clients” to make sure that the information is clear. “Realtors” should listen carefully to the needs of their clients, answering questions so that clients can find the homes that are best suited for them.

Assessment
Assess the questionnaire prepared by the “realtors” for content. Would the questions elicit the information from the homebuyer that would help the realtor help the homebuyer determine what type of house the buyer would be interested in? Is the questionnaire correct in form, spelling, grammar and punctuation?

Using the questionnaires, do the “realtors” work well with the “homebuyers” so that homebuyers and realtors come to consensus on what type of home the buyer will look for? Do the realtors demonstrate proper listening skills and do they speak with respect to their clients in this process?

Practitioner Reflection
Actually, we used the Fannie Mae curriculum, “How to Buy Your Own Home” as a resource. However, a realtor could give you enough information to do this lesson and would provide a change of pace from the regular classroom activities. The computer work was done by two of the learners, while the other two were responsible for making copies, distributing and collecting them. The learners experienced feelings of empowerment through the creation of a student-generated questionnaire. In some cases, the learners in the other group did not answer the questions correctly, and the “realtors” had to explain what they meant so that they could obtain an appropriate response. While the realtor group was doing this activity, the other group worked on another related assignment. It might also work to have each group work on a questionnaire so that there would be two to compare at the end of this activity.
The Job Application—From Both Viewpoints

Several completed job applications, filled in with varying amounts of care and completeness, are distributed to the learner. Learners examine these applications from the standpoint of the employer trying to decide which applicants to call for an interview. Once learners have enough experience to differentiate among applicants based on their applications, they use their portable personal information cards (prepared in the previous learning activity) to complete their own applications.

Learning Objective
Learners will discriminate among hypothetical job applicants based on the strengths and weaknesses of their applications. Learners will utilize this heightened awareness of the importance of clarity, completeness, and neatness when filling out sample job application forms.

Work-Based Skills
EFF Skills: Communication Skills: convey ideas in writing, observe critically.

KSAs: Accurately performs work; Cooperates with others; Thinks critically; Follows instructions; Reads work related text; Works on a team effectively.

SCANS: Basic Skills: writing, reading; Interpersonal Skills: participates as a member of a team, exercises leadership; Resources: human.

Subjects
- Employability
- Life skills
- Writing skills

Activity Description
1. Before implementing the activity:
   a. A bank of job applications from local employers and other sources should be compiled.
   b. Create examples of correctly and incorrectly filled out applications. Suggestions: applications with spelling mistakes, missing or incorrect information, etc.
   c. Begin creating handouts outlining why professional job applications are important and steps and tips for application completion.

2. The first activity consists of learners completing blank applications as a pre-test. This will also be used as a resource for additional steps and tips to be added to the handouts.

3. The next session will begin on a separate day. Distribute handouts on filling out job applications correctly. Allow time for discussion and questions.

4. The class is then divided into at least

Project
This is the second of two activities on filling out job applications. The activities are:
1. Personal Information Card for Job Search
2. The Job Application—From Both Viewpoints

Materials and Resources
1. Samples of correctly filled out applications
2. Samples of incorrectly filled out applications
3. Blank applications
4. Pens and/or markers
5. Handouts with steps and tips for filling out applications correctly

Learner Level
Intermediate

Learner Grouping
- Individual
- Small group
- Whole class

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.
two groups. Distribute pens and/or markers.

5. Instruct the groups to take on the role of a human resource department, responsible for reviewing job applications. The groups are encouraged to critique the applications, make corrections or point out errors, etc.

6. Examples of “good” and “bad” applications are then distributed to the groups.

7. Set a short time frame for this activity to reinforce that an organization does not have time to waste reviewing “bad” applications.

8. As a group, they should come to a consensus on the “person” to call in for an interview.

9. During discussion ask the group if they formed opinions of the applicants, reasons why applications were chosen, not chosen, good points, etc. Reinforce the idea that the job application is viewed not only for information but also as a reflection of the applicant’s work habits.

10. The final step is to again have learners fill out a job application. Use this as a post-test. Discuss results with each learner.

**Assessment**
Learners will complete a blank job application upon completion of this activity. Learner should be able to produce an application that is correct and complete.

**Practitioner Reflection**
It was observed through class and in-house application activities that learners did not always know how to fill out an application completely or correctly. The most valuable aspect of this lesson was changing the group’s viewpoint from applicant to employer. The next time this activity is conducted, we would like to have the groups create a fictional name for their “company,” assign roles such as secretary, interviewer, and manager. This will afford learners the opportunity to become more involved and to explore their creative abilities. This will also provide insight to the number of individuals in a company that may view their applications and assess the quality of their work.
Exploring Occupations While Improving English and Spelling

As a part of a daily exercise utilizing English, spelling, editing skills, and chart-reading skills, learners explore various families of vocations. Learners also research various occupations within the vocational family as to tenure, educational requirements, average pay, and job growth and availability.

Learning Objective
- Learners will practice and improve spelling, vocabulary, and grammar skills.
- Learners will explore a wide range of vocations, including knowledge of the means of pursuing careers in the area(s) of their choice.

Work-Based Skills
EFF Skills: Communication Skills: convey ideas in writing; Lifelong Learning Skills: learn through research; Decision Making Skills: solve problems and make decisions.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Quality in the workplace.

SCANS: Basic Skills: writing; Information Skills: acquires and evaluates information, organizes and maintains information, interprets and communicates information; Thinking Skills: decision making, problem solving, reasoning.

Subjects
- Adult basic education
- Employability
- General education development (GED)
- Job skills
- Reading comprehension

Activity Description
1. In the first session, the instructor writes a paragraph that is a summary of one vocational family on the board. (Various families that could be chosen include protective service vocations, health professions, management positions, social work, communications, sales, clerical, production, food services, etc.) The summary contains various mistakes (spelling, punctuation, sentence structure, usage, etc.) Learners are asked to copy the paragraph exactly as written on the board. Next, the learners edit the paragraph they have copied. They are instructed to circle all mistakes in the paragraph.

2. Instructor goes over this activity with the class as they check their own papers to see how well they edited the summary. English rules are reinforced as mistakes unfold. Other English work may be assigned to learners for additional grammar practice.

3. Brainstorming: learners brainstorm and discuss career titles that belong to the particular vocational family.

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Project
This activity integrates the exploration of a family of vocations into a daily English editing exercise. The activity is repeated exploring various different families of vocations as many times as desired to become a project.

Materials and Resources
- Dry Erase Board or blackboard in front of room.
- Editing exercise (use description of vocational family—with various grammatical mistakes. A sample editing exercise is attached.)
- Folders and paper for each learner—to accumulate information on numerous occupations.

(continued)
• Computers with Internet access
• Other public resources which give information about various occupations researched.

Learner Level
All levels

Learner Grouping
Whole class

Time Needed
Several class sessions. Generally, each family of vocations is covered in three to five one-hour sessions.

Setting
This activity occurs within a Families First AE/workforce readiness class that meets 5 days per week, 4 hours per day. Average attendance is 8-10 learners. The activity could be applicable to any AE class.

(For instance, occupations in the family of protective service vocations might include Fire Fighter, Police, Security Guard, Correctional Guard, etc. Occupations in the family of health professions might include Certified Nurses Assistant, Chiropractor, Clinical Laboratory Technician, Dental Assistant, Dental Hygienist, Dentist, Dietitian, Emergency Medical Technicians, Licensed Practical Nurse, Medical Assistant, Medical Doctor, Optician, Optometrist, Ophthalmologist, Podiatrist, Registered Nurse, Pharmacist, Veterinary Assistant, etc.)

4. Research: Learners research each named occupation within the family for the following information—tenure, educational requirements, average pay, job growth and availability. Learners locate this information from handouts and Internet resources. (Search using CAREER, VOCATIONAL FAMILIES, or OCCUPATIONS as search words.)

5. Learners collect and compile information on these occupations in a personal folder for future use.

6. Specific spelling/vocabulary terms are extracted from the research results. Learners discuss new terms and look up meanings of unfamiliar terms.

7. Closure: At the end of several sessions, learners write a summary of the vocational family, based on their research, and place it in their folders.

Assessment
• Have learners bring together their summaries of the various occupations within each vocational family and, as a class, compose a chart of careers, indicating educational requirements, training requirements, tenure, salary.
• Learners’ editing skills should improve as they repeat the editing of paragraphs daily.
• Spelling and vocabulary checkups can be used.

Practitioner Reflection
Numerous skills transfer to real-life situations as learners seek career direction. Learners should be able to read job descriptions and ads for employment with greater understanding. Learners should be able to locate sources for training and post-GED education, leading to a career suited for them.
Sample Editing Exercise
(including mistakes to be edited)

Emergency Medical Technicians, also knowed as EMTs, are courageous people.

EMTs must be able to respond to emergency situations of all kinds. They must remain calm. When dealing with people who ain’t. EMTs provide first aid and transport injured or sick people too the hospital. You don’t have to have a college degree to be a EMT. There are training programs available to prepare you to bee an EMT.
Encouraging Others in Class, in the Workplace, in the Home

To encourage each other and practice writing skills, each learner writes a letter of encouragement to a classmate.

Learning Objective
Learners will generate a letter of encouragement for a classmate. Learners will also receive a letter of encouragement from a classmate validating and extending their feelings of self-worth.

Work-Based Skills
EFF Skills: Communication Skills: convey ideas in writing; Lifelong Learning Skills: reflect and evaluate.

KSAs: Getting along with others; Quality in the workplace.

SCANS: Basic Skills: writing; Personal Qualities: self-esteem, self-management.

Subjects
• Interpersonal relationships
• Writing skills

Activity Description
1. Read a story of encouragement to the class. It can be from any of the “Chicken Soup . . .” books or from any other source. It should be short, maybe five minutes, and should feature one person providing encouragement to another including how that encouragement affected the recipient.

2. Discuss how an act of encouragement makes them feel. This might be a good time to have them share stories of encouragement if they would like. Also discuss why a letter of encouragement might be needed in the workplace. Find definitions of the words “commendation” and “referral” and discuss how these are formal letters of encouragement and achievement used in the workplace.

3. Write the name of each learner on a small piece of paper. Fold it up and put into any type of container.

4. Each learner draws a name (of a classmate) from the container.

5. Tell the learners that the class writing assignment is to write an informal letter of encouragement to the learner whose name was drawn. (Letters may be signed, but it is not necessary.)

6. Place each letter in an envelope with the name of the person for whom the letter is intended on the outside.

7. Collect and deliver the letters to be read individually by the learners during or after their break.

Assessment
This is a feel-good, self-image building lesson, and these affective changes are

Project
This activity can be done at anytime. It works best if the learners know each other.

Materials and Resources
• A story of encouragement from e-mail, newspaper, magazine, library book, or Chicken Soup for Women’s Souls (by Jack Canfield, ed., 1996, Health Communications, Inc., 3201 S.W. 15th St., Deerfield Beach, FL 33442-8190)
• Paper and pen
• One envelope per learner

Learner Level
All levels

Learner Grouping
Whole class

Time Needed
30 minutes to 1 hour

Setting
The learners are enrolled in Families First and attend class 20 hours a week. These learners do a lot of group work and are comfortable with each other. Some learners knew very little
about others due to their being new in the class, but everyone was able to do this activity. This activity was a response to a story from *Chicken Soup for the Soul at Work*. Instead of having learners write something in their journals, I decided to have them write letters of encouragement to a classmate. There were eight learners in the class. Seven of the eight were working toward their GED, and all were working toward attaining work skills necessary in the workplace. Learners in my class consider the classroom to be their “workplace.”

a little hard to detect and measure reliably. The instructor should look for indicators such as smiles, increased cooperation and friendliness among classmates, and general attitude improvement in assessing the effects of this lesson. Those would also be indicators that ideas had been successfully communicated in writing.

**Practitioner Reflection**

Everybody needs encouragement sometimes. Just as important is the need to be able to encourage others. I wanted the class to build upon and strengthen their sense of caring for one another. In the workplace, at home or in school, the learners will benefit from encouraging others and being able to express themselves in written form. Next time, I would have real stationary with matching envelopes to make the letter even more special. Learners really enjoyed the activity. Some learners shared their letter with others. Some verbally expressed thanks. Some wanted to save their letter in a special “Keeping Place.” Some wrote a paragraph and some a whole page. All the letters were full of encouragement. The learners were excited about receiving their letters, but also about making someone else feel good.
Thank You for Your Purchase

This activity focuses on writing with the customer in mind. The adult learner plays the part of a person responsible for writing a thank you letter from a company to a customer.

**Learning Objective**

Learners will recognize that to achieve customer satisfaction, it’s important to be appreciative and sincere to customers. Learners will write a thank you letter using correct form and mechanics.

**Work-Based Skills**

**EFF Skills:** Communication Skills: convey ideas in writing; Interpersonal Skills: cooperate with others; Lifelong Learning Skills: reflect and evaluate.

**KSAs:** Cooperates with others; Works on a team effectively; Listens for understanding; Talks respectfully.

**SCANS:** Basic Skills: writing, speaking; Resources: human; Interpersonal Skills: participates as a member of a team; Personal Qualities: self-esteem self-management.

**Subjects**

- Adult basic education
- Consumer Education
- Job skills
- Learner produced materials
- Work environment
- Writing skills

**Activity Description**

1. Spend the first few minutes talking with learners about the expectations of customers when they buy a product. The instructor writes key words supplied by the learners’ discussion on the board.

2. Write on separate small pieces of paper the name of a product and the company that produces it. (Some choices could be Bell South cordless telephone; Philips Magnavox 25” color television; Compaq computer and monitor; Canon 35mm zoom camera; Fossil water-resistant watch; Panasonic portable stereo; Sharp View Cam camcorder; O'Sullivan computer desk; Mr. Coffee drip coffee maker; Oster 10-speed blender; Zenith 4-head VCR; General Electric clothes dryer; Sony cassette player car stereo.) Give a different one to each learner. Go around the room asking each learner to name their product and list things the customer might expect from that manufacturer.

3. Direct learners to draft a “Thank you for purchasing a ______” letter. Remind learners to be personable in the letter and to assure the customer that quality has been of the highest importance to the company. Direct learners to sign their names to their letters and allow them to choose a title for themselves such as “customer service representative,” “customer satisfaction manager,” etc.

**Materials and Resources**

- Word processing equipment

**Learner Level**

- Grades 6.0-12.9

**Learner Grouping**

- Small group
- Whole class

**Time Needed**

- 2 hours

**Setting**

This activity was conducted in a Families First class that is workforce focused as well as preparing learners to take the GED test. The class met five days a week for four hours each day.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.
4. Break learners into pairs and exchange letters. Challenge them to help each other find mistakes and make corrections. Ask each learner to make a neat final draft for submission to the teacher.

5. Review the main topics discussed in the learning activity. Ask questions to determine whether the learners better appreciate the attitudes that play a part in helping to achieve complete customer satisfaction. Some questions might include the following: What do you think customers expect when they purchase a product from a company? Is customer service an important consideration when you make a purchase? Is the customer always right? If you worked for a company, what things could you do to help achieve complete customer satisfaction?

**Assessment**
The learners will report their findings of the exercise verbally. The learners will be able to complete an appropriate thank you letter.

**Practitioner Reflection**
Employees at companies need to know that customers (those who purchase their products) expect high-quality items and personalized attention (i.e., that they matter as customers). My class needed to see that having an impolite attitude about the job can lead to poor quality and job performance. It also limits repeat customers by negative word of mouth advertising. This can stunt the growth of any business. I think this activity was valuable in many ways. It brought out the point that good companies have conscientious workers who care about quality and customer satisfaction. It also showed the need for writing skills in the workforce and the importance of proofreading written materials by a second party when possible. In addition, it showed learners the importance of planning and organizing ideas before writing. If I did this again, I would take additional time for learners to work on word processing in order to make a professional looking draft so that learners could see their work in that form.
Entrepreneurship: Is It for Me?

After a general introduction to entrepreneurship and business plans from the first lesson in this series, this lesson focuses on taking stock of oneself to determine what personal factors to consider in deciding if the time is right to become an entrepreneur. Learners write a resume, a statement of net worth, and life plans.

Learning Objective
- Learners will compose a resume.
- Learners will formulate a statement of net worth.
- Learners will articulate their life plans.

Work-Based Skills
EFF Skills: Communication Skills: convey ideas in writing; Decision Making Skills: plan, solve problems and make decisions; Lifelong Learning Skills: learn through research, use information and communications technology.

KSAs: Quality in the workplace; Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: Basic Skills: writing; Thinking Skills: seeing things in the mind’s eye, creative thinking, decision making, problem solving, reasoning; Information Skills: uses computers to process information, acquires and evaluates information, organizes and maintains information, interprets and communicates information; Technology Skills: selects technology, applies technology to tasks; Personal Qualities: self-esteem, self-management.

Activity Description
Taking stock of the resources one has to start a business is an important part of a business plan. Resources to be considered are not only money, but also experience, personal interest and drive, and the support of others. The self-appraisal my learners did involved examining their attitudes and drive, composing a resume of their work experience, formulating a statement of self-worth, and articulating a life plan. We did these in four successive class periods. All of these become a part of the business plan.

Examining Attitude and Drive
To help learners get an idea if they were entrepreneurial potential, I posed a series of questions to them such as, “If I had planned a weekend vacation and a customer wanted to schedule a large job that would conflict with my plans, I would (a) tell the customer, ‘Sorry, but I only work Monday through Friday.’ (b) explain to my traveling companions that I have to work this weekend and must pass on the trip this time, (c) figure that I’ll probably never have the time to take a vacation anyway and make myself available every day of the year, or (d) tell the customer that I was unavailable, and I had to work that weekend.

Project
This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and write a very basic business plan for a hypothetical business. This is the second of five learning activities in this project. The activities are:
1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

Materials and Resources

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.
then provide the phone number of my competition.” The Kelly Reno book referenced in the Materials section contains some excellent questions to use for this self examination of attitude.

**Composing a Resume**

I followed the learning activity already published in the Learning Activities Bank called “Creating an Effective Resume” (http://hub2.coe.utk.edu/gtelab/learning_activities/12broc.html). This learning activity took my learners about three hours of class time.

**Formulating a Statement of Net-Worth**

An important part of a business plan is a statement of net-worth in which applicants list their assets and liabilities so that the borrowing institution they use will know what collateral they have and know what their debts are. Learners work by themselves on this statement, as this might not be information that they want to share with other learners. Our statement of net-worth was really pretty simple. Learners:

- Make a list of everything they own, e.g., home, home furnishings, art, cell phone, clothing, car, jewelry, etc.
- Estimate the value of these assets and assign a dollar amount to all assets.
- Write down their debts, i.e., amounts they owe on any of their assets and any other debts.
- Combine assets and liabilities on one sheet with two columns, listing the things they own under the heading “Assets” and debts under the heading of “Liabilities.”
- Total the dollar amounts for each column and subtract the smaller amount from the larger amount.
- If the assets are greater than the liabilities then the learner has a positive net worth. If the amount of the liabilities is larger than the assets, the learner has a negative net worth.

**Articulating a Life Plan**

To think about a life plan is to think about what one wants to accomplish in life. This assignment is approached as an essay assignment, and the same way learners approach the GED essay can be used for writing this essay.

1. I ask learners to do some brainstorming about the topic first and to write down phrases or single ideas that come to them as they think. To help them focus their thinking, ask the following questions:
   - What is your current situation?
   - Do you have children?
   - Do you have a job?
   - Do you want to obtain your GED? When?
   - Do you plan to go to college? What will your major be?
   - How do you plan to take care of your obligations and meet your goals?
   - Will you marry?
   - Where does being a business owner fit into your plans?

2. Learners should then organize their thoughts into themes. It may help them to organize their thoughts if they put the various parts of their life plan into a simple timeline.

3. Each of the themes of their life plan should be organized into a paragraph with a topic sentence and supporting sentences. Possible themes for paragraphs might be past experiences, current responsibilities and conditions, future hopes and goals, and how one plans to achieve those goals.

4. Introductory and summative paragraphs should be written.
5. The paragraphs should be ordered logically, and transition sentences included to help the essay flow from one part to the next.

6. Learners will type their essays into a word processing program and give copies to two other learners to proofread for content, clarity, and the conventions of English language usage.

7. Learners will gather the feedback from their proofreaders, consider the suggestions, and edit their essays accordingly.

The loaning institution may not require a life plan, but it can help the loaning institution see the seriousness and the planning of the borrower. Articulating a life plan will also help the learner focus on how being the owner of a business would fit into their lives. Learners should take special care to show how starting a business fits into their life plan.

**Assessment**

Objectives have been met when learners have completed their resumes, statements of net worth, and life plan essays.

**Practitioner Reflection**

Becoming an entrepreneur is not a realistic idea for all people. Even though most of my learners expressed an interest in starting a small business, I wanted them to take stock of where they were in their lives, both in terms of their financial situations and in their personal lives and relationships. In addition, for a loan institution to consider an individual for a loan, a statement of net worth and their life plans have to be on file. This information becomes a part of their business plan along with a personal resume. This activity was reasonably easy for the learners and they followed through well. It was interesting when learners did the statement of net worth. They realized the importance of having assets. None of the adult learners owned a home; however, they did have an automobile, household contents, jewelry and furniture that was paid for. I noted that they did not have debts, and that is an asset in itself!
Entrepreneurship: What Business Am I In?

Clearly defining what kind of a business one proposes starting is a most important and serious part of the business plan. In this activity, learners create goals and mission statements for their businesses and define the services they will render to the consumer. Then they have fun inventing names and slogans for these hypothetical businesses.

Learning Objective
• Learners will examine the goals and mission statements in several actual business plans.
• Learners will determine and clearly define the products or services of their hypothetical companies.
• Learners will outline mission/vision statements for their companies.
• Learners will formulate goals for their companies.
• Learners will develop objectives for each of the first three months of their business’ operation to direct the business toward the goals.
• Learners will create slogans and names for their companies.

Work-Based Skills
EFF Skills: Communication Skills; convey ideas in writing; Lifelong Learning Skills: reflect and evaluate; Decision Making Skills: plan, solve problems and make decisions.

KSAs: Works on a team effectively; Quality in the workplace

SCANS: Basic Skills: writing; Personal Qualities: self-esteem; self-management; Thinking Skills: creative thinking, decision making, problem solving, reasoning, seeing things in the mind’s eye.

Subjects
• Employability
• Critical thinking
• Life skills
• Interpersonal skills
• Writing skills

Activity Description
The content of this learning activity is an integral part of all business plans and is variously included under such section titles as “Company Description,” “Mission and Vision for Company XYZ,” “Goals and Objectives,” or “Business Goals,” among others. The idea is to clearly define your product and/or the service you will provide and write goals and objectives express the definition. Sometimes mission and vision statements also include a philosophical statement about the motive for being in this business.

Coming up with a name and a slogan for a company is also an important aspect of planning, but not as serious and academic as actually defining the product and/or service the company will provide. The different parts of this learning activity contrast pleasantly in group vs. individual work and serious vs. fun work.

Project
This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and write a very basic business plan for a hypothetical business. This is the third of five learning activities in this project. The activities are:
1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

Materials and Resources
Clearly defining the product and/or service your company will provide.
- Each learner spends a little bit of individual time thinking about what kind of a business he/she might consider opening. Learners write their ideas down. (Allow about 10 minutes for this.)
- Learners work in groups of three to five to share their ideas with others. Each learner explains what he/she has in mind, and the group discusses (brainstorms about) the idea. The goal is for the learner to bounce ideas around and to benefit from the thinking of others in order to clarify the idea for the business.
- Learners synthesize the suggestions and then individually write a paragraph describing what their businesses will produce or provide.

Developing goals and objectives
- As a total group, learners look at some actual business plans for the statements of “Company Description,” “Mission and Vision for Company XYZ,” “Goals and Objectives,” or “Business Goals.” They can go back to the plan obtained from the Small Business Administration distributed in the first learning activity and also look up additional plans on the Internet using the references provided. Through group discussion, try to come to some consensus as to what these companies are about from these parts of their business plans.
- Working individually, learners use these statements as models to formulate the goals and the vision/mission statement for their own hypothetical businesses. Goals are defined as long-range, broad, unmeasurable statements that give direction to plans and objectives. The goals should provide a broad idea of what the company or business is about. The mission statement should state what the learner pledges to the consumer in running this business.
- Learners then use their stated mission and these broad, overall business goals to develop three measurable objectives for the first three months their business would be in operation, three more objectives for the first six months, and three additional objectives for the first year of operation. Included with the objectives should be some indication of the strategies to be used to meet these objectives.

Naming the company
- Learners work in the same groups that helped them brainstorm about the broad outline their business would take. They brainstorm again to let their creative juices flow and come up with names and slogans for their businesses that would attract customers. The name of a business and its slogan should be descriptive and unique. It’s OK if this part of the activity gets a little loud and learners have some fun! Allow about 10 to 15 minutes of hilarity.
- (Optional) If there is enough time, it is fun to make signs using poster board and magic markers with these names and slogans to post around the room.

Assessment
Objectives have been met when learners have completed their mission/vision statements, goals, objectives, names, and slogans for their businesses.

Practitioner Reflection
I wanted my learners to consider having their own businesses. It is my hope that my learners will find their hidden talents, become independent, and realize they can earn money all at the same time. The project to write a business plan helps learners explore the option of being entrepreneurs.
topics in this activity are a required part of all business plans.

Learners seemed to work well together coming up with a name, slogan, and mission statement. Two of the business ideas my learners suggested are:

1. **Type of Business:** Bar & Grill  
   **Business Slogan:** “Where Everyone Likes It”  
   **Mission Statement:** “We Serve Excellent and Quality Food to Our Customers”

2. **Type of Business:** Day Care Center  
   **Name of Business:** “Loving Hands Day Care Center”  
   **Slogan:** “Using loving hands to nurture your children”  
   **Mission Statement:** “We promise to love, teach and watch your children”

Next time I try this activity, I will have someone come in and do a goal setting workshop so that goal setting will be clearer to the learners. I had to prompt learners to encourage them to talk about their goals.

**Time Needed**

About three hours (can be two class periods)

**Setting**

This learning activity took place in a Families First classroom meeting five days a week for four hours per day. There were five learners in the class.
Entrepreneurship: Will It Work?

Making a business plan and then making it work takes lots of thought and study. In this learning activity, potential entrepreneurs examine the feasibility study, marketing strategy, proposal, and researching the census tract and data. This is probably the most critical section of the business plan to obtaining a loan.

Learning Objective
• The learners will develop a feasibility study.
• The learner will develop marketing strategies.
• The learner will obtain census tract data.
• The learner will write the proposal for the business plan.

Work-Based Skills
EFF Skills: Communication Skills: convey ideas in writing; Lifelong Learning: learn through research, reflect and evaluate.

KSA: Accurately performs work; Follows instructions; Knows standard procedures; Cooperates with others; Works on a team effectively.

SCANS: Basic Skills: writing; Information Skills: acquires and evaluates information, organizes and maintains information, interprets and communicates information; Personal Qualities: self-esteem, self-management; Interpersonal Skills: participates as a members of a team.

Activity Description
Market Strategies. During the first class session, the learners worked together to try to understand the kinds of information that would be included in the Feasibility Study and the Marketing Strategy of a business plan. We used their business ideas and together asked the kinds of questions that would have to be answered in detail in an actual business plan. The loaning institution will want to know if the product/service will be something the consumers will need/want. To answer that question, it is necessary to think what customers will be in the area where the business is located. The type of product or service must be matched to where the demand for that product or service is. Marketing strategy will also affect the success of the business. Have learners tell what their plans are for that area and how they will be different from the other businesses in that area. Have learners make a list of ways they plan to sell their product/service, e.g., newspaper and TV ads, telephone sales, and flea markets. Have learners make a list of ways they plan to advertise their business, e.g., flyers, business cards, and word of mouth. In this section of the lesson, we talked together about the need for this kind of information and suggested what could be included for the hypothetical businesses the learners had been considering. We consulted the reference books listed in the “Materials” section to help focus our thinking.

Feasibility Studies. Have learners develop a survey for customers, employees, and managers of competitors in the area they plan to locate their business. Ask questions that will tell if there

Project
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Materials and Resources
• Richm, S. L. (1990). The Teenage Entrepreneur’s

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.
is enough business to support a second and competing business in that area. Ask potential customers how far they would be willing to travel for this product/service? Find out how much they would be willing to pay for this product/service. Here again, learners should consult the resources listed to guide their research. Have learners compile the feasibility results of consumers and their competitors.

_Census Tract Data_. One important source of data that learners were generally not aware of was census tract data. Census tract data is public information and is available on the Internet. Try a search using “census tract data.” Have learners to retrieve census tract data from web site of area they plan on having their business or from the library. This will give them demographic information for the area in which they are considering opening their business. Have learners locate area they plan to locate their business on the census tract. That way they can look up the data of who lives in the area, their ages, education and income. This information should be included in their business plan.

Proposal. All of the sections in this learning activity are a part of the business plan. Learners should know that there is a lot of research to do to be able to have all the factors which may help to predict the success of a business. The more you know, the less you leave to chance and the less risk you take. Learners will compile this information and write up these sections of the business plan for their hypothetical business.

Note the learners will complete the proposal after the last lesson activity, which will include the operational timetable, start up cost and the three-month projected statement.

### Internet Resources

The following web sites were also especially helpful:

- U.S. Small Business Administration
  - [http://www.sba.gov/starting/indexbusplans.html](http://www.sba.gov/starting/indexbusplans.html);
  - [http://www.sba.gov/starting/indexsteps.html](http://www.sba.gov/starting/indexsteps.html);
- St. Charles City-County Library District: Business Plan for Small Service Firms
- Deloitte & Touche: Growth Company Services Writing an Effective Business Plan

### Assessment

- Learners will have a list of marketing strategies
- Learners will have a list of ways they plan to advertise
- Learners will have a list of answers from the feasibility studies
- Learners will have census tract data on the area they plan to locate their business
- A partial proposal will be completed

### Practitioner Reflection

There is not an easier way to gather this information. I recommend that the practitioner be patient and spend several sessions with this activity. Learners were very resistant when it came time to write the proposals.
Improving Writing Through the Use of Imagery

This activity leads learners through the process of adding detail to sentence starters to create mental images of what they are writing. This activity helps to improve writing assignments regardless of the subject matter by drawing on the experiences of the learners and using these experiences to vary and expand the vocabulary they use in writing.

**Learning Objective**
Learners will visualize what they are writing about in order to expand their use of a wider vocabulary and improve written communication.

**Work-Based Skills**
EFF Skill: *Communication Skills*: convey ideas in writing.
KSAs: Listens for understanding; follows instructions.
SCANS: *Basic Skills*: writing; *Thinking Skills*: seeing things in the mind’s eye.

**Subjects**
- Writing skills
- General Education development (GED)
- Adult basic education
- Vocabulary development
- Literacy
- New writers

**Activity Description**
1. Spend a few minutes in discussing problems learners encounter when completing a writing assignment. Someone may mention not knowing what to write about.
2. Discuss methods people use to help them write effectively. Remind learners that writing is just speech written down. If they can envision what they want to say, half the battle is won.
3. Discuss the use of imagery (forming mental pictures of what you see or say) in increasing one’s writing skill. If an individual can clearly visualize a certain scene or event in his or her mind, it greatly expands his or her ability to write about that scene or event.
4. Put a sentence starter (a subject and a verb) on the blackboard that might tell of an action in their workplace. Example: “Customer chose.” Let each learner add one word at a time to complete the thought of the person being described. The final result should be a complete picture of a certain customer buying a particular product. Here’s how a class might develop this sentence starter:
   - Customer chose.
   - Old customer chose.
   - An old customer carefully chose.
   - An old customer carefully chose food.
   - An old, gray-haired customer carefully chose food.
   - An old, gray-haired customer carefully chose canned food and crackers.

**Materials and Resources**
Blackboard, overhead projector, or flip chart

**Learner Level**
Multilevel—can be adapted to any level

**Learner Grouping**
- Individual
- Small group
- Whole class

**Time Needed**
1 hour

**Setting**
This class was composed of 15 Families First learners who are attending class to achieve their GED and ultimately will be entering the work force community. The class meets five days a week and four hours per day.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.
• An old, gray-haired, stooped customer carefully chose canned food and crackers.
• An old, gray-haired, stooped customer with a cane carefully chose canned food and crackers.
• An old, gray-haired, stooped customer with a cane carefully chose canned cat food and crackers in the grocery store.
• An old, gray-haired, stooped customer with a cane carefully chose canned cat food and crackers in the grocery store.

With the addition of each word, the details of the picture become clearer and the picture becomes easier to visualize. The final sentence in the series above shows a much clearer picture of the customer as he picked out his items.

5. This exercise should be repeated several times with the whole class, each time using a different sentence starter. Suggested sentence starters using the same subject, “customer,” and changing only the verbs that follow:
• Customer fell
• Customer paid
• Customer waited
• Customer talked
• Customer hurried
• Customer complained
• Customer bought
• Customer searched
• Customer crashed
• Customer selected

Each time a sentence is created using one of these sentence starters, a different picture will develop. Learners will be surprised that not only does their visual image of what the customer did change as the verb is changed, the picture in the learners’ minds of the customer himself also varies each time a new sentence is created. With each different sentence created, learners should see that forming a visual image helps them have a better understanding of what they want to write.

6. As an individual assignment, give learners two or three sentence starters and ask them to add words to expand each sentence to create a strong visual image.

Assessment
Learners should be able to complete assignment without too much difficulty.

Practitioner Reflection
Writing down what is being visualized can be applied in all writing tasks, from simple descriptive assignments to writing work orders or writing plans for the work place. On certain occasions it might be necessary for employees to write messages to other workers on different shifts about work that needs to be done or changes in work standards that might need to be considered. An accident report may need to be written. Employees might need to write orders for products or make notations about items to be shipped. There is a whole array of possibilities where imagery could be implemented to make one’s writing more detailed.

This activity helped learners see how making a picture in your mind allows you to add details in a sentence to create a more vivid image in the mind of the reader. The adult learners were not only able to increase their vocabulary usage by using this idea with visual images, but they were able to expand and begin to write paragraphs and even short stories. In the work place or the classroom, an increase in vocabulary is necessary in order to communicate and get the job done.
Students as Teachers

Learners pick one concept that they have mastered in math, language skills, or literature. With the practitioners’ help, they plan a presentation to teach this skill. They then present their mini-lesson to the entire class or (alternatively) to one other learner.

Learning Objective:
- The learner will plan and execute the presentation of one skill or concept to the rest of the class (or alternatively, to one other classmate.)
- Learners will experience an increase in self-confidence in their verbal communication skills as a result of making this presentation.

Work-Based Skills
EFF Skills: Communication Skills: speak so others can understand; Decision Making Skills: plan; Interpersonal Skills: guide others.

KSAs: Talks with respect; Quality in the workplace; Works on a team effectively; Gets along with others.

SCANS: Basic Skills: speaking; Thinking Skills: seeing things in the mind’s eye; Interpersonal Skills: teaches others new skills, serves clients/customers.

Subjects
- Adult basic education
- General education development
- Writing skills

Activity Description
1. Ask learners to choose a concept they have mastered in math, language, or literature that they feel they could teach another learner.
2. Allow the learners access to textbooks so that they can search for examples of the concepts and for exercises that reinforce the concept.
3. Review correct essay format with the learners and challenge them to plan their lesson based on the idea of an introduction, a body of main points, and conclusion, with exercises to follow. It might be a good idea to post this format in the room for reference throughout this exercise.
4. Help all learners on an individual basis as they prepare their lessons. Refer them to the essay format as often as necessary.
5. Upon completion, the learners present their lesson. The procedure will take approximately 3 hours for 8-10 learners doing a lesson of approximately 30 minutes. If the lessons are done one-on-one, they can be done simultaneously. This will probably be the case for most learners.

Assessment
The assessment will be based on the organization of the lessons, the learners’ knowledge of the concepts taught, and not necessarily on the quality of the presentations.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.
Practitioner Reflection
This activity went better than I thought it would. I knew there would be those who would be against teaching to the whole class; therefore I emphasized throughout my explanation that their lessons could be taught to one other person or the entire class. There were still a couple of learners who couldn’t see how they could teach something to anyone else. I could easily find areas of study where each learner was proficient and could help another learn. Some of the learners surpassed expectations when teaching the entire class. They prepared more than enough material.
Observing Your Surroundings

This learning activity shows learners how valuable being observant can be to them in life and in their work. The learners will test themselves on what they can recall about their surroundings.

**Learning Objective**
Learners will recognize the importance of paying attention to their surroundings.

**Work-Based Skills**
**EFF Skills:** Communication Skills: observe critically; Lifelong Learning Skills: learn through research, reflect and evaluate.

**KSAs:** Accurately performs work; Follows instructions; Knows standard procedures; Cooperates with others; Works on a team effectively; Quality in the workplace.

**SCANS:** Information Skills: acquires and evaluates information, organizes and maintains information, interprets and communicates information; Thinking Skills: knowing how to learn; Personal Qualities: self-esteem self-management.

**Subjects**
- Critical thinking
- Life skills
- Work environment
- Writing skills

**Activity Description**
1. Begin the discussion by obtaining a learner definition of what it means to be observant. What things in daily life keep their attention? Everyone observes in some way or another. For example, they may mention the cars that people drive or what someone’s hair looks like. Build on that experience.

2. Ask learners to go with you and exit the familiar surroundings of the classroom, taking only paper and pencil. Go to another classroom if one is available or outside if weather permits.

3. Once settled, ask learners to list all the objects they can remember in the classroom they just left. Ask them to be specific, noting colors and items present on the walls.

4. Pose this question to the group: “Do you think that there are things in the classroom you have forgotten to list?”

5. Put learners into groups of two or three. Ask them to total the number of different items their group listed. Record this number for each group.

6. Return to the classroom. Take up each learner’s list paper, giving the impression that the activity is about to conclude.

7. After a moment or two, have learners exit the classroom again. This time you supply the paper for each group. Using the same groups as before, have them work together to...

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**Materials and Resources**
- Pencils
- Paper

**Learner Level**
- Grades 6.0-12.9

**Learner Grouping**
- Small group
- Whole class

**Time Needed**
- 2 hours

**Setting**
This activity was conducted in a class that is workforce focused as well as preparing students to take the GED test. The learners attend class for four hours a day, five days a week.

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*Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.*
compile a list of the things in the classroom. Take up each group’s list and return to the classroom.

8. Compare orally or write on the board the differences between the group’s original and final listings.

9. Discuss with learners the difference it can make just knowing that observation is important. Discuss how this skill can be valuable to them on the job. Also, allow learners to comment on how observation can be a tool for lifelong learning. An additional activity once discussion concludes might be to have learners draw on what has been discussed in the form of an essay. The topic posed could be: “Discuss how being observant at work can benefit you. Be sure to give examples why you feel as you do.”

Assessment
Learners will become more aware of observations they can make on a daily basis. When they are more in tune with this, it will help them to observe things more critically. Learners will become more responsible for their classroom and individual work areas when they are asked, “What needs to be done in this room to keep it to our standard?” Learners will assume more ownership by helping to maintain the room.

Practitioner Reflection
Companies place more responsibility on entry-level workers by having fewer supervisors today. Because of this, workers must be able to pay close attention to their surroundings and do things that need to be done without being directed by a supervisor at every step along the way. I saw that my adult learners needed to begin this process by developing sharp observation skills.

This activity was well received by my class. They got to move around and be involved in group-work. I think the idea really hit home with them. That was the purpose of this lesson. Observation is such a critical tool for people who wish to better understand the world around them.