The *1999 Families First Idea Book* is a compilation of lessons written by local adult basic education teachers throughout the state of Tennessee and edited by Donna JG Brian and Pat Sawyer at the Center for Literacy Studies, The University of Tennessee, Knoxville.

To access the *1999 Families First Idea Book* online, go to the Center for Literacy Studies home page at http://cls.coe.utk.edu/ and select “local materials.”

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For further information contact:

Center for Literacy Studies
The University of Tennessee/Knoxville
600 Henley Street, Suite 312
Knoxville, Tennessee 37996-4135
Tel: (423) 974-4109
Fax: (423) 974-3857
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Tennessee Essential Workforce Knowledge, Skills and Attitudes (KSAs)

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Learning Activity Framework
Introduction

The *1999 Families First Idea Book* is a collection of lesson plans by Tennessee adult basic education instructors who have been rising to the challenge of integrating work preparation activities with basic skills. In light of the Workforce Investment Act (WIA) of 1998, it is a challenge many adult basic educators are now facing.

**SCANS Report**

In the past several years, it has become clear that to be successful at work, adults need not only basic skills, but other skills and qualities. In 1991, the Department of Labor commissioned a study to learn what youth entering the workforce need to know and be able to do in order to be successful. Employers, unions and workers were asked to define the skills needed for employment and to propose acceptable levels of proficiency. The resulting SCANS (*Secretary’s Commission on Achieving Necessary Skills*) report “What Work Requires of Schools” (1991) suggested that workers need not only basic skills, but also thinking skills and personal qualities and competencies to equip them for the world of work. (A copy of the skills identified with the SCANS report is included in the appendix.)

**Welfare Reform**

Around the time that the SCANS report and other events pushed Americans to rethink the role of education and work, there began to be increasing public demand for accountability regarding the effectiveness of public programs. Policy makers were challenged to come up with new approaches to entitlement programs, approaches that incorporated personal responsibility as well as a time-limited “safety net” for families struggling to pull themselves out of poverty.

In the following years as states and the federal government moved toward welfare reform, the national debate centered on questions such as how to most effectively help adults gain the necessary knowledge, skills and attitudes needed to be successful at work. How does this nation help adults
move toward self-sufficiency? For example, should policy be established to put welfare recipients in jobs regardless of the person’s skills, or the quality of the job? Some policy makers asked difficult questions about whether basic skills programs, traditionally a long-term investment, were really worthwhile. Others questioned the wisdom of economics being the sole driver behind civic decision-making concerning the value of education.

At the same time, other policy makers observed that unskilled workers often move from low-wage job to low-wage job, unable to achieve real self-sufficiency or to truly move out of poverty. As they considered ways to restructure welfare, some policy makers noted respected research that suggests basic skills education, job training, job search, and workplace experience should be integrated for real improvement in the wages and quality of life of welfare-to-work participants. (D’Amico, 1997; Strawn, 1998)

**Families First in Tennessee**

As welfare reform efforts were sweeping the nation, Tennessee legislators, public officials and citizens were engaged in debate over the future of Tennessee’s welfare program. After spirited discussion, heated public forums, negotiation and compromise, on September 1, 1996, *Families First*, Tennessee’s ground-breaking welfare reform program, was in place.

Welfare reform programs across the nation typically emphasize work and self-sufficiency. Tennessee’s program does that, too. But *Families First* differs in an important way from virtually every other welfare reform effort: it actively encourages adult education (White, Ziegler & Bingman, 1999). *Families First* policies acknowledge that without basic skills and work readiness skills, adults are unlikely to attain employment that leads to lasting self-sufficiency.

In order to be eligible for assistance, participants in *Families First* agree to a Personal Responsibility Plan that outlines goals and activities designed to assist a family achieve self-sufficiency. There are several possible “activities” from which participants may choose, including adult basic education, job training, job search, and job club. The Tennessee Department of Human Services supplies support services such as transportation and child care to enable adults to participate in sponsored activities.
Although eligibility and need differ according to individual situations, many *Families First* participants who lack a high school diploma elect to spend up to 20 hours per week in adult education classes. More than 90% of the adult caretaker in families enrolled in the program has some work history, although it may be sporadic (Fox, Boyer, Cunningham and Vickers, 1998). While participants are working to gain basic skills up to the ninth grade level, there is no additional work component required, and no time limitations on assistance are in operation. Once a participant gains ninth-grade-level skills, a work requirement of up to twenty hours per week and time limitations on assistance, begin.

**Adult Basic Education**

In the beginning, most adult education teachers operated their *Families First* classes much like other ABE classes. They knew how to do a good job teaching basic skills. However, teachers soon saw that they needed to make changes to better help their *Families First* participants move toward work-readiness. Teachers realized that it took more to hold a job than being proficient at basic skills. At the same time, Tennessee policy makers at the Department of Education and the Office of Adult and Community Education began to ask adult basic education teachers to integrate work-preparedness skills with basic skills in the classroom.

The Department of Human Services commissioned research to find out the knowledge, skills, and attitudes (KSAs) that Tennessee employers believe to be essential for success in entry-level employment. That study revealed that while Tennessee employers definitely value a GED or high school diploma, employee skills and attitudes such as dependability, following instructions and getting along with others are just as vital (Davis, 1998). A full listing of the Tennessee Essential Workforce Knowledge, Skills, and Attitudes (KSAs) is found in the appendix.

Even as teachers saw that learners needed more than GED preparation and heard requests from policy makers to create more work-focused classrooms, they also realized that little in their educational background prepared them for this task. How can instruction take place in a different way, a way that helps adults become prepared for workplaces that demand
not only basic skills, but also the ability to work together, to solve problems, and to flourish in the complex world of work? Teachers needed a chance to explore methods of teaching in this different way. They needed to talk with each other and learn together about how to weave basic skills instruction with activities that helped adults move toward self-sufficiency.

**Equipped for the Future (EFF)**

While some teachers saw instant possibilities, others struggled with integrating work and basic skills. Some were troubled by narrowing the focus of adult basic education to only work because they knew that equally important were educational experiences that equipped people to be successful in all areas of their lives. A national initiative, *Equipped for the Future*, was a useful tool that helped teachers reframe their instruction from a work focus to one that also contributes to the development of the whole person. *EFF* skills parallel many of the KSAs and *SCANS* skills, but they grow out of what adult learners themselves said they needed in order to be equipped for their futures as workers, family members and community members. The knowledge, skills and attitudes needed for work are also needed to be effective in one’s life. (A copy of the *EFF* framework is included in the appendix.)

**The 1999 Families First Idea Book: A “Teacher to Teacher” Resource.**

Using the Tennessee KSAs as their primary framework—with *SCANS* and other skills frameworks as resources—*Families First* instructors have started to let their creativity guide them in a new direction. This publication, the *1999 Families First Idea Book*, provides ample evidence of that shift. Here you will find lessons submitted by teachers from all areas of the state to be generously shared with their colleagues. Within these lessons, teachers seek to strengthen the knowledge, skills, and attitudes necessary for their students, *Families First* customers, to be successful at work as well as in their families and communities. Some of these lessons teach these skills directly such as when students are asked to relate specific knowledge, skills, and attitudes to the way they live their daily lives. Other skills are taught indirectly as teachers integrated an identified KSA such as being able to work effectively on a team into a lesson stressing an additional skill such as math or social studies.
The lessons are presented in loosely organized sections which arose from the primary focus of each lesson. The sections are:

I. Job Acquisition Skills—Preparing to Work
II. Job Management Skills—Overcoming Obstacles, Adapting to Work
III. Life Management—Managing Life While Managing a Job
IV. KSA Direct Instruction
V. GED Acquisition—Skill Development

Many lessons could fit in more than one section. Their actual placement is in the section of their primary focus. They are referenced in the introduction to other sections where they could also have been placed.

Previous Idea Books were collections of lessons, in any format submitted by the teacher, copied as submitted, and gathered together under one cover. The 1999 Idea Book asked teachers to submit their lessons in a Learning Activity Framework so that the lessons could be more easily organized and presented in a more standardized form. (A copy of the Learning Activity Framework is included in the appendix.) In addition, lessons were edited to be more consistent across the framework. The result of this standardization makes it easier for teachers looking through the book to find a prospective lesson, get a quick overview of it, and decide whether the lesson meets their needs. It will also facilitate easier access to the lessons as they become available online published as locally produced materials and available through the “local materials” link on the Center For Literacy Studies home page at http://cls.coe.utk.edu/.

As in previous years, teachers were asked to submit their best lessons to be published in this year’s Idea Book. Because of the new format for the book, not all of the lessons submitted could be edited in time to be included in this published version. We expect to be able to include additional lessons in the next version of the Families First Idea Book that will be published online.

Without the generosity of teachers who felt it was important to share with other teachers, there would be no “ideas” in the Idea Book. We wish to thank all the teachers who shared their teaching experiences and ideas by submitting lessons for inclusion in the 1999 Families First Idea Book. We hope that these lessons will serve to help other teachers and spark more creative ideas.
References


White, C., Ziegler, M., & Bingman, B. (1999). Families First: Implications of Welfare Reform for Tennessee Basic Education Report, National Center for the Study of Adult Literacy and Learning. (Can be ordered from World Education, 44 Farnsworth Street, Boston, MA 02210-1211.)
Job Awareness/Job Skills Awareness

Students study newspaper job advertisements, choose one, and summarize the job requirements or duties with the related skills necessary to perform that job in a 1-2 minute presentation to the class. Whole class discussion follows the presentation.

**Objectives**
Students will locate a classified ad for a job that interests them. They will analyze the job description for the job’s required skills. Students will summarize their findings in a 1-2 minute presentation to the class.

**Work-Based Skills**
- **KSAs:** Listen for understanding; Follow instructions; Accurately perform work.
- **SCANS:** Locates, understands, and interprets written information; Organizes and communicates orally; Receives, attends to, interprets, and responds to verbal messages.
- **EFF:** Gather, analyze and use information; Read critically; Speak so others can understand; Listen actively; Reflect and evaluate.

**How to Prepare**
Collect current advertisements from local newspapers. Prepare as a handout a list of common abbreviations used in advertisements.

**Active Learning Methods Used**
Students are actively reading for specific information and then they are presenting their findings to the class. Listening and talking skills are emphasized, also.

**What to Do During the Activity**
1. The instructor discusses this activity with the class, using one advertisement for all students. After examining the ad and discussing it (and terms used in advertisement), the teacher models a 1-2 minute summary presentation to the class. The instructor will give a short explanation of the activity for the benefit of new students.

2. Each student will choose an ad to examine from the classified ads in the newspaper making sure he/she has not chosen that “job” before in a previous activity.

3. Students will be given 10-15 minutes to examine their ads, specifically noting skills needed and job duties. They will be encouraged to write down their findings on a chart they make (“Job Duties” on one side; corresponding “Skills Needed” on the other).

4. When all students are finished, each will be asked to make a 1-2 minute presentation to the class. To make the presentation easier, the student can pretend to be that “person” (i.e., cashier, nurse, administrator, etc.) and talk about their job and the skills required.

5. Students will have time to ask questions and/or discuss issues that may arise. The most widely needed skills will be summarized. Sheets and ads should be filed in a folder that is easily accessible to the student.

**Type**
This activity should be repeated frequently in order to emphasize the importance of job skills and in order to introduce the students to a variety of careers.

**Learners**
This activity is suitable for all learners.

**Time Frame**
Approximately 10 minutes to clip newspaper ads. Approximately 15-30 minutes for the activity, depending on class size.

**Room Set-up**
The activity is done at the students’ desks or tables.

**Transparencies**
Not required but could be used.

**Materials**
Common abbreviations sheet; collection of advertisements; notebook paper, pencils/pens.

**Learner Handouts**
Abbreviations used in advertisements.
Pre/Post Assessment
Pre-Assessment: Class discussion of the available jobs and the skills needed for these jobs.
Post-Assessment: The students’ presentations serve as post-assessment.

Evaluation by Learners
Student cooperation and willingness to repeat this exercise serve as evaluation of the lesson by the learners.

Reinforcement/Generalizations
Each time students complete this activity, they should be reminded of basic workplace skills that are required in all jobs. They also should realize that better jobs give better pay and need better education/training. Hopefully, this will encourage them to work toward their maximum educational level instead of the minimum.

Comment
Previously, the students had visited job sites and talked with employers. This activity was a different approach to learning about various jobs. The students enjoyed this activity and requested that it be repeated.
Ready to be Employed Unit

Students use employment forecasts, education/earnings correlation information, a self-assessment instrument, and the game, “Where Can I Wear This to Work?” to consider future employment possibilities.

Objectives
Students:
• identify job opportunities
• become aware of the importance of education to earnings potential
• discuss how the makeup of society impacts the job market
• complete a self-assessment tool to determine what career path would be good for their individual personality
• prepare to apply for jobs
• become aware of good dress and grooming necessary for job retention.

Active Learning Methods Used
• Reading, writing, analysis.
• Discuss the correlation of education to job earnings.
• Self-assessment.
• Game playing.
• Case studies/role play.
• Listening.

What To Do During the Activity
1. Handout the Employment page and direct student to analyze the charts and employment opportunities for the future. Direct students to do the Writing Connection theorizing about the reasons for the rise in certain job markets. Share the paragraphs and do the Problem Solver as a group.

2. Distribute the Education/Earning correlation sheet (p. 7 of Job Savvy or p. 173 of Job Savvy: Instructor’s Guide). Discuss what differences the change in education makes to standard of living. Discuss what kinds of jobs require higher education and individuals. Certainly those who have not yet taken the GED can also participate.

How To Prepare
Locate the materials listed below. Create transparencies from the Job Savvy: Instructor’s Guide if to be used in a class setting.

Work-Based Skills
• KSAs: Evaluate information; How and when to make decisions; Take initiative; Desire to grow/advance.
• SCANS: Decision-making; Reasoning; Self-esteem; Self-management.
• EFF: Read critically; Plan; Research; Reflect and evaluate.

Background
This unit was designed to be used with students who were waiting for their GED scores after having taken the GED test. Once a student completes the GED test, they must wait almost two weeks to receive their scores. During that waiting time, when they need to come to class to satisfy DHS requirements, they can work in this unit of materials, as a class or as individuals. Certainly those who have not yet taken the GED can also participate.
why. Also discuss how experience is also a valuable piece of the earnings puzzle.

3. Distribute “Self-Assessment” to students. Direct students to work through the packet including doing the personality assessment on pages 16-18. When all students have completed the assessment, stop students and discuss what personalities they have and how those relate to job qualifications. Encourage students to complete the reading in the packet and think about the jobs in which they might be interested based on the personality survey.


5. Play the “game”: Where Can I Wear This To WORK? Follow-up by discussing how some jobs have specific uniforms that are required and safety equipment. Hand out Chapter 4 of Job Savvy. Work through the chapter answering the case studies. Discuss grooming issues.

6. Direct students to work through Chapter 3 considering all they’ve learned and applying to the job they hope to have. Help students make up a shopping list of clothing and grooming supplies they would need to be dressed appropriately for work.

Pre/Post Assessment
Discussion, participation, completion of assessment and shopping list. Creation of resume.

Evaluation by Learners
Learners were interested and amazed by their assessment results. The correlation reinforced the importance of getting a GED and provided additional information.

Reinforcement/Generalization
Relates specifically to getting a job, making a good impression, and becoming a good employee in the job that’s right for them.

Comment
An extension of this unit might be to take the class to The Attic Outlet and Good Samaritan or other thrift shops to find the items on their lists.
The Employee Search

Students study, read, and discuss list of traits that employers look for in an employee. A guest employer is then invited as a speaker to tell students what she looks for when hiring. Students compare KSAs to what their employer/speaker has said.

Objectives
Students will comprehend and appreciate the importance of KSAs to employers.

Work-Based Skills
• KSAs: Listen for understanding; Standard procedures. All, because students see KSAs reiterated as speaker talks after having discussed pre-arranged list from workplace books.
• SCANS: Acquires and evaluates information.
• EFF: Listen actively.

Background
KSAs have been discussed and list is passed out before speaker arrives.

How To Prepare
Run off list of KSAs, run off any information that employer has printed up.

Active Learning Methods Used
Active listening with questions and discussion/Q&A time.

What to Do During the Activity
Speaker talks about what she as an employer looks for in potential employees and why these traits are important on the job. Students have a time to ask questions following the presentation.

Pre/Post Assessment
The discussion of KSAs preceding the speaker serves as a pre-assessment, and the questions they ask of the speaker shows their comprehension and understanding.

Evaluation by Learners
Speaker (small business owner) was so good and related so well to students, they did not want her to leave. She talked about goals also and how skills relate to life.

Reinforcement/Generalizations
The whole purpose of this activity is for students to be able to generalize how employers view the KSAs in practice. Students understood the KSAs from an employer point of view and saw the importance to an employer of dependability, teamwork, and honesty.

After our employer spoke, we discussed again the 12 areas of KSAs for Entry Level Employment, 1998. We picked out all the traits that the speaker had already talked about. Our speaker also pointed out that a job may be needed for different goals and one needs to know why he/she is taking a job.

Comment
Our speaker related really well to the students. They wanted her to stay longer than the time we had allowed. She opened up areas for thought and discussion in addition to the KSAs which we expanded to subsequent activities.
Success Story: “Welfare Mom”

Lucy Gentry
Montgomery County ABE

Students read the article “Welfare Mom” which describes one woman’s entrance and exit from the welfare roles. Students then write journal entries on topics related to the story.

Objectives
Students will analyze a story to see what KSAs were demonstrated by the mom in the story as she strove to get off welfare. Students will recognize similarities and draw comparisons between situations in the story and their own situations.

Work-Based Skills
• KSAs: All—Having read the article, students discussed the different KSAs used by this woman as she climbed the ladder to success: listening, doing the right thing, getting along with others, dependability, working on a team, cooperating, etc.; GED.
• SCANS: Understands and interprets written material; Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.
• EFF: Read critically; Convey ideas in writing; Reflect and evaluate.

Background
It’s helpful to know your students’ backgrounds and goals beforehand to initiate discussion after reading the article.

How to Prepare
Check copyright guidelines for classroom copying for application to your situation. One source of these guidelines which is on the web is located at: http://www.musiclibraryassoc.org/ Copyright/guidebks.htm

You will need copies for each student of the story “Welfare Mom” by Cindy Ballard as told to Tracy Thompson in Good Housekeeping, April 1999 starting on page 114.

Active Learning Methods Used
Oral reading, interactive discussion, personal stories.

What to Do During the Activity
Before handing out articles to each student, explain to the group this woman’s purpose in writing her article: to help others who are in the same boat realize that they can become self-sufficient. Explain your purpose in examining this woman’s life: Do you see yourself in this woman’s shoes? What inspiration can you draw from her story?

Read the article orally, letting students take turns, stopping along the way to define vocabulary (escalated, profoundly, pretense, disdain, subsidized, erode, procrastinate, marathon, vouchers, foundered) and explain feelings and actions of the author. Possible discussion questions are:
1. Why did Cindy leave her husband?
2. What was her job before she had Sara?
3. What two things did she dislike the most about applying for AFDC and food stamps?

▼

Type
Single activity that can be done as either a culmination or introduction to a discussion of KSAs.

Learners
This activity can be geared to any FF participant because this woman has been in their shoes.

Time Frame
I would allow at least one hour for this lesson, enough time to read, discuss, and write.

Room Set-Up
I prefer a circle of chairs, desks for a discussion if possible.

Materials
Copies of article for each student to follow along as we read orally.

Learner Handouts
Articles (See “How To Prepare”).
4. How long did they stay at the women’s shelter?

5. How did her husband treat her when Sam was born?

6. How long was it between the time she left Kent and when she filed for divorce?

7. What were some of the good points with regards to welfare?

8. What were some of the bad points?

9. What obstacles did she have to overcome when she took her first job?

10. What happened when her welfare check was cut?

11. Did she go back on welfare after she quit her job? Why or why not?

12. What did her former caseworker ask her to do after she got her old job back?

13. How long do you think she stayed on welfare?

After completing the article, call on some outspoken students to give their impressions of this woman’s experience, her courage, her perseverance.

Help the discussion steer toward the KSAs the author used to become and remain self-sufficient.

Assign a few journal topics to culminate the activity. Let the students choose one to write about:
• What one trait did the author have that you share with her? Explain how you could use that trait to become self-sufficient.
• Describe a time when you felt you were in the same place the author was.
• Did you learn anything new about yourself after reading this article?

Pre/Post Assessment
Experiences in discussions of the KSAs serves as a pre-assessment to let the teacher know whether or not students relate the KSAs to their current situations and lives. The journal entries work as a post assessment. The teacher should just read them and write positive comments in the margins.

Evaluation by Learners
The discussion gives the learners an additional chance to express their evaluation of the activity.

Reinforcement/Generalizations:
I used this article to show my Families First students one true example of the trials and hardships one woman experienced on the way to success in the workplace. We referred to the author’s experiences in following days of activities and discussions.

Comment
Anytime I find a story/article that the students can relate to, I use it for a literature lesson. There was mixed reaction to this story in my class. Some students thought it was too preachy, but others were quite open to it. But everyone had something to write about as a result, and there were good journal entries, probably because the students could easily understand and respond to the experiences in the story.
Making Connections

This unit operationalizes the mentoring program called “Making Connections” in Getting There (Colette, Woliver, Bingman, and Merrifield, 1996, Center for Literacy Studies, The University of Tennessee, Activity 20, page 30). In this session, participants will explore their own goals and values, their job interests and opportunities and learn some job seeking skills in preparation for the mentoring work experience. Students brainstorm and then formalize a list of qualities that employees should have before going to work. Students then start their rotation through the mentoring experiences until all students have had the opportunity for working in each mentoring situation.

Objectives

- Students will formulate a list of qualities needed to be a good employee.
- Students will experience community service by meeting/sharing with someone in the community who could listen to them and share some of their ideas.
- Students will explore job interests through participation in a job mentoring experience. Students will interview their mentors.
- Students will think critically and summarize their experiences in writing.

Work-Based Skills

- **KSAs:** Follow instructions; Accurately perform work operations; Dependability; Talking respectfully.
- **SCANS:** Writing—communicates thoughts, ideas, information and messages in writing; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.
- **EFF:** Cooperate with others; Convey ideas in writing; Listen actively; Reflect and evaluate; Learn in new ways.

Background

This activity was developed as a part of the welfare to work project curriculum called Getting There in 1997. This activity of making connection is an encouragement of finding a job interest and opportunity to achieve the goal of becoming independent through full-time employment.

How to Prepare

Students discussed as a class what kinds of work experiences they were interested in. We tried to get one mentor in each of the areas specifically mentioned by the students. Teachers send out letters to potential mentors. (A sample letter is included as an attachment.) Once mentors are identified, the teacher sets up and coordinates the schedule for rotation of students and keeps mentors and students informed. An evaluation form for mentors to complete about each student is prepared and distributed. (A sample of a simple evaluation form is attached.)

Active Learning Methods Used

Can’t get much more active than being on the job! Role-playing, active listening to guest speakers, journal writing are additional.

Type

This activity is a unit which, in our experience, led to another unit that actually set up a work-for-pay experience in our classroom and is written up as “Working Makes Sense” and is also included in the Idea Book.

Learners

This activity is suitable for learners at all levels.

Time Frame

The training sessions which include various activities take 2-3 weeks. The mentoring situations take one morning each for each student, so it depends on how many students and how many mentors you have as well as how fast the rotation schedule is set up. Each participant will experience working with all of the mentors, but not every student...
**What to Do During the Activity**

**Training sessions:** For two or three weeks before the beginning of the mentoring experiences, the classwork focuses on what it takes to be a good employee. During these training sessions: some of the mentors came in as guest speakers; some currently employed former GED students came in as guest speakers; students role-played situations that might come up in the work environment playing the parts of both the supervisor and the employees; and commercial activity sheets were used which focused on attitudes, demeanor, proper dress, communication skills, work ethics, etc. Students as a class formulated a list of “What We Need For Work,” the qualities they will need to have as employees. This is the list our class came up with:

1. **Proper Rest** – Participants will report to work the next morning. Proper rest is needed to be able to perform their duties.

2. **Positive Attitude** – Some of the participants will report to work for the first time in their lives. Exhibiting a positive attitude will help them have the self-confidence they will need in order to actually perform the task.

3. **Be on Time** – Participants must understand the importance of dependability. Actual role-playing and journal writing were implemented in the workforce training session on the topic “Be On Time.”

4. **Report to Supervisor** – Each participant is given the name of his or her supervisor to connect with when arriving at the job site.

5. **Follow Directions** – Participants should know that once their job descriptions have been given, following the directions will enhance their job skills and job interest in seeking their goal of becoming independent career persons.

We discussed that the mentors would have evaluation forms to fill out on the job performance of each student. Students were shown copies of the evaluation forms. (Evaluation forms of the participants’ performance will further assist the teachers at the Adult Learning Center in training the participants in job seeking skills.)

**Mentoring Experience:** Students reported to their mentors and work experiences. The schedule was such that usually only two or three students were out of class at their work experience on the same day. There were always some students in class and those students did regular class work. The students who were out made up the work, sometimes in the afternoon after working in the morning.

**Debriefing:** There was a lot of class discussion about how the experiences were going among the students who returned and those who had yet to go out. Participants wrote in their journals about their experience of working as an employee of the Making Connection Organization. The focus of the journal writing was on what was learned during this experience. Students were to respond to “Would the job be considered as one of your job interests?” and, “What skills did you need to improve?”

**Pre/Post Assessment**

“What We Need For Work” was formalized by the participants as a pre-assessment. The participants felt an employee should possess or have the qualities mentioned above when reporting to work. The journal writing serves as a post assessment. The topic is “I Worked Today.”
Evaluation by Learners
Journal writing serves as an evaluation by employees (participants) of their workday. Class discussion was also a good learner evaluation.

Reinforcement/Generalizations
Discussion among the students about their experiences was both reinforcement and generalization to new situations. Relating their experiences to the “What We Need For Work” that they had written up before the experience was also reinforcement.

Comment
The completion of “Making Connections” resulted in increased self-esteem and a more positive self-image for our students. The majority of the participants are ready to move from welfare to full-time employment. At this point, most of the participants expressed their desire to make a better lifestyle for them and their children. The mentors’ evaluation forms of the participants’ work ethics were positive. The mentors were satisfied with the job skills performance. This project “Making Connections” was a success because the participants wanted to be more exposed in the community by doing more volunteer work to gain the job skills needed for full-time employment. One result of the program was that one of the area employers offered to help us set up an assembly line to do some work for him in our class. This experience is written up as “Working Makes Sense” in the Idea Book.
Working Makes Sense

This unit is a direct outgrowth of the unit on mentoring, “Making Connections.” What started out as an experiment in cooperation with a local industry to set up assembly lines to do work in class for work experience became an actual paid job for students working in teams on the project.

Objectives
• Students will demonstrate an increase in self-esteem and self-confidence, and identify reasons why working for a living makes more sense than receiving assistance for survival.
• Students will experience working and receiving wages.
• Students will add, subtract, multiply, divide, calculate percents and decimals, and use calculators.

Work-Based Skills
• KSAs: Listening for understanding, following instructions, cooperating with others, accurately performing work.
• SCANS: Thinks creatively, makes decisions, solves problems, visualizes; Displays self-esteem; Improves or designs systems.
• EFF: Work together; Cooperate with others; Use mathematical concepts and techniques to solve problems; Reflect and evaluate.

Background
The workforce activity was derived from the TN Workforce Learning Project in 1993 and came about as a direct result of the mentoring unit on “Making Connections.” One of our mentors was so impressed with the workers we sent him that he suggested we set up an actual work situation in the classroom and he would pay our students for the work completed while they got the experience of actually working.

How to Prepare
The instructor would have to arrange with a local industry to do some part of the assembly line job in the classroom. In our case, the supervisor and instructors at the Adult Learning Center met with the Plant Manager of Allison Corporation concerning volunteer work for the Families First Participants. An agreement was made that the participants would assist Allison Corporation by setting up an assembly line at the Adult Learning Center, labeling at least 5,000 bags per day. The instructor will have to understand the job requirements well enough to demonstrate the procedures needed to perform the task accurately.

Active Learning Methods Used
Teamwork and planning, actual assembly line work, communicating orally and in writing.

What to Do During the Activity
This activity stimulates the participants to become a part of the workforce that will allow them to achieve a goal and will improve the participants’ skills and job interest in fulfilling their goals.

1. Start-Up – Begins daily at 8:30 am.
The participants will report to work,
clock in, and proceed to the workforce area.

2. **Positive Attitude** – Instructors and participants will recite the five positive affirmations, which encourage self-confidence.
   - I am in charge of my thinking.
   - I am a valuable person.
   - I trust myself.
   - Every day I feel better about myself.
   - Every day my life is becoming more positive.

3. On the first day, the instructor demonstrates how the job is to be done to meet the specifications of the completed job. The instructor should decide how many students would be a good working group for the task to be performed. The class is then divided into teams, each of which will decide how to organize the work to complete the task. There can be as many teams as there is room for them in the class.

4. **Actual Assembly Line Work** – Students will need to follow directions, use teamwork to set up the assembly line, cooperate with each other, discuss how to do it, try it out, adjust their procedures for efficiency, and actually stand there and work. The work will involve cooperating and getting along with others, listening for understanding, and accurately performing work. Some of the participants will actually experience working and receiving wages for the first time.

5. **Clock Out** – At the time pre-set as the end of the work day, students will clean up the work area and then clock out.

6. **Net Wages** – At the end of the week, the money that the team earned through the amount of work that they completed is divided as gross wages among the team members according to the number of hours each worked (taken from their time cards.) We also figure net wages by subtracting Federal income tax, FICA, Disability, etc. as the math part of this experience.

7. **Learning from Experience** – Participants will share their work experience through journal writing.

8. **Job Seeking Plans** – Participants will write in their portfolio the experiences of working on an assembly line.

The focus will be toward teamwork, attitudes, dependability and work performance.

**Pre/Post Assessment**
- The pre-assessment can be done in a group format by asking participants to describe the work experiences they have had.
- The portfolio will serve as a post assessment. The topic will be Working Makes Sense.

**Evaluation by Learners**
The participants expressed their working performance through oral communication.

**Reinforcement/Generalizations**
A ten-minute discussion between participants and teachers regarding their fulfillment of being a full-time employer.

**Comment**
The completion of the Assembly Line Work Project resulted in a positive attitude toward working as a career to earn a salary to support their needs and wants. All of the class took part in the first week’s experience and each was paid $10. The plant manager at Allison Corporation was so impressed that he offered to let the group continue the work for another week. Some of the students wanted to continue, but others didn’t. The teams that wanted to continue did so, and made up their class work after their work experience each day. At the end of that week, the plant manager paid the workers $40 each because they had been so efficient and done so much work, and he gave them the opportunity to continue. At that point, several of the students who had opted out after the first week wanted to get back in, but the established teams decided not to take them because they already were “experienced” and had their work routines worked out, and including the extra members into their teams would mean less money for them. This work lasted off and on for six weeks.
How Much Money Do I Need to Make?

Students will gather all their current personal financial information and input it into the computer spreadsheet to calculate how much money they need to earn to maintain their current lifestyle. Students then work in teams by their projected financial requirements to search for local job opportunities that would meet their needs.

Objectives
Students will compute their personal financial requirements to maintain their current lifestyles. Students will input information into computer spreadsheets. Students will research employment opportunities.

Work-Based Skills
• **KSAs:** Accurately perform work operations; Work on a team effectively; Follow instructions; Dependability.
• **SCANS:** Applies technology to tasks; Participates as member of team—contributes to group effort; Acquires and uses information.
• **EFF:** Gather, analyze and use information; Manage resources; Cooperate with others.

Background
Know each other well enough to discuss finances together and have a familiarity with KSAs.

How to Prepare
Discuss importance of budget regardless of how much money one makes. Discuss all forms of income including HUD, Food Stamps, AFDC, travel money, etc. Review computer rules and demonstrate the function key for mathematical operations.

Active Learning Methods Used
Gathering information, keying information into computer, planning poster layout, discussing opportunities.

What to Do During the Activity
1. Pass out budget sheet and discuss the meaning of income and expenditures.
2. Have students list important reasons for having a budget and why we as individuals have different demands for money (e.g., number of kids).
3. Discuss why a person might be unhappy and quit a job to go back on welfare.
4. Allow students time to gather info and fill in sheet. Stress that the calculations should be left for the computer to perform.
5. As students are ready, allow them to input information and be ready to help with function keys.
6. As monthly totals are found further divide to weeks and then to an hourly wage.
7. Print spreadsheets.
8. Pair students who are in similar wage brackets.

Type
Stand-alone or could fit with other lessons on personal finance or budgeting.

Learners
Appropriate for all learners.

Time Frame
Some student prep-time to fill in budget sheet. About one hour of computer time is needed to setup and calculate. Another 1-2 hours to look up job opportunities and make poster presentations.

Room Set-up
Normal.

Materials
Budget sheets, computers with spreadsheet, poster board, paper, markers.

Learner Handouts
Budget from *Getting There* (Colette, Woliver, Bingman, and Merrifield, 1996, Center for Literacy Studies, The University of Tennessee).
9. Allow students to use newspaper ads, phone calls, Employment Security, etc. to locate any job opportunities that meet their needs.

10. Students should work together to list jobs and a few requirements or details about them on a poster board. (Number of jobs may be related to amount of time to spend on activity).

11. Students may present boards to entire class and participate in class discussion.

Pre/Post Assessment
Review KSAs and computer skills and discuss budget importance. Discussion after activity shows the understanding of KSAs in getting a job that can support students’ families.

Evaluation by Learners
Conclude with journal entries.
Preparing for Entry into the Job Market

The lesson is a nuts and bolts lesson on selecting jobs to apply for and preparing a resume and cover letter.

Objectives
- Students will select jobs that utilize their past experience.
- Students will identify skills needed for each job.
- Students will strengthen communication skills during class discussion.
- Students will improve their listening skills as they hear and reflect on other suggestions made by classmates and/or teacher.

Work-Based Skills
- KSAs: Getting along with others; Talking with respect; Listening for understanding; Standard procedures; Writing; Reading; Processing information.
- SCANS: Self-esteem; Self-management; Communicates through writing; Reasoning, speaking and listening.
- EFF: Gather, analyze and use information; Listen actively; Speak so others can understand; Reflect and evaluate; Convey ideas in writing; Use technology.

Background
We had already put our resumes into the computer in another lesson so this was practice in editing and tailoring your present resume/cover letter into something that was suited for a particular job.

How to Prepare
If students have not already had experience writing resumes, it is a good idea to start there. Many of our job skills books have good examples. I brought in several real-life examples, including my own, for students to look at. Be sure to include a few that do not have much work experience or education. I realized that a couple of the ones I brought in were a little intimidating to my students.

Active Learning Methods Used
Students were asked to give brief overviews of their past work experience before the newspapers were handed out. Each student was also praised in some way for the kind of jobs they had held (“That must have been hard work;” “I admire you for being able to get to work that early in the morning. You are a real go-getter”). In this way every job was seen as an achievement. The class quickly followed the lead and started adding their own bits of praise to each others’ job experiences. This was a very uplifting experience.

What to Do During the Activity
1. Students discussed in large group the kinds of jobs they had held in the past.

2. Students were given current local newspapers (classified sections)
Media Equipment
None is needed for this activity unless you decide to use an overhead to write examples on.

Materials
- Current local newspapers, classified section
- Computers or pen and paper for writing/updating resumes

Learner Handouts
The only student handouts were the current local newspapers.

and told to look for jobs that were similar to what they had had before or that they might be interested in pursuing. They were asked to highlight the ad containing the job information.

3. As a class, we discussed their findings and pinpointed what skills would be needed to do each of the jobs mentioned and what skills the students already possessed that made these jobs attractive.

4. Students then moved to the computer lab and took turns bringing up their resumes and cover letters on the computer and updating them with assistance from the instructor.

5. Students were given access to envelopes, etc. in case they decided to actually pursue the job.

6. This exercise is repeated weekly in our classroom.

Pre/Post Assessment
The pre-assessment of this activity consisted of resumes completed earlier by each of the students and a guided discussion with the whole group. The updated resume and cover letter served as the post assessment.

Evaluation by Learners
Since many of my students had never been through this kind of exercise, it was extremely helpful to them and can now be completed more and more independently. Many of us take for granted the steps we need to go through to do this simple exercise. It was very beneficial to teach my students this well needed life skill.

Reinforcement/Generalizations
The students feel better prepared for what will come after they get their GED and enter into the world of work.

Comment
The students articulated well during class discussion and worked independently on resumes and cover letters. One-on-one instruction was given to one student who could not read and decipher the ad proficiently. Students initiated conversation regarding appropriate work force dress. I always push the CAI (computer assisted instruction) aspect of this exercise as the students pulled original resume/cover letter information from the computer and adapted original information to prospective jobs. They need to be on the computers as much as possible to help them compete in the job market when they leave ABE.
Applying for a Job

Students consider the steps necessary to get a job by watching a video on personal hygiene and appropriate dress, completing several different job applications, and writing a letter to apply for a job.

Objectives
Students will gather information and accurately complete a job application. Students will recognize appropriate dress for a job interview. Students will write a letter applying for a job.

Work-Based Skills
• KSAs: Following instruction; Accurately perform work; Standard procedures.
• SCANS: Communicates information in writing; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Speaking—organizes and communicates orally.
• EFF: Gather, analyze and use information; Convey ideas in writing; Speak so others can understand; Listen actively.

Background
Life skills and job hunting skills are worked on daily.

How to Prepare
The teacher should prepare and have on hand samples of job applications. Prior to the actual activity, some discussion should take place concerning job applications.

Active Learning Methods Used
Students are active participants in a discussion concerning job applications, personal hygiene, and appropriate dress.

What to Do During the Activity
Discuss how to apply for a job by telephone. Write a letter to apply for a job. Watch video on personal hygiene and appropriate dress. Complete a job application.

Pre/Post Assessment
Pre-assessment: Discussion concerning job applications.
Post-assessment: Students will review the application for any errors and make sure all their information has been included.

Evaluation by Learners
The follow-up discussion at the end of the activity allows the students and teacher to evaluate the activity and its benefits.

Reinforcement/Generalizations
As the students learn the importance of filling out an application correctly, they have an understanding of how this application will introduce them to the employer, and how first impressions are important.

Comment
This lesson is very helpful to the students because they have a better understanding of the standard procedures of filling out an application. They also understand that this is the first impression the employer will have of them, and that everything needs to be filled out correctly and neatly.

Tomi Thompson
ABE/Workforce Network
(Scott County)
Choosing Interview Clothing

This activity shows how to dress for an interview and how to find inexpensive clothing. Clothing is taken out on consignment from shops and used to demonstrate how to dress for interviews. Discussions are used to demonstrate how a small amount of money can buy proper clothes.

Objectives

- To develop an understanding of what constitutes appropriate clothing for an interview.
- To recognize resources for that clothing at a good price.
- To draw on the expertise of a member of the business community.

Work-Based Skills

- **KSAs:** Listen for understanding; Talk respectfully; Following standard procedures.
- **SCANS:** Self-management; Self-esteem; Identifies, organizes, plans, and allocates resources; Acquires and uses information.
- **EFF:** Gather, analyze and use information; Manage resources; Listen actively.

Background

This lesson was developed in conjunction with our CEO partner Lynda Welty of Lewis-Orr Realty who came to the class for the discussion. We were primarily concerned with students knowing how to dress for an interview AND how these FF students would be able to afford that appropriate business clothing.

How To Prepare

Shop the local thrift stores, resale shops, and outlets for business attire at inexpensive prices. We were able to take the pieces of clothing out on consignment and return them after the lesson. Put together a handout with the major guidelines for dressing for an interview. (There are commercially available guides to dressing for interviews.) If desired, enlist someone from the business community to address the issues involved in the interview process. A good follow-up activity would be using “Preparing for the Job Interview” unit from JIST Works' Hire Learning: Schooling That Works: Landing a Job.

Active Learning Methods Used

- Active listening, discussion, researching and decision-making.
- If transportation can be arranged, this activity can be done with a field trip to the shops.

What To Do During the Activity

This class was conducted jointly with our CEO partner. It was an interactive presentation/discussion with the students.

1. Discuss the interview process.
   Answer the questions: What is an employer looking for in an interviewee? How can you improve your chances of being hired?

2. Discuss the role clothing plays in an interview. Answer the questions: What clothing is inappropriate for an interview? Why? What should be worn to an interview? What does
clothing say to the employer? Pass out the handout and discuss any questions the students may have about the general guidelines.

3. Display the clothing gathered from the shops. Emphasize the cost of each item, especially if it is an exceptionally great value. Demonstrate that for a small amount of money, you can mix and match a few good pieces and have several very nice outfits. (Don’t forget men in your discussion and demonstration since men may be in your FF program and many women will have men in their lives who could benefit from this knowledge.)

4. Compare the handout to the information provided. Discuss any apparent conflicts between the information and the jobs for which they plan to interview. Emphasize that even if you plan to work in a factory, you still need to dress nicely for the interview.


Pre/post Assessment
Pre-Assessment: Discussion of what is appropriate clothing for an interview.
Post-Assessment: Discussion of what the students have learned.

Evaluation by Learners
Assess through discussion. If possible, provide an evaluation sheet for the presenter.

Reinforcement/Generalization
This lesson obviously is tied to getting a job by dressing like the best candidate for the job.

Comment
This was a fun activity as well as eye opening for FF students. The difficult point was that jeans are not appropriate no matter what kind of job they are seeking. Most of the clothing demonstrated ranged from $.50 to $1.50 a piece, so were VERY affordable for our students.
How Do I Look?

A makeover consultant comes to the class to demonstrate proper make-up use for the workplace. Students are provided with make up and practice the techniques on themselves. This self-esteem builder contributes to professional attitudes in the workplace.

Objectives
Students will be able to judge the appropriateness of styles of make up for a work environment. Students will be able to apply their own make up to present a professional appearance suitable for a work environment. Students’ self-confidence will increase.

Work-Based Skills
• KSAs: Listen for understanding; Follow instructions; Accurately performing work operations.
• SCANS: Self-esteem—believes in own self-worth and maintains a positive view of self. Acquires and uses information.
• EFF: Gather, analyze and use information; Develop and express sense of self.

Background
As with clothing, there is a distinction between styles of make-up appropriate for work and what is acceptable for other settings. I wanted my students to have the self-confidence that comes from knowing that their make-up was not only attractive, but also contributed to a professional appearance in the work environment. The KSA sheets are used daily and discussed regularly, so students could relate the activity to KSAs.

How to Prepare
Many stores do make-overs in the store. For this activity, find a make-over specialist who can come to class and bring the supplies that the students will use. Each student needs a mirror to use, preferably one that will stand up on the table at which the student will sit. The table will provide a place to put the make-up too. Good lighting is a plus.

Active Learning Methods Used
Interactive participation with each other and the speaker.

What to Do During the Activity
Have each student sit in front of a mirror. The make-up consultant will continue from there.

Pre/Post Assessment
Pre-assessment is how students use or don’t use make-up prior to the activity. Post-assessment is how they do. After the make-up consultant has gone, discuss with the students the points made by the speaker and how they apply to the workforce and the KSAs.

Evaluation by Learners
After the speaker leaves, the students will complete a speaker evaluation form where they have an opportunity to write what they learned and how it will be important to them. They also
complete a KSA sheet to tell how they used each during the activity.

**Reinforcement/Generalizations**

The self-confidence which comes from knowing how and when to use make-up should be transferable. Students’ use of make-up will be an indication of whether or not they have generalized the information to their daily life.

**Comment**

The students thoroughly enjoyed the “makeovers.” Many included on their evaluations that they felt better about themselves and it increased their self-esteem. The students in my class also benefited from the speaker’s experience of being a GED graduate and the paths that she has chosen to take her life in a positive direction. Again, the speaker being a GED graduate was an extra plus for the class when they saw how well she had done.
Working Towards Success

Students are given samples of résumés and work, with group support, to compose, word process, and print their own résumés. Students then fill out job applications and role-play job interviews.

Objectives
Students will demonstrate résumé writing skills, complete job related paperwork, demonstrate dressing for an interview, and role-play interviewing for a job.

Active Learning Methods Used
Writing/composing, group discussion, interviewing.

Work-Based Skills
- **KSAs:** Follow instructions; Getting along with others; GED reading and writing.
- **SCANS:** Self-management—assess self accurately; Self-esteem—believes in own self-worth and maintains a positive view of self; Speaking—organizes and communicates orally.
- **EFF:** Develop and express sense of self; Convey ideas in writing.

Background
The instructor must have a background in résumé writing and presentation. The instructor must be aware of what is required within the current job market and what forms and information are needed to be competitive in the job market.

How to Prepare
The instructor needs to study several different types of résumés. The instructor will need to contact different companies and gather information on what is required of those seeking employment. The instructor will need to make copies of different forms used within the workplace.

Active Learning Methods Used
Writing/composing, group discussion, interviewing.

What to Do During the Activity

**Day One:** Students will be shown several different methods of how to write a résumé. Students will work in groups on their résumés, then be allowed to type their résumés in the computer and print. The instructor will be going from table to table to assist with résumé writing.

**Day Two:** Students will be shown the proper way to fill out job-related paperwork, what each form is for, and why it is necessary. Students will select from a job container a job for which they are to prepare to be interviewed the next day. Handouts will be given to explain each job and its requirements.

**Day Three:** Each student will enter the classroom as if to be interviewed for a position. Students will be evaluated on appearance, communication skills, and qualification.

Pre/Post Assessment
Discussion before and after the session about how to prepare for a job interview.

Evaluation by Learners
Evaluation forms will be created for students to fill out after the total lesson.
Materials
Résumé format, copies of applications, W-4 forms, time cards, and dress code standards.

Learner Handouts
Finding work handouts, dressing for the job, application form, w-4 form, time sheet forms, and evaluation forms.

plan is completed. Students will rank how they feel each phase of this lesson plan will benefit them now and in the future.

Reinforcement/Generalizations
This study teaches students how to read forms and fill out job related forms. Students should feel more comfortable about interviewing for a job.

Comment
The practice job interview was a great success. The students enjoyed learning from each other. It was a good idea to use role-playing for the practice interviewing sessions.
Resume Writing

Students study sample resumes written by various people applying for different jobs and then write their own generic resumes that they could use to apply for jobs at a job fair.

Objectives
Students will differentiate among resumes written by people with varying degrees of experience and for a wide variety of jobs. Students will choose features that work best for their situation and compose and type their own resumes.

Work-Based Skills
• KSAs: Listen for understanding; Accurately perform work operations; Standard procedures.
• SCANS: Writing—communicates thoughts, ideas, information in writing and creates documents; Acquires and uses information.
• EFF: Gather, analyze and use information; Develop and express sense of self; Listen actively; Convey ideas in writing.

Background
Students will utilize this activity to begin the process of job search.

How to Prepare
Instructor will have sample resumes.

Active Learning Methods Used
Watching videotape, writing, typing

What to Do During the Activity
Students will utilize this activity to begin the process of job search. Students watch a videotape on resume writing. Students examine several different resumes and discuss sections that are common in all resumes. That is the format that will be used for each resume. Students then begin to recognize differences in resumes. The resumes of those who have worked will be different from those who have never worked. After examining and discussing different types of resumes each student decides (with help of the teacher) which would be most suitable for them. Resumes will be generalized since students will not be applying for a specific job. We discussed what would be different if resume were for a specific position. Students then composed their individual resumes with individual mentoring from the instructor as they worked.

Pre/Post Assessment
Resumes will be critiqued by instructor. Changes made by instructor if any are needed.

Evaluation by Learners
Students will critique own work and discuss with instructor.

Reinforcement/Generalizations
Discuss again that these resumes will be used for Job Fairs.

Comment
The students were very enthusiastic about the resumes. After they were typed they made copies and were given envelopes to place them in to keep them clean. Some students thought they could not do the task but were extremely proud of themselves after they saw the finished product.

Type
Can stand alone or be part of a series on applying for a job.

Learners
Appropriate for all types of learners.

Time Frame
2-3 days working an hour each day.

Room Set-up
Tables, chairs (no particular set up).

Media Equipment
Videotape on writing resumes, if available, and VCR with TV.

Materials
Sample resumes.
Completing an Application for Employment

In this session, students learn the proper way to complete an application for employment and discuss the importance of completing a resume before the job search begins.

Objectives
Students will properly complete an application for employment, reflect on the importance of a truthful application, realize the importance of keeping a complete work history, and understand the importance of having good references.

Work-Based Skills
• KSAs: Reading, writing, listening for understanding, following instructions.
• EFFs: Read critically, convey ideas in writing, plan and research.
• SCANS: Thinks creatively, acquires and uses information, and organizes information.

Background
This lesson was developed in order to instruct the learner in the proper way to complete an application. It was discovered that many learners did not have knowledge of how important an application could be in obtaining a job in the workplace.

How to Prepare
Various types of applications must be obtained for the learner to realize that all applications are not alike.

Active Learning Methods Used
Discussion, Questions, Thinking, and Writing

What to Do During the Activity
1. The teacher presents information concerning job applications to the class.
2. Students share a few ideas about their awareness of this topic.
3. The students read the available applications.
4. They may question the teacher and each other about needed information on the interview form.
5. Students recall their own personal work history.
6. They create and complete a job application.

Pre/Post Assessment
Pre-Assessment: Before completing applications the learners discuss the importance of completing an application for employment.
Post-Assessment: Learners have the completed application to use to discuss what they have learned.

Evaluation by Learners
The learners will complete an evaluation form on each lesson and presentation.

Reinforcement/Generalizations
Let each student check someone else’s application to check for gross errors and mistakes. Each learner will learn by doing and sharing.

Comment
This lesson worked well with all learners. All students participated and recognized the importance of a complete and accurate application in the workplace.

Type
This is lesson one in a series of four lessons in applying for a job. This lesson precedes a lesson on how to write a resume.

Learners
It is suitable for all learners in the workplace environment.

Time Frame
This activity should take from 1-2 hours depending on the number of individuals involved and the number of questions that are asked by the learners.

Room Set-Up
Any type of room is acceptable as long as there is a place for writing.

Materials
Various resumes including resumes that have been used for state jobs, jobs with large companies, or jobs with small independent businesses.

Learner Handouts
Various kinds of resumes and examples of how they should be completed.
Writing a Resume

In this session, students will examine properly written resumes and discuss the importance of using a resume to achieve employment and then write a resume for employment as related to the workplace setting.

Objectives
Students will understand the importance of a good resume, learn the importance of keeping a complete work history, appreciate the importance of having good references, and apply this information by properly completing a resume for employment.

Work-Based Skills
• KSAs: Follow instructions; Write.
• SCANS: Acquires and evaluates information; Interprets and communicates information; Communicates information in writing.
• EFF: Gather, analyze and use information; Develop and express sense of self; Reflect and evaluate; Convey ideas in writing.

Background
This lesson was developed in order to instruct the learner in the proper way to create a resume. It was discovered that many learners did not have knowledge of how important a resume could be in obtaining a job in the workplace.

How to Prepare
• Collect sample resumes. Supply students with blank forms or paper to prepare their resumes.
• If a computer is available, students should be instructed in the best way to write a resume with a computer.

Active Learning Methods Used
Discussing, Questioning, Thinking, and Writing.

What to Do During the Activity
Students should read prepared resumes. Then they will know what information to gather to put into their own resume. They should recall work history, gather personal information, decide whom to use as references, and contact those people for permission. Students can then create and complete their own resume. Finally, they will trade and critique each other’s resumes.

Pre/Post Assessment
Before completing a resume, the learners discuss the importance of completing a resume for employment. After the resume is completed, the learners discuss what they have learned.

Evaluation by Learners
The learners will complete an evaluation form on each lesson and presentation.

Reinforcement/Generalizations
Let each student check someone else’s resume to check for gross errors and mistakes. Each learner will learn by doing and sharing.

Comment
This lesson worked well with all learners. All students participated and recognized the importance of a complete and accurate resume in the workplace.

Type
This is lesson two in a series of four lessons in applying for a job. This lesson follows a lesson on proper resume writing and precedes the lesson on “How to Have A Good Interview.”

Learners
This lesson is suitable for all learners in the workplace environment.

Time Frame
This activity should take from 1-2 hours depending on the number of individuals involved and the number of questions that are asked by the learners.

Room Set-Up
Any type of room is acceptable as long as there is a place for writing.

Materials
Various applications including applications for state jobs, jobs with large companies, or jobs with small independent businesses.

Learner Handouts
Various kinds of applications and examples of how they should be completed.
How to Prepare for an Interview

In this session, students will prepare for an employment interview by watching a video on interviewing and then role-playing an interview session. Students critique each other’s role-played interviews.

Objectives
Students will recognize and be able to apply good interview practices and behavior. They will reflect on the importance of a truthful interview.

Work-Based Skills
• KSAs: Listen for understanding; Talk respectfully; Stay calm under pressure.
• SCANS: Self-esteem—believes in own self-worth and maintains a positive view of self.
• EFF: Develop and express sense of self; Speak so others can understand; Listen actively.

Background
It was discovered that many learners did not realize how important an interview could be in obtaining a job. This lesson was developed in order to emphasize the importance of the employment interview and help learners feel more comfortable about the interview process.

How to Prepare
Various aspects of a good interview must be discussed for the learner to realize that all interviews are not alike.

Active Learning Methods Used
Viewing video, Discussion, Questions, Thinking, and Writing

What to Do During the Activity
1. Students come to class prepared for an interview session.
2. Class discussion on what makes a good interview.
3. Watch video on interview skills such as “How To Have A Good Interview.” (See reference in “Materials” section.)
4. Additional discussion. Students are instructed that in an interview, they should: use good manners, use good body language, know and be able to articulate the information that must be made available to the employer at any time, be able to think quickly on their feet, be prepared to answer difficult or strange questions put to them by the interviewer.
5. Students role play an interview. One student conducts the interview of the second student. Continue until all have had an opportunity to be interviewed.
6. Students critique each other’s interviews.

Pre/Post Assessment
Before completing an interview, the learners discuss why a good interview is important for employment. After the interview is completed the learners discuss what they have learned.

Type
This is lesson three in a series of four lessons on applying for a job. This lesson follows a lesson called “Writing a Resume” and precedes a lesson called “Phone Call Follow Up to an Interview.”

Learners
This lesson is suitable for all learners.

Time Frame
This activity should take from 1-2 hours depending on the number of individuals involved and the number of questions that are asked by the learners.

Room Set-up
Any type of room is acceptable as long as learners can see the video while it is being shown and there is a place for learners to face each other as they interview each other at the end of the video.

Media Equipment
VCR and TV.
**Materials**
Video on interview skills. There are many good ones available. We used “How To Have A Good Interview” which is one section in the video by Carol Price: *How to Present a Professional Image* (1990), Career Track Publications, 3085 Center Green Drive, Boulder, CO 80301.

**Evaluation by Learners**
The learners will complete an evaluation form on each lesson and presentation.

**Reinforcement/Generalizations**
Let each student critique each other’s interviews to check for gross errors and mistakes. Each learner will learn both by doing and by sharing. Each learner will practice by interviewing each other in role playing situations.

**Comment**
This lesson worked well with all learners. All students participated and recognized the importance of a good interview in the workplace. They felt better prepared and more comfortable with the prospect of a job interview.
Phone Call Follow-Up to an Interview

Students prepare for a follow-up phone call after an employment interview by watching a video on good telephone etiquette and then role-playing the telephone call. Students critique each other’s role-played telephone calls.

Objectives
Students will recognize and be able to apply good telephone etiquette in a role-played telephone call to a prospective employer to follow up an interview. Students will be aware of and employ politeness, tact, and correct grammar in their call. They will recognize the importance of how they address the interviewer on the phone.

Work-Based Skills
- **KSAs**: Listen for understanding; Talk respectfully.
- **SCANS**: Self-esteem—believes in own self-worth and maintains a positive view of self; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Speaking—organizes and communicates orally.
- **EFF**: Develop and express sense of self; Speak so others can understand; Listen actively.

Background
It was discovered that many learners did not have knowledge of how important a follow-up phone call could be in obtaining a job. This lesson emphasizes the importance of the follow-up phone call and gives learners practice in making that call.

How to Prepare
The learners must be made aware of the importance of the follow-up call.

Active Learning Methods Used
Viewing video, Discussion, Questions, Thinking, and Writing

What to Do During the Activity:
- Discuss the skills needed to have a successful follow-up telephone call:
  1. Use good manners and tact;
  2. Use good language;
  3. Learn how to talk properly on the phone;
  4. Become familiar with information that must be made available to the employer at any time;
  5. Be able to think quickly on your feet;
  6. Be prepared to take “no” for an answer;
  7. Always say “thank you.”
- Watch the video.
- Students role-play making follow-up telephone calls to prospective employers. Other students role-play the employer.
- Students critique each other’s phone conversations.
- Students discuss what they have learned.

Pre/Post Assessment
Before completing the follow-up phone call, the learners discuss the importance of why a good phone call is important for employment. After phone call is completed the learners discuss what they have learned.

Type
This is the last in a series of four lessons on applying for a job. This lesson follows a lesson called “How to Prepare for an Interview.”

Learners
This lesson is suitable for all learners.

Time Frame
This activity should take from 1-2 hours depending on the number of individuals involved and the number of questions that are asked by the learners.

Room Set-up
Any type of room is acceptable as long as learners have a clear view of the TV and there is a place for the learners to face each other as they role-play telephone conversations between the employer and the potential employee.

Media Equipment
VCR, TV, and old telephones for role-playing.
Materials
Video on telephone etiquette. There are many good ones available. We used “Good Telephone Etiquette” which is one section in the video by Debra Smith: Professional Telephone Skills (1992), Career Track Publications, 3085 Center Green Drive, Boulder, CO 80301.

Evaluation by Learners
Student critiques are a good student evaluation.

Reinforcement/Generalizations
Let students critique each other’s phone conversations to check for gross errors and mistakes. Each learner will learn by doing and sharing. Each learner will practice by phoning each other in role-playing situations.

Comment
This lesson worked well with all learners. All students participated and recognized the importance of a good follow-up phone call in the workplace.
What Do I Have to Sell?

Students determine personal traits and abilities to promote during job interview. They brainstorm to determine their employment needs and what they do best and then work in pairs to discuss “what they have to sell.”

Objectives
Students assess personal strengths and “sell” these strengths in interviews.

Work-Based Skills
- **KSAs:** Following instructions; Work ethics; Self-esteem.
- **SCANS:** Speaking—organizes and communicates orally; Self-esteem—believes in own self-worth and maintains a positive view of self; Integrity/Honesty—chooses ethical courses of action; Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- **EFF:** Guide and support others; Seek guidance and support from others; Develop and express sense of self; Listen actively; Speak so others can understand.

Background
Teacher needs list of questions to ask students to help probe into abilities/traits. Students need to understand purpose for activity (to determine strengths).

How to Prepare
Instructor will decide upon questions to ask students.

Active Learning Methods Used
Brainstorming, writing, asking questions to partner, answering questions orally, and discussion.

What to Do During the Activity
1. Students are asked to brainstorm the following:
   - What do I like to do?
   - What are my strongest points?
   - What can I do best?
   - What do I know best?
   - Do I like being in charge?
   - Do I like being part of a team?
   - Do I like being responsible?
   - Do I like traveling?
   - Do I like making phone calls?
   - Do I like working unusual or flexible hours?
   - What motivates me?
   - Do I like to work with people?
   - Do I like to work alone or with a group?
   - Do I like helping people?
   - Do I want to relocate?

2. Instruction: Teacher prompts students during the brainstorming period if they have trouble identifying answers (for example, life skills should be included in skills).

3. Discussion: Instructor points out that some qualities may be weak points in some jobs, yet the same qualities may be strong points in other jobs.

4. Next, students pair off and tell each other what they have to sell. Then each student tells the class the strengths they have to offer an employer.
5. **Closure**: Relate activities to KSAs and GED skills. Stress importance of recognizing and promoting your strong points to make a good impression on a job interview.

**Reinforcement/Generalizations**
These skills can be used in job interviews and in everyday life.

**Comment**
Many students don’t even realize they have skills until you encourage them to take a look. Self-advocacy is promoted. The students were encouraged to learn that they had many skills which can be used in the workplace.

**Pre/Post Assessment**

**Pre-Assessment**: Brainstorming.

**Post-Assessment**: Collect and check written material. Observe oral presentations.

**Evaluation by Learners**
Ask for comments.
Asking and Answering Questions

ESOL students give short verbal presentations about their country of origin and answer questions from their classmates.

Objectives
Students will speak clearly to their classmates. Students will listen for understanding.

Work-Based Skills
- KSAs: Listening for understanding; Following instructions; Talking with respect; Accurately performing work.
- SCANS: Speaking—organizes and communicates orally; Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Self-esteem.
- EFF: Speak so others can understand; Listen actively; Develop and express sense of self.

Background
KSAs and learning to ask and answer questions in English.

How to Prepare
Students tell teacher the native country in which the student was reared. Teacher gathers materials.

Active Learning Methods Used
Student public speaking using English and asking/answering questions in English (interactive role)

What to Do During the Activity
Students take turns showing the class the location of their home country. They may need to walk around to point out location. Each student speaks of his/her background and life in native country. The student attaches his or her arrow to “poster map.”

Other students may ask questions to clarify or expand information presented.

Pre/Post Assessment
The practitioner is aware of the progress in language ability learners are making.

Evaluation by Learners
The students discuss the “understandability” of the presentation and the ease with which asking and answering questions occurred.

Reinforcement/Generalizations
Teacher and students regularly practice asking and answering questions in English so that ESOL students can understand employer and ask pertinent questions to work efficiently.

Comment
Students thoroughly enjoy this activity as an opportunity to talk about a subject they know quite well. They are delighted at interest shown about their country and the opportunity to show their language acquisition skills. Self-assurance, confidence, and “comfort level” in English is developed.

Type
Stand-alone or could be in conjunction with geography emphasis.

Learners
Suitable for all levels of ABE-ESOL learners.

Time Frame
Preparation time is usually about 2-3 hours to gather “props.” The actual class period is usually necessary to allow each student 3 to 5 minutes to present and to answer inquiries.

Room Set-up
World map in full view of entire class and “poster maps” spaced around room (for student arrow attachment).

Materials
Paper arrows with the student's name and country on it, copies of maps for each student's country of origin, large world map, and posters with one map of all countries of origin. World map, atlas, copies of maps, construction paper, scissors and markers, paste/glue, poster boards.

Learner Handouts
Copies of various maps representing the individual students’ home-countries.
Interviewing Skills

Students answer interview questions through a simulated interview by means of video conferencing. They will learn of all the preparations for a job interview.

Objectives
Students will experience the interview process and improve their ability to respond to typical questions that would be asked by a potential employer.

Work-Based Skills
- **KSAs:** Read, write, listen for understanding, evaluate information, follow instructions, and ask questions.
- **SCANS:** Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- **EFF:** Listen actively; Speak so others can understand; Convey ideas in writing.

Background
The students will have already learned about basic skills needed for employment, how to complete a job application, and how to write a resume.

How to Prepare
Have a list of interview tips ready to put on board for discussion. Have copies of a list of typical interview questions to hand out to students. Arrange for someone to conduct the interviews. Have the video conferencing equipment set up in the office of the interviewer and in the classroom.

Active Learning Methods Used
Discussion, reading, and writing, taking part in video conference.

What to Do During the Activity
- The teacher will write interviewing tips on board and ask students to explain the meaning of each and why each is important. (Make eye contact, use proper grammar, dress appropriately, be prepared, address the interviewer by the correct name and title, don’t chew gum, don’t smoke, shake interviewer’s hand firmly if offered, be positive and try to enjoy the interview.)
- The teacher will pass out interview questions and students will complete written answers to the questions. Tell me about yourself:
  - Why are you applying for this job?
  - What do you know about this job or company?
  - How would you describe yourself?
  - What are your major strengths?
  - What is your major weakness?
  - What type of work do you like to do best?
  - What are your interests outside work?
  - What accomplishments gave you the greatest satisfaction?
  - What was your worst mistake?
  - Why did you leave your last job?
  - How does your education or experience relate to this job?
Where do you see yourself five years from now?
What are your goals in life?

- The video conferencing television will be turned on and dialed into the interviewer’s equipment. The interviewer will then conduct the interview with the class. The interviewer will ask each student one of the questions from their sheet.

Pre/Post Assessment

Pre-Assessment: interviewing skills and job preparation skills will have been discussed in class.
Post-Assessment: the students will verbalize their understanding of how to participate in a successful interview.

Evaluation by Learners
The discussion of the interview will allow learners to evaluate what they have learned.

Reinforcement/Generalizations
After completing the interview, the students will have a greater knowledge and familiarity of the interviewing process. Students will be better prepared for an actual interview and will know what to expect. This experience could also generalize to any situation where students will be communicating with someone and expressing themselves orally.

Comment
This activity is a semi-formal way of assessing a student’s preparedness for a real interview. Students may not be as intimidated by an interview if they understand what is involved.

If video conferencing equipment is not available, have the interviewer come into the classroom to conduct the interview. In our situation, the interviewer was another employee of the school, but the school system is in the process of hooking up local businesses in the community with video conferencing equipment. That way if a job opened up at that location, employers could interview students from their classroom, or the students could just get practice conducting an interview if a job opened up later.

The students actually seemed to enjoy this lesson. They did really well. It took a while for them to get the hang of talking in front of the camera, but they became pros after a little practice.
Learning About Social Security

Students will learn about benefits, deductions, and earnings regarding Social Security through group discussion, information sheets and worksheets, and group work on reports. They will use the KSAs as they work through the required problem solving individually and also in groups.

Objectives
To develop a better understanding about the mechanics and purpose and benefits of Social Security in the workplace.

Work-Based Skills
• KSAs: Working on a team effectively; Listening for understanding; Accurately performing work; Standard procedures.
• SCANS: Understands systems—knows how systems work; Performs basic math computations; Contributes to group effort; Interprets written information.
• EFF: Gather, analyze and use information; Work together.

Background
Students begin by sharing their own experiences with Social Security before doing the activities.

How to Prepare
Teacher provides current copy of social security handbook, Social Security application forms, current articles on Social Security from a newspaper.

Active Learning Methods Used
Total group and small group discussions, oral reports, research work, writing reports, problem solving.

What to Do During the Activity
• Total group discussion sharing individual background information.
• Students read and complete above worksheet.
• Total group discussion and checking of worksheet.
• Divide into three small groups. 
  Group 1: Peruses current articles on Social Security choosing ones to share with class.
  Group 2: Researches history of Social Security, writes up briefly and shares with class.
  Group 3: Examines current Social Security forms, etc.; looks at process used to compute earnings, benefits using handbook, etc.; studies information from Social Security office and printouts of wages. Shares (demonstrates) how to compute Social Security with class.

Pre/Post Assessment
Pre-Assessment: Discussion of students’ own experiences with Social Security. 
Post-Assessment: Students will be able to fill out form, understand Social Security deduction from paycheck, and generally understand the complete process.

Type
This activity could stand alone or be part of a series on figuring paycheck issues.

Learners
This activity would be suitable for ABE II and ABE III students.

Time Frame
Approximately 1 hour/day for three or four days (up to one week).

Room Set-Up
Any type of room is acceptable as long as there is room for group work.

Materials
Commercial informational sheets and worksheets on Social Security (we used “Learning About Social Security” Math in Daily Living, Steck-Vaughn, pp.47&48), articles from newspapers, encyclopedia, history book account of origination of Social Security, Social Security handbook,
application forms, printouts of wages earned.

Learner Handouts
Work sheet on “Learning More About Social Security”

Evaluation by Learners
The students decided that they were better able to understand the whole Social Security process.

Reinforcement/Generalizations
Students were able to use the information learned to understand and compute F.I.C.A. deduction on their own paychecks.

Comment
The students thought this was a valid activity, one they could use immediately. They felt good to have this new knowledge.
Time Clock—What Is My Take-Home Pay?

Students punch a time clock for their Families First attendance, then, on a weekly basis, use this record of their hours to figure gross pay, withholding tax, and net pay at the pay scales of several different local industries.

Objectives
Students will use time clock to accurately record their classroom hours. Students will compute gross pay, withholding tax, and net pay at the several different pay scales. Students will compare paychecks to learn that hours worked determines the amount of the paycheck.

Work-Based Skills
- **KSAs:** Listen for understanding; Follow instructions; Accurately perform work operations; Dependability; Standard procedures.
- **SCANS:** Mathematics—performs basic computations; Self-management—assess self accurately; Acquires and evaluates information.
- **EFF:** Gather, analyze and use information; Use mathematical concepts and techniques to solve problems; Reflect and evaluate.

Background
This activity was developed out of need for Families First participants to focus on job attendance, the wide variety of wages at various work places, and how their take-home pay is computed.

How to Prepare
Pro cure a time clock and have a time card for each student.

Active Learning Methods Used
Students are active participants in this activity and in the discussion that follows the activity.

What to Do During the Activity
1. Instruct students on how to figure gross pay, withholding tax, and net pay. Let them do these computations with each other before doing their own from their own time card.
2. Distribute time cards.
3. Figure hours worked for week.
4. Compute gross pay.
5. Compute withholding tax.
6. Figure net pay.
7. Discuss actual take home pay.

Pre/Post Assessment
- **Pre-Assessment:** Students estimate their hours “on the job” for the previous week.
- **Post-Assessment:** Students figure the actual hours from their time card. (Can also compare their hours from week to week.)

Evaluation by Learners
Participants discuss with each other how much take-home pay they have. (They do this on their own! You won’t have to tell them to.)
Reinforcement/Generalizations
Since this activity is done on a continuing basis, the skills are reinforced weekly.

This activity should give the students insight into the workplace and help them apply this knowledge to their daily life.

Comment
All the students are interested in this activity since their goal is to get a job and make money of their own. They found this to be an interesting and helpful activity.
Where Can I Wear This to Work?

A discussion, through visualization, of what someone would wear to work. Students play a game where they match pictures of clothing to lists of available jobs. A discussion of employer’s standard requirements and procedures are emphasized.

Objectives
Students will recognize that different jobs require different dress, make decisions about clothing students might need when going to work, and explore the many work options available to students.

Work-based Skills
• KSAs: Played as a game it also develops the ability to get along with others.
• SCANS: Understands standard procedures, listens for understanding and performs accurate work operations.
• EFF: Reflect and evaluate.

Background Information
This lesson piggybacks on the workforce dress project presented at the Nashville Families First training.

How To Prepare
Cut various types of clothing from a catalog or advertisements and mount them on flashcards. Include unusual dress such as party wear and pajamas. Create a list of jobs Families First clients may well do someday. (List could come from the jobs students suggest as goals for their future employment. My list is attached.) Be sure each listed job has at least one outfit available from the cards. Copy the list and mount pictures on individual cards. Number the cards.

Active Learning Methods Used
Visuals with interactive discussion. Could be adapted to a fashion show format.

What To Do During the Activity

2. Play the game “Where Can I Wear This To WORK?” by handing out the student sheets of jobs. Flip through the prepared pictures and direct students to place the picture’s number in the blanks that correspond to a job that might allow this type of clothing. Once you have gone through the stack once, repeat the pictures with students explaining which jobs they chose for each type of clothing and why. Be prepared to accept several answers and to be surprised at some of your own preconceptions! Note that some jobs require specific uniforms and equipment.

Type

Learners
Appropriate for all learners.

Time Frame
One to two hours.

Room Set-up
Discussion groups.

Media Equipment
None required. This might be interesting scanned into the computer!

Materials
Student sheets listing the jobs described above for each student. The prepared clothing flashcards described in the “How to Prepare” section.

Optional
3. Discuss types of clothing that might be required in jobs they might choose to do. Is a uniform required? Is safety equipment needed? What everyday clothing will you need to work at your desired job? Make a list of necessities to dress for work. Include things like pantyhose, slips, underwear, socks, shoes, jackets, etc. Direct the group to make a check next to the items they will need to purchase prior to going to work.

4. Discuss personal grooming needs as part of dressing for work. Direct students to relate stories of people they may have known who were well prepared for work and those who were not—without doing gossip! Direct students to add personal grooming aids they will need to be properly dressed for work to their clothing list.

5. Mention that smoking, chewing gum, and using profanity are not acceptable in many workplaces. Bad habits are also part of the way you dress for work! (If you have Job Savvy, work through Chapter 4 as a group.)

6. Encourage students to begin to acquire the items they need to go to work using thrift shops, garage sales, and bargain shops so they will not have to buy all these things at the same time.

Optional
Take students bargain shopping with their shopping lists. Can you provide money for shopping through a grant or donation?

Pre/Post Assessment
Pre-Assessment is accomplished by a discussion of what students think is appropriate clothing to wear to various jobs.
Post-Assessment would include a discussion concerning “What job do you plan to get?” “What clothing will you need to do that job?” Job game sheet completion. Creation of shopping/wish list for that job.

Evaluation by Learners
Learners enjoyed the game as well as the opportunity to evaluate the clothing of others and the roles that they play at work.

Reinforcement/Generalization
This lesson applies specifically to an understanding of an employer’s standard procedures, cooperation and getting along with others.

Comment
This lesson was a lot of fun but also drove home the point that dressing for work is more than just throwing on a pair of jeans and a tee shirt, though that can be appropriate in some jobs!
Teacher’s Assistant Training Activity

To gain work experience, individual students take 4-hour shifts serving as a teacher’s assistant doing such tasks as answering the telephone, operating the fax, and assisting other students. At the end of their shifts, students summarize the KSAs needed to do this job.

Objectives
The student will identify the knowledge, skills, and attitudes used in performing the job of teacher’s assistant. The student will successfully perform the tasks of a teacher’s assistant for a 4 hour time period: answering the telephone, operating the fax, assisting other students, etc. The student’s self-confidence in performing work activities will increase.

Work-Based Skills
• KSAs: All. Student evaluates job experience against all KSAs. Especially emphasized would be: Listen for understanding; Follow instructions; Dependability; Get along with others; Do the right thing; Standard procedures.
• SCANS: Applies technology to tasks; Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.
• EFF: Convey ideas in writing; Reflect and evaluate; Use technology.

Background
The KSAs are displayed and students have a working knowledge of them. The teacher’s assistant schedule is planned, explained, and displayed well in advance of the assigned day. Students need to have enough familiarity with KSAs to be able to relate them to their experiences during their shift.

How to Prepare
KSAs are displayed and the students have a working knowledge of them. Each student is reminded of his/her appointed day. The students have a general knowledge of the fax, copier, telephone, and are briefed on the appropriate activities and behavior of a teacher’s assistant. The teacher provides a schedule for each student with his/her assigned day highlighted. The teacher provides a list of activities the student will be responsible for on his/her assigned day.

Active Learning Methods Used
The students observe the current teacher’s assistant and other student assistants. The students practice telephone skills, fax and copier operations from previous activities. Students carry out responsibilities independently.

What to Do During the Activity
The student will dress in an appropriate manner for the job. The student will be on time. The student will answer all telephone calls using proper etiquette and procedure, taking messages if necessary. The student will oversee computer usage and make sure everyone is completing assigned activities. The student will prepare coffee, check restrooms, and sweep/empty trash as needed. The student will use the copier and fax when directed. The student will run errands.

Type
This is a continuing stand-alone activity with a different student taking the responsibility each day. It can lead to similar work experience activities.

Learners
This activity is appropriate for all students of all levels.

Time Frame
Advance notification is made 2 weeks prior to the assigned day. The activity itself will require a 4-hour class period.

Room Set-up
This activity’s location varies throughout the classroom and work area.

Materials
KSAs display, assistant schedule, list of responsibilities of teacher’s assistant.

Learner Handouts
Assignment schedule, assignment duties list.
and check papers. The student will do one interesting thing for the other students and teacher on their “assistant day.” It can be to share a refreshment (bought or homemade), share a newspaper article, share an Internet item or activity, share a personal story and/or photos, etc.

**Pre/Post Assessment**
The student will write in his/her journal what skills it takes to be a teacher’s assistant prior to/after their assigned day. The teacher will chart the various jobs available that use some/all of these skills from student responses. If the student chooses to repeat the activity, he/she can be assigned a second day after all students have completed their first assigned day.

**Evaluation by Learners**
The follow-up discussion at the end of all assigned days allows the students and teacher to evaluate the activity and its benefits. If they choose to repeat the activity, students can be assigned a second day after all students have completed their first assigned day.

**Reinforcement/Generalizations**
As the students perform as a teacher’s assistant, the students will identify the KSAs used in the activity. They will be able to apply these same skills to jobs available in our area. The teacher will chart the various jobs available that use some/all of these skills from student responses.

**Comment**
This activity has proven to be very enjoyable to the students. They were excited about their assigned day and met it with eagerness. Some commented about how hard it was, especially for four straight hours. A few begged to do it again! It has been a positive experience for all of them. Each one has a photo of this special day in his/her portfolio and it is a cherished memento of the day.
Working with Different Personality Styles

Using props and scenarios provided by the teacher, students role play passive, assertive, and aggressive personalities in the workplace as well as the worker who deals with these personalities. Class discussion following the role play includes how the application of the KSAs can be affected.

Objectives
Student will identify work styles (passive, assertive, aggressive) and get practice dealing with people of all styles. This lesson also is an evaluation tool to see if students are grasping KSAs listed.

Work-Based Skills
- **KSAs:** Getting along with others; Talking and listening with respect; Cooperating with others; Doing the right thing.
- **SCANS:** Serves clients/customers—works to satisfy customers’ expectations; Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- **EFF:** Resolve conflict and negotiate; Respect others and value diversity.

Background
Teacher must understand the communication model. It would be helpful to have already done lessons on communication from Steck Vaughn’s “Workforce: Building Success: Communication” book or Contemporary’s “Communication” Book 1 and/or Book 2.

How to Prepare
Instructor needs to put together scenarios or role-play situations commonly found at work (1/2 hr to 1 hr).

Active Learning Methods Used
Learners will role-play. Learners will do active observation, discuss what they saw, and draw on their past experiences and imaginations to develop the role-playing and creatively use the props.

What to Do During the Activity
Introduce the activity by reviewing the communication model and passive, assertive, and aggressive styles. Talk about how all kinds of people are in the job world, and we have to deal with them. Pass out props and let students pick a scenario to develop. Allow 5 minutes planning time (use timer). Do the role-play with rest of class observing actively. Discuss alternative reactions and what is acceptable in the workplace. Tie in the ideas of respect and doing the right thing. Some examples of props & scenarios are:
- **Cap**—fast food worker behind counter dealing with a disagreeable customer (then an agreeable one).
- **Broom**—fast food worker being asked to clean up an area (then ordered to do it).
- **Mop**—fast food worker being asked to mop an area soiled by a loud disrespectful group of teens.
- **Spray cleanser**—Office worker—tidying up her own area—who is interrupted by a picky co-worker.
- **Spray cleanser**—office worker tidying up her own area who is...
interrupted by a boss (do two ways).
• **Hairnet**—kitchen worker being asked to interrupt salad preparation to help out housekeeping (nursing home setting).
• **Towels**—housekeeping worker who interrupts person in room to clean the room (do it two ways with agreeable guest and rude guest).

After the scenarios are acted out encourage discussion by observers. Do not allow activity to become critical of personalities. Point out style differences and encourage another reaction.

**Pre/Post Assessment**
By introducing the activity with a review of the previous learning about communication model and aggressive, assertive, passive styles, this activity is really an evaluation tool to see if those concepts are understood as well as to see if the learners are grasping the KSAs of talking and listening with respect and cooperation and doing the right thing. These will be evaluated through the discussion.

**Evaluation by Learners**
Learners can do a written summary and suggest additional scenarios for use on another day.

**Reinforcement/Generalizations**
This activity will reinforce good listening, talking with respect, cooperation, and doing the right thing in other areas of students’ lives and in thinking about work situations. Learners will also be getting practice with passive, assertive, and aggressive styles found not only in work situations but in all areas of their lives.

**Comment**
If you don’t already know, this activity will help you learn who the cut-ups in your class are! Students usually enjoy this activity, especially with the props available.
KSAs vs Problem-Solving Techniques for Employment

Students are presented with a list of job requirements such as “An employee must have a reliable means of transportation to get to work each day.” In groups, the students brainstorm and discuss each requirement and develop possible solutions to meet these requirements.

**Objectives**

Students will consider the requirements necessary in order to hold a job and become self-sufficient employees. Students will analyze these requirements and formulate plans to meet the requirements. Students will gain self-confidence in their ability to solve problems and become self-sufficient employees.

**Work-Based Skills**

- **KSAs:** Dependability; Standard procedures; Work on a team effectively.
- **SCANS:** Problem solving—recognizes problems and devises and implements plan of action; Self-management—assesses self accurately, sets personal goals, monitors progress, and exhibits self control.
- **EFF:** Reflect and evaluate; Solve problems; Cooperate with others; Read critically.

**Background**

Our customers/students face many problems that must be resolved before they can become self-sufficient employees. These problems that seem so mundane to ordinary potential employees have become “mountainous obstacles” to our customers, mainly due to the fact, that the old welfare system has caused them to become too dependent for too long. With the new welfare system, our government is allowing our students/customers the opportunity to free themselves from this dependency and become self-sufficient employees for themselves and their children.

**How to Prepare**

Generate a list of general job requirements given by employers in your area. Recruit former students who have succeeded in overcoming these difficulties to be part of the concluding class discussion.

**Active Learning Methods Used**

Discussion, problem-solving, teamwork.

**What to Do During the Activity**

The teacher will pass out to each group of 5 students/customers, a list of the general job requirements given by employers. Requirement examples are:

1. An employee must have a reliable means of transportation to get to work each day.
2. An employee must be on time for work each day or risk the probability of being fired. (This is especially true during one’s probationary period.)

These are just two examples of some problems our students face and must resolve to become self-sufficient employees.

Students form groups of their choice. Each group chooses their own coordi-

**Type**

This is a stand-alone activity which could be used several times with different sets of requirements of employment. It could also be a part of a series of lessons on work readiness.

**Learners**

Appropriate for all learners, especially since learners will work in teams.

**Time Frame**

This activity can take up to 30 minutes each day or an hour depending on the teacher’s digression and the students’ interest.

**Room Set-up**

Tables/desks or chairs are set up in groups of 5 for brainstorming sessions.

**Materials**

Teacher needs list of job requirements. Students need
pencil and paper and “can do” attitudes!

**Learner Handouts**
The list of Employment Requirements.

inator and secretary. In these small groups they will first be asked to thoroughly discuss the list of requirements given by the employer to make sure everyone understands.

Next each group is encouraged to brainstorm and discuss these requirements in order to make a list of possible solutions that will enable them to meet these employers’ requirements.

They will next come together as a class and discuss the plausibility of these solutions becoming reality for them. The teacher will try to recruit at least two prior students who have found employment and who have experienced some of these same problems. These prior students will evaluate our problem-solving solutions, to see if they are useable or practical. This will help to prove, without a doubt, that there are solutions that have worked and will work, so that the students can feel confident about using these suggestions. (If I am unable to find any prior students, I use employers or job-readiness counselors.)

**Pre/Post Assessment**
Pre-assessment was the students’ defeatist attitudes about getting and keeping a job! The list of possible responses to the job requirements serves as a post-assessment.

**Evaluation by Learners**
The follow-up large group class discussion of the information given will allow the entire class to scrutinize the reliability of these solutions. The class as a whole will then agree to give these problem-solving solutions for employment a trial to see if they really could work for them.

**Reinforcement/Generalizations**
The KSAs have already been posted all around the room and discussed earlier by the teacher and students. The work requirements and the KSAs will be related in the discussion, and the KSAs will remain posted around the room for the students viewing during the activity.

**Comment**
We all need to remember, in my humble opinion, that before our customers can become effective and self-sufficient employees, certain real-life problems for them must be resolved.
Problem Solving and Holding a Job

In this session, participants practice problem solving techniques as a group by planning possible solutions and listing the disadvantages and advantages to each solution. This is especially good for Families First participants who are about to enter the workforce.

Objectives
Students will identify possible problems to holding a job. They will list possible solutions, use problem solving strategies, and participate in group discussions. In the process, they will also practice writing and reading. The writing may be difficult for some lower level writers.

Work-Based Skills
• KSAs: Listen for understanding; Talk respectfully; Follow instructions; Cooperate with others; Get along with others.
• SCANS: Thinks creatively, generates new ideas; Generates alternatives, considers risks, and evaluates and chooses best alternative. Recognizes problems and devises and implements plan of action; Works with others.
• EFF: Cooperate with others; Solve problems; Reflect and evaluate.

Background
This activity was developed out of the need for Families First participants to focus on getting a job and keeping it by trying to solve any problems that may hinder them from keeping a job in the future.

How to Prepare

Active Learning Methods Used
Discussion of real problems and how to solve them, writing and working as a team.

What to Do During the Activity
This session follows a six step format:
1. Timed Writing
2. Suggestions of Problems
3. Possible Solutions
4. Advantages and Disadvantages
5. Group Discussion
6. Follow-up Discussion

Timed Writing: Topic: “The main things that can be a problem to my holding a job are…”
Participants will write 7 minutes about the topic without letting the pen stop. If the participant cannot think of what to write, he/she shall write his/her first and last name over and over until another thought pertaining to the topic comes into his/her head. When time is called, the participant must put down the pen and stop writing.

Suggestions of Problems:
• Participants may volunteer or the facilitator may collect the papers and read them out loud omitting the names.
• List problems mentioned in the writings on the board.

Possible Solutions:
• Have participants, as a group, pick
one problem off the board to solve as a group.
• Participants will brainstorm any possible solutions which will be written on the board.

Advantages and Disadvantages:
Participants will brainstorm again and list all possible advantages and disadvantages to each of the possible solutions listed previously.

Group Discussion:
Participants may discuss possible solutions to the other problems listed on the board. Participants should conclude the following:
   (1) Find a back-up plan to the back-up plan.
   (2) Try to take care of these problems before they get a job.
   (3) Don’t be afraid of change since having a job will require a lot of changing and shifting of schedules.

Follow-up Discussion:
• How important are problem-solving skills in the workplace?
• What would you do if a piece of equipment broke down at work and you could not do your job?
• What would you do if your car breaks down on the way to work?
• What would you do if your daycare is closed on a day you are scheduled to work?

Pre/Post Assessment
Pre-Assessment: The timed writing serves as the pre-assessment.
Post-Assessment: A follow-up discussion about how important problem-solving skills are in the workplace.

Evaluation by Learners
Participants may be asked if they will try some of the suggested solutions to the problems if one arises.

Reinforcement/Generalization
Follow-up discussion guides and reinforces the importance of using problem solving skills in the workplace and also to aid in keeping a job.

Comment
This lesson worked well with the students. They were actively involved in this learning process.
Dependability and Problem Solving

Through an all-class discussion, students will review how to identify a problem and then use this knowledge to identify and relate class and workplace attendance to dependability problems. Students then summarize through journal writings.

Objectives
- Students will identify reasons why dependability is so important in the workplace.
- Students will utilize problem-solving skills in relating workplace attendance to dependability.
- Students will demonstrate the use of critical thinking, listening, talking respectfully, writing, following instructions, and problem solving skills to facilitate group discussions.

Work-Based Skills:
- KSAs: Dependability; Listen for understanding; Cooperate with others; Talk respectfully.
- SCANS: Problem solving—recognizes problems and devises and implements plan of action; Responsibility; Communicates thoughts in writing.
- EFF: Cooperate with others; Solve problems; Convey ideas in writing.

Background
This activity was developed to bridge the problem solving skills learned previously and the introduction of the first KSA (dependability) that employers indicated as very important (from the Dent Davis survey).

How to Prepare
Review problem solving steps to guide the discussion. Have board and markers ready to write during brainstorming.

Active Learning Methods Used
Discussion, Writing and Problem Solving

What to Do During the Activity
This session has a four-step format:
1. Review how to identify a problem (gather, organize, and interpret).
2. Discussion of attendance as related to dependability.
3. Identifying the Problem.
4. Journal Writing.

Introduction: Review how to identify a problem and write on the board.

Discussion: As a group, discuss attendance as related to dependability.

Identify the Problem:
- Have students brainstorm possible “excuses” for not attending class and write all suggestions on the board.
- Cross off unreasonable “excuses.”
- Categorize reasons that are related.
- Discuss “excused” reasons for an absence in class.
- Discuss “excused” reasons for an absence in the workplace based on personal experiences.
- Cross off all unexcused reasons for absence in the workplace (this should be all reasons including death in the family since this, too, is not always excused without some kind of benefit package).

Type
Group type session can be stand-alone or part of a series of KSAs.

Learners
This discussion/activity is suitable for all learners.

Time Frame
This activity takes from 1-2 hours depending on how much information participants offer.

Room Set-Up
Any type of discussion format where a flat surface for writing is available at the end.

Materials
- Board with appropriate writing utensils
- Paper and pencil for participants (for journal writing)
Journal Writing: Allow 10 minutes for students to write about what they learned during and their reactions to the session.

Pre/Post Assessment
Before actually identifying the problem, learners have the opportunity to review what they have learned in a previous session.

Evaluation by Learners
The journal writing serves as an indicator of the evaluations by learners.

Reinforcement/Generalizations
By crossing off all unexcused reasons for an absence in the workplace, participants will realize how very important dependability is in the workplace.

Comment
This session worked well with all levels of learners. All students participated and were interested. Those students who are unable to write may dictate to another student for feedback on the session.
Changes/Staying the Same

This activity uses a study of the characters in *The Glass Menagerie* to lead students to examine conflict/crisis situations and whether dealing with those situations requires staying the same (KSA: dependability) or changing (KSA: learning/personal development).

Objectives
- Students will gain and reinforce understanding of KSAs.
- Students will gain awareness of their personal need for change and staying the same in certain situations — the need to be dependable (the same) balanced with the need to learn KSAs they may lack.
- Students will become more familiar with drama as a form of literature and its applications to life and work.

Work-Based Skills
- **KSAs:** Dependability; Listening for understanding; Cooperating with others; Stay calm under pressure; Accept and manage change.
- **SCANS:** Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Assesses self accurately.
- **EFF:** Learn in new ways; Listen actively; View critically; Reflect and evaluate.

Background
It seems the main obstacles many of my students face are opposites—they lack the ability to be dependable (attendance, timeliness, following SOP, doing the right thing) and at the same time are afraid of change in their lives (the move to working, getting off assistance, learning new skills). I thought using the poignant story of Laura in *The Glass Menagerie* might be a non-threatening way to help students examine these issues. (This lesson was developed as part of the Beyond *To Kill A Mockingbird* project through the Tennessee Literacy Coalition, Meg Nugent directing.)

How to Prepare
For best effect, teachers with low-level students will need volunteers to read the four parts in scene 7. Teachers with multi-level classes might use higher-level students as readers. A drama group or class might be a good source of help. Readers should be fairly familiar with the scene. As a last resort, a videotape of the play could be used.
Optional: Students may do research to learn more about the playwright Tennessee Williams, since the play contains autobiographical elements.

Active Learning Methods Used
Students will discuss KSAs and elements in the play, take notes and write responses to teacher prompts. Students will write a letter of advice to Laura as a follow-up activity.

What to Do During the Activity
1. Students were asked to remember what KSA stands for
2. Students listed as many KSAs as they could remember in 30 seconds.
Then the students called them out while teacher/reporter wrote them on board/pad. Class discussed listed KSAs and what they mean. Teacher led students to add any missing KSAs (top 11).

3. Students were asked which KSAs required sameness and which required change. Depending on the students, each skill required one or the other or a strange combination.

4. Teacher introduced *The Glass Menagerie* stressing the fact that Laura and Tom face problems and that each copes with those problems in different ways, one by changing, one by staying the same. The question put before students is this—which method is effective, or is either method effective, given the circumstances.

5. Teacher/students give brief biography of Tennessee Williams with facts pertaining to play—abandoned mother, absent father, creative but undependable son, withdrawn/insecure daughter.

6. Teacher summarizes plot leading up to Scene 7, giving character sketches of Tom, Amanda, and Laura, and stressing the fact that Amanda has forced Tom to bring home a friend to set up with Laura.


8. Students discuss coping strategies of Tom and Laura and their effectiveness. Prompts include the following—What should Laura do? What should Tom have done if not run away? Did either accomplish his/her objective? What was his/her objective?

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**Pre/Post Assessment**
Students write a letter of advice to Laura stating what she should do (change/stay same) and why. (Some students mentioned that they were like Laura!)

**Evaluation by Learners**
Students discuss whether they can relate to the play. “Was it good?” I asked.

**Reinforcement/Generalizations**
Students receive credit (grades, incentives) for research and presentation work.

**Comment**
It was nice to get away from just workbook-based lessons, and the students seemed to enjoy having somebody different (volunteer readers) as part of class. It made the play more like a real performance. And when a student said “That’s like us in this class — we can choose to withdraw or we can choose to change,” that was a great teacher moment.
“Minds-R-Us, Inc.”

The students become part of our “company” when they join the class. They are “paid” an hourly wage based on their experience (number of hours in class). They must “buy” their break time as well as other privileges. Students receive a bonus for being on time.

Objectives
Students will improve class attendance and punctuality. Students will gain experience and strengthen their interviewing skills. Students will resolve conflicts and negotiate changes in the “contract.” Students will demonstrate leadership in the classroom.

Work-Based Skills
• **KSAs:** Listen for understanding; Talk respectfully; Dependability; Getting along with others; Standard procedures.
• **SCANS:** Communicates information in writing; Creates documents such as directions, manuals; Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty; Exercises leadership; Negotiates.
• **EFF:** Provide leadership; Exercise rights and responsibilities; Manage resources.

Background
This activity was developed in my classroom as a means of encouraging and rewarding regular attendance in a positive, encouraging atmosphere.

How to Prepare
Play money should be photocopied onto different colored paper (each color will represent a certain denomination). Students can be introduced to the idea that it is important to reward regular attendance because that is so important for employment. Students can be allowed the opportunity to name the company, set the hourly wage, etc. However, the instructor might want to have already worked out a general idea about the amounts that would be most workable. The instructor should have already gathered some incentives (paperback books, notebooks, pencils, and/or have contacted local businesses to request free admission passes, reduced price coupons).

Active Learning Methods Used
Students are active participants in a simulated workplace setting. Simulation and discussion.

What to Do During the Activity
Students select the name for their company. Hourly wages and the number of hours necessary for promotion are agreed upon. The guidelines for operation are explained. An accountant is selected to handle the “company bank”; a personnel manager is selected to explain the company policies to new students. Other positions can be used as needed. Anyone performing an extra responsibility will get a bonus. Students who arrive on time get a bonus.

Type
This is an on-going daily activity in class involving little additional class time once it has been established.

Learners
This could work with any level class.

Time Frame
The first time the company is introduced may take an hour. Each day a little time will need to be taken to insure smooth operations. When a student is ready for a promotion, the interview of each student will probably take 15 minutes. The critique of the interview should take 10-15 minutes.

Room Set-Up
Nothing extra is needed.

Materials
Play colored money; incentives.

Learner Handouts
A time sheet will need to be developed to encourage students to arrive on time and attend regularly.
Possible Amounts:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number of Hours Attendance</th>
<th>Hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee</td>
<td>0-20</td>
<td>$5</td>
</tr>
<tr>
<td>Entry level</td>
<td>21-80</td>
<td>6</td>
</tr>
<tr>
<td>Professional</td>
<td>81-200</td>
<td>8</td>
</tr>
<tr>
<td>Supervisor</td>
<td>201-300</td>
<td>10</td>
</tr>
<tr>
<td>Asst. manager</td>
<td>301-400</td>
<td>12</td>
</tr>
<tr>
<td>Manager</td>
<td>401-500</td>
<td>15</td>
</tr>
<tr>
<td>Vice president</td>
<td>above 500</td>
<td>18</td>
</tr>
</tbody>
</table>

Cost of Class Breaks:
- 30 minutes = $25;
- 20 minutes = $20;
- 15 minutes = $15.

Cost of other incentives can be decided by the class.

When a student has completed the required hours to be eligible for a promotion, he/she is to come to class dressed for an interview. A student is selected to do the interviewing after possible questions have been discussed in class. The employee will present his/her “time card” to the employer, and they will discuss the employee’s attendance record as well as other appropriate questions.

After the interview, the other students may have the opportunity to evaluate the employee’s attitude, displayed effort, and cooperation. Students will also give positive feedback on the clothing chosen and make suggestions for change.

On a regular basis, the company should have management/team meetings. A student can be selected to facilitate the meeting. Employees are to discuss and resolve any conflicts that have arisen with any of the operating procedures. Changes to the contract can be made by majority vote.

Pre/Post Assessment

Pre-Assessment: Note attendance and promptness to class.

Post-Assessment: This activity can be evaluated by the willingness of the students to participate and any positive changes in attendance and promptness to class.

Evaluation by Learners

Students will continually evaluate the activity in the team meetings.

Reinforcement/Generalizations

Ask students to discuss what skills employers want most in their employees and what skills they are developing with this activity.

Comment

This activity works well in our class and is a very flexible activity that can be adapted to the needs of individual classes. Students should be encouraged to claim ownership in the company by making suggestions and changes to the original format to make it work better.
“Minds-R-Us, Inc.”
Operations Manual

Because new students cycle through our classes on a regular basis, experienced students create a class operations manual to help new students “catch up” on some of the work-related activities that have already been completed in the class. Using the Operations Manual is similar to the orientation/training manuals used by some companies. Experienced students are selected to guide new students through specific sections of the manual.

Objectives
• New students will quickly adapt to and feel a part of the classroom environment.
• New students will quickly comprehend information regarding the operations of the class.
• Experienced students will practice communication skills and leadership roles.

Work-Based Skills
• KSAs: Standard procedures; Work on a team effectively; Cooperate with others; Talk respectfully.
• SCANS: Locates, understands, and interprets written information such as manuals; Communicates information in writing; Creates documents such as manuals; Allows students to work with other students of diverse backgrounds.
• EFF: Gather, analyze and use information; Guide and support others; Respect others and value diversity; Convey ideas in writing; Read critically.

Background
It is sometimes difficult to give each new student adequate time for orientation with so many other activities going on in the classroom. Instructors might neglect to mention certain policies. In addition, having an operations manual enables students to obtain some benefit from activities done previously in the classroom without having to constantly repeat activities with the entire class.

How to Prepare
Ask experienced students to write down all of the information they feel would be helpful to a new student. The instructor can compile and add any necessary information.

As new activities are completed in class, the instructor will write a summary and guidelines for completing the activity. Students who have already participated in the activity should be identified and trained to help new students through the activities.

Active Learning Methods Used
Students must recall details and gather new information from print materials which they will use.

What to Do During the Activity
Ask the experienced students to make a list of all the helpful information a new student might need. Depending on the abilities of the students, they can compile and edit the information; otherwise, the instructor can compile the list, making deliberate errors using

Diane Oakley
Chattanooga State ABE
the grammar skills the students are working on and ask the students to proof the materials.

Students can also write up the activities completed in class for later inclusion in the manual. Other students can make suggestions on how to improve the written form of the activities to make sure these written activities are clear and accurate.

Explain the need for someone to help orient new students. Compile a list of those students who are willing to help and the activities they would like to assist the new students in completing.

As new students enter the class, the designated leader would welcome the student and introduce them to the operations manual.

**Pre/Post Assessment**
Students compile the materials to be included in the manual and are evaluated by the improvement in their writing skills. The instructor can observe how effective other students are in assisting new students.

**Evaluation by Learners**
Do new students appear comfortable and quickly fit in with the class?

**Reinforcement/Generalizations**
Students should be able to move into classroom activities more easily if they have the opportunity to experience in some way the kinds of information and activities that set the tone for the classroom environment.

**Comment**
Capable students are given increasingly more challenging responsibilities as they show an interest and ability in helping to develop the materials and assist other students.
“The Standard of Living”

This activity is based on a study of the short story “The Standard of Living” and ties the story to work skills through class discussion and essay writing.

Objectives
• Students will read and analyze a contemporary piece of literature.
• Students will write a brief essay about job related values.
• Students will connect the story and the coping skills in it to the everyday work world.

Work-Based Skills
• KSAs: Reading—understands and interprets written information; Writing—communicates thoughts, ideas in writing; Thinks creatively, visualizes; Works with others.
• SCANS: Cooperate with others; GED skills of reading, analysis of short story, essay writing.
• EFSSs: Read critically; Reflect and evaluate.

Background Information
“How do we teach work skills while teaching literature?” is a question that concerns Families First instructors. No special background is necessary to teach this lesson.

How To Prepare
Read the story. Reproduce the handouts if materials are available.

Active Learning Methods Used
Reading and discussing. Writing and quiz, if handouts are available.

What To Do During the Activity
1. Direct class to consider what job they think they would like to have and write it down. List under the job the positive and negative aspects of that job. Ask: How might this job be “trapping?” Allow students to reflect and discuss as interested to create interest and pre-thought about the story. Direct students to stop there with their pre-writing.

2. Read the first 5 paragraphs aloud, allowing different students opportunity to read. Ask: What jobs do they have? (stenographers) How are they dressed? Is their dress appropriate? How can you tell? (conspicuous, cheap, and charming)” Do you think they like their jobs?

3. Read the remainder of the story, either aloud or individually depending on the group’s reading ability. Write down unfamiliar vocabulary words as the group reads to look up later.

4. Discuss the game the girls play. Ask: Why do you think they play the game? Have you ever played a similar game when window shopping? Why did the price of the necklace spoil the game? Why do the girls seem to “droop and drag?” Have you ever felt this way when faced...
with being unable to afford something, even in a game? Discuss coping skills when the stresses of everyday life close in. How do you cope? How does the game allow the girls to cope with the “ordinariness” of their lives?

5. Direct students to look up the meanings of the accumulated vocabulary words. Discuss the vocabulary in the context of the story and the basics of the story.

6. Direct students to write an essay based on their pre-writing about their desired job, its positive and negative aspects, its trapping potential, and a means of escaping that trap. When students have finished, allow volunteers to share their essays by exchanging with another student or reading aloud.

Pre/Post Assessment
Pre-Assessment: pre-writing.
Post-Assessment: essays, quiz (if using handout materials).

Evaluation by Learners
Interest and essay content.

Reinforcement/Generalization
This story addresses how to cope in everyday life—a skill we all need.

Comment
The story is most appropriate for Families First students. It was an interesting activity and gave the students new insights into the workplace.
Workplace Bingo

This activity combines the fun of playing bingo with active participation in discussion designed to create awareness of workplace issues.

Objectives
• To increase understanding, acceptance, and use of workplace skills by playing a fun, easy, and familiar game.
• To learn to know others in the class and become more aware of each others' views.

Work-Based Skills
• KSAs: Getting along with others; listen for understanding; follow instructions.
• SCANS: Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
• EFF: Speak so others can understand.

Background
This activity requires no prior instruction and can be an introductory activity to familiarize students with each other and with workplace issues.

How to Prepare
Copy bingo cards. Obtain markers. Acquire prizes for winners (restaurants may donate free meals, and department stores may donate make-up samples). If desired, prepare five boxes with numbers in each box for the particular letter.

Active Learning Methods Used
Students are active participants in the game and in the discussion time when ideas and experiences related to the workplace are shared.

What to Do During the Activity
1. Distribute bingo cards and pen/pencil to each participant.
2. Tell each person to write a number between 1 and 10 in each box below the “B” column. Then write a number between 11 and 20 under the “I” column and so on . . .
3. The leader then calls out a letter and number combination by drawing from a prepared box of letters/numbers or by choosing a number and writing the number to keep up with which ones have been called.
4. When a player(s) has a square, he/she needs to do what the space asks.
5. When a player has a bingo (across, up, and down, T, diagonally, four corners, or whole board, as decided in advance), he/she wins some token of achievement (free menu items or meals from restaurants, make-up samples, etc.)

Pre/Post Assessment
Workplace issues will already have been discussed, but with an open entry class, new students may also be present. The discussion included in the activity will reveal the understanding and acceptance of the particular skills. The written evaluation mentioned below will also be helpful.
**Evaluation by Learners**
Students conclude each day with written comments on their progress in addressing knowledge, skills, and attitudes needed in the workplace. They will have the opportunity through this written activity to evaluate the game experience.

**Reinforcement/Generalizations**
The discussion on workplace issues should give the students insight on facets of their lives that they can improve. The work skills discussed will be reinforced each day through planned activities such as additional discussions, worksheets, videos, etc.

**Comment**
The students really enjoy playing a game, and it allows them to get to know each other in a fun way while improving their work skills at the same time.
Overcoming Stereotypes & Assumptions for Better Workplace Relations

Students are led through an exercise to make them more aware of their own prejudices and then are led to recognize how stereotypes & previous assumptions can be barriers to working with others. They then write an essay on their conclusions about their attitudes following these discussions.

Objectives
Students will recognize how their attitudes can interfere with communication and relationships in the workplace, both with coworkers and supervisors. They will develop more objectivity and the ability to get along with others who are different from them.

Work-Based Skills
• KSAs: Getting along with others.
• SCANS: Works with diversity—works well with men and women from diverse backgrounds; Basic skills/writing.
• EFF: Respect others and value diversity; Reflect and evaluate.

Background
A continuation of lessons based on Teaching Tolerance (Southern Poverty Law Center).

How to Prepare
Only mental preparation is needed.

Active Learning Methods Used
Discussion/brainstorming, writing.

What to Do During the Activity
1. Write on board the words: Migrant worker, Immigrant, Redneck, Homosexual/Lesbian, HIV positive. (Include any other groups that are often stereotyped.)

2. Have student write down words that come to mind for each of these “labels.”

3. Discuss their perceptions as illustrated by their words. Ask why they believe whatever they do — on what do they base these perceptions? First hand experience? Hearsay? One person from that group?


5. Discuss what words they’ve heard in reference to this term. (Often “lazy,” “welfare cheat,” “always pregnant,” “get a job,” etc. will be mentioned.)

6. How does this make them feel? Is this perception true? On what does the public base this? Is it fair?

7. Refer again to the first “labels” written on the board.

8. Lead the class into discussion of how “labels” and perceptions can create barriers to how we relate to others. Discuss how the workplace is filled with increasingly diverse people with whom we must get along and work.

Susan King
Cheatham County ABE
9. Have students write an essay on their conclusions about their attitudes following these discussions.

**Pre/Post Assessment**
Content of essay.

**Evaluation by Learners**
Discussion progression.

**Reinforcement/Generalizations**
Can be used in all areas of life’s relationships.

**Comment**
This is an eye-opener for some students, leading them to a more tolerant, accepting view; to others who are firmly entrenched in their prejudices it is less effective.
Balancing Your Budget

Students are issued mock paychecks for their weekly attendance. Students develop a monthly budget to fit their pay. Students evaluate and brainstorm ways to adjust their budgets.

Objectives
After receiving the previous week’s paychecks, students will evaluate the balance between their budgets and the amount of their checks and formulate plans to deal with the shortfall.

Work-Based Skills
• KSAs: Dependability. Students will gain insight into the correlation of dependability on the job and meeting life’s financial demands.
• SCANS: Uses or prepares budgets, makes adjustments to meet objectives. Decision making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
• EFF: Reflect and evaluate, solve problems.

Background
Since attendance has been so sporadic, I wondered if using a work setting might bring more real-life experience to the relationships between class attendance and academic progress.

How to Prepare
Calculate students’ pay based on hours of attendance x a set wage per hour (I used $6.00 an hour.) Mock paychecks were designed on the computer.

Active Learning Methods Used
Discussion is held after individuals complete their budgets. Brainstorming. Problem-solving.

What to Do During the Activity
Students would have paychecks issued from the previous week. They will prepare a budget to match their needs and means.
1. Distribute paychecks for the previous week.
2. Brainstorm all of the categories needed to be included in personal budgets.
3. Have each student develop his/her own budget.
4. Each student evaluates how his/her paychecks will accommodate budget needs.
5. Break into groups of 2 or 3.
6. Have each group discuss ways to handle their shortfalls in the budget.

Pre/Post Assessment
Each week’s version of this activity serves as the post-assessment for that week and the pre-assessment for the next week. The discussion included in the activity can also reveal students’ understanding of the skills.
Evaluation by Learners
Students will express their feelings about the lessons through journal writings.

Reinforcement/Generalizations
The discussion on responsibility, attendance, and dependability should give the students insight on how they can improve their lives. The decision making process involved in this activity should help students to see that they are responsible for their own decisions and must deal with the consequences of their decisions.

Comment
There was a lot of comparing of “paychecks” when they were issued that first week. My students wanted to see not only what they “made,” but what others made too. “But my check is $20 less than yours!” led to some awareness of the difference in attendance patterns. And students were shocked when their entry-level wage of $6 an hour didn’t cover even the basics of their needs. I hope their awareness will help them to see that they need more than an entry-level job. The brainstorming and the discussion afterwards led naturally into other stresses caused by “missing work” and the pressures a diminished paycheck would have on the family. I also stressed that as an employer (teacher), I couldn’t fire them, but that an actual employer would look quite differently at their absences and tardiness.
Financing My Dreams

Students will begin to build a notebook that contains newspaper advertisements concerning apartments, cars, jobs, etc. they hope to have in the future. Students will estimate the monthly expenses for their dream future. They will calculate the monthly salary for sample jobs making categories for: unskilled/no GED jobs; vocational training type jobs; college education positions.

Objectives
• Students will formulate dreams/goals for their future.
• Students will develop realistic expectations of future expenses and salaries.
• Students will recognize the need to seek further education/training.

Work-Based Skills
• KSAs: Desire to grow/advance; Have goals for learning; Know where to go for help/information.
• SCANS: Decision making—specifies goals and constraints; Interpret written information in documents.
• EFF: Gather, analyze and use information; Create and pursue a vision and goals.

Background
This activity was developed in a classroom to encourage students to look beyond their current situations and to have realistic expectations of their future incomes and expenses.

How to Prepare
Assemble newspapers, apartment guide-hunting magazines.

Active Learning Methods Used
Thinking creatively, reading and using written information.

What to Do During the Activity
A warm-up activity could be to allow students to use magazine pictures to make a collage of images of their future dreams/plans. Label the collages: “My Future Plans,” “Dreams for my Future,” or allow students to create their own titles. Display these on the walls of the classroom.

Have students identify specific areas for their dreams (apartment, car, clothes, etc). Make a separate notebook page for each specific dream. Cut advertisements from the newspaper that fit each category to begin to get estimates for costs.

Students may be encouraged to first explore the idea of a continuum of fantasies to realities. This could include vacations, homes, cars. Allow students some fun in identifying their fantasies but gently guide them into the idea of realistic expectations for their beginning level dreams.

After students have collected numerous pieces of information for each dream/plan, guide the students in calculating an estimate of the monthly expenses for each plan.

Have students identify several categories of future employment after a discussion of the different levels of employment (unskilled/no GED; vocational training; college). Make a page in the notebook for each category of
employment and apartment ads); notebooks, pens, glue.

employment. Have students cut out want ads from the newspapers that list salaries that fall under the different categories. After gathering enough information, guide students in calculating representative monthly salaries for each category. Math activities could include averaging, estimating, and multiplication or division of hourly wages into monthly salaries or annual salaries into monthly salaries.

Compare the estimated expenses of students’ plans with the estimated salaries of the various categories of jobs.

Advanced groups could gather additional information about expenses for day care, car insurance, renters insurance, different types of banking accounts.

Students can also explore savings and investment calculations, home ownership (down payment, closing costs), leasing versus purchasing cars.

Word problems using the gathered information could be created by the students or the instructor to give additional math practice.

Pre/Post Assessment
Students’ interests in the project will serve as an evaluation of the project as well as their increased ability in math skills.

Evaluation by Learners
Students’ comments and interest in exploring other related areas would help to evaluate the activity.

Reinforcement/Generalizations
Students should discuss the benefits of getting further education/training. Does more education always mean more money? Should money always be the primary consideration when choosing employment? What other factors should be considered?

Comment
Hopefully, students will become very excited by this project and begin to build a desire to set and achieve higher goals instead of remaining in their current circumstances.
Budgeting/Menu Planning

Students create a grocery budget using a limit of $100 to feed a family of five for a week. Grocery ads and coupons are props for their use. Students first work individually and then compare and share ideas in groups to complete their assignment.

Objectives
- Students will demonstrate problem-solving strategies by planning menus for a week for a family of five with a $100 limitation on spending.
- Students will use and improve basic math skills by calculating the average of what they can spend per meal, what they save using coupons and weekly grocery specials, the grocery list of what they would need to buy, the total of their purchases, the sales tax on their purchases, etc.
- Students will improve and use communication skills through giving and receiving help from their classmates with their menu and budget.

Background
The learners will need to have the basic knowledge of how money works (decimals) and have mastered basic reading skills.

How to Prepare
- Collect local newspaper ads and coupons.
- Make “fake” checks.

Active Learning Methods Used
Students are active participants in an activity where cooperation and math skills are involved. They are actively involved in problem solving and calculations, manipulating and studying coupons and newspaper ads, preparing their menu and budgeting their purchases, and cooperating with classmates.

What to Do During the Activity
Students work individually on the following steps at first. At some point when the instructor judges that it would be valuable, they continue with their individual projects but in small groups so that students can help each other think through their problems.

1. Students are issued copies of the ad papers from local newspapers, pencils, paper, calculators, and a “fake” paycheck for $100.00 to be spent on food purchases.
2. Students are given the situation: all have to feed a family of five, three meals a day for seven days on the $100.00 that they are given. They cannot exceed the $100.00 limit.

3. Students are to estimate the amount of money per meal for the week (example: 3 meals a day times seven days divided into $100.00).

4. Students are then to make out a sample weekly menu after looking over the items on sale at the local groceries.

5. Students keep a running tally of items purchased and, where possible, money saved.

6. Students make a final tally of items purchased and figure local sales tax. The total is to be under the $100.00 limit.

7. Adjustments and substitutions are made so that the amount spent will be under the limit.

8. Incentives are awarded. We used a large envelope full of clipped coupons as incentives. The one who came closest to the amount won a coupon organizer and first choice at the coupons. Then the envelope was passed around to the others to pick from.

Pre/Post Assessment
The frustration level of individual students as they try to work through the assignment and the point at which the instructor decides to have students work together is one kind of a pre-assessment. The finished menu and grocery list with budget is a post-assessment. A discussion following the activity serves as an additional post-assessment.

Evaluation by Learners
This activity was requested to be repeated at another time by the students, and that in itself is a high form of evaluation. Students were also asked to share what they learned from this activity and what they wished they had known before they began this activity.

Reinforcement/Generalizations
This has so many directions to go that the options for extension are limitless. I plan to help students collect articles about couponing and saving money to put in a “Household Survival” notebook we are compiling. It also opens the door to numerous word problems to reinforce math skills.

Comment
The students became competitive, and this activity was a pleasurable way to improve and reinforce basic math skills. Students proved math proficiency with basic math operations. Having them help each other was a good part of the lesson. They learn so much from how their comrades have done things!
Personal Budget

Students learn about budgeting and practice basic math skills and personal responsibility through creating and keeping a personal budget for one month.

Objectives
Students will comprehend the basic skills of personal budgeting, organize their bills, and formulate a budget of their personal and home expenses. They will predict and report their expenditures with 80% accuracy.

Active Learning Methods Used
Preparing a personal budget, organizing bills and budget information. Keeping up with expenses daily and reporting weekly.

What to Do During the Activity
The activity begins with a discussion on the value of keeping a personal budget. Each student will be given worksheets to use during the lesson to follow along with the instructor. This will enable students to understand how to budget, where to place information, and why to budget. Each student will be reviewed on the concepts of budgeting until they have a good understanding. Each student will be given a budget book to keep up with his or her own personal budgets for one month. They will be reviewed on a weekly basis to see if the students understand the methods and the reasons for budgeting.

Pre/Post Assessment
Pre-assessment: discussion on the value of a budget.
Post-assessment: weekly review by the teacher of the student’s budget books.

Evaluation by Learners
The students will be able to evaluate this learning activity by the progress they make in writing about and managing their budgets. This activity can be improved by gaining knowledge of

Work-Based Skills
• KSAs: GED area of basic math; Standard procedures; Accurately perform work operations; Listen for understanding.
• SCANS: Basic math skills; Self-management—assess self accurately, sets personal goals, monitors progress, and exhibits self control; Organizes and maintains information.
• EFFs: Gather, analyze and use information; Manage resources; Use mathematical concepts and techniques to solve problems.

Background
Instructor must have a background in personal finance and home budgeting.

How to Prepare
Instructor will need to prepare several transparencies to show how to do basic budget concepts, fill out proper forms and organization. Instructor will need to have budget books and worksheets prepared before class.

Type
One session followed by 4 weekly reviews.

Learners
Suitable for all learners. Very basic skills in math and organization are needed.

Time Frame
Up to one hour the first day on how to budget, using handouts and transparencies. Students are to keep up for one month on their personal budgets. Teacher will check every week for progress.

Room Set-up
Set up room for lecture and classroom work. Students can work in groups to aid each other with classroom projects.

Media Equipment
Overhead viewer and handouts on budgeting.

Transparencies
Same as the handouts used by the students.
Lessons 4

Materials
Transparencies, budget books, and worksheets.

Learner Handouts
Personal budget form, cash flow chart, budget worksheet, spending plan sheet.

Problems and concerns the students encounter while working on their budgets.

Reinforcement/Generalizations
This study will aid the students in organization comprehension and formation of personal budget information.

Comment
This activity was a new experience for the students. They were surprised at some of the amounts spent on various items during the month. They thought it was very helpful. Some of the students have chosen to continue keeping a budget.
Consumer Math—Planning and Bargain Shopping

Students, working in teams, use newspaper food ads to plan a Labor Day cookout and grocery shop for the necessary items. They learn how to make a shopping list and to calculate the average cost per person.

Objectives
- Students utilize grocery ads to plan a cookout and grocery shopping.
- Students calculate the total cost of the cookout as well as the per person cost.

Work-Based Skills
- KSAs: Work as a team; GED math skills; Follow instructions.
- SCANS: Math—performs basic computations; Decision making—chooses best alternative; Participates as member of team.
- EFF: Gather, analyze and use information; Manage resources; Work together; Use mathematical concepts and techniques to solve problems.

Background
Families First customers face hard choices in planning nutritious meals on a tight budget. It was felt that this activity would assist them in getting the most for their grocery dollar.

How to Prepare
Accumulate grocery ads from several local stores. Create the basic shopping list. Be sure all the items can be found in one of the ads.

Active Learning Methods Used
- Discussion
- Researching
- Decision-making

What To Do During the Activity
1. Introduce the idea of holiday cookouts and families and friends getting together. Ask: What do you usually eat when you get together with people?
2. Using the grocery ads, compute the costs for a Labor Day cookout including the following menu:
   - Menu for 20:
     - hamburgers
     - hot dogs
     - chips
     - ice cream
     - cookies
     - fruit
     - salad, salad dressing
     - corn on cob
     - BBQ sauce
     - Condiments: mustard, ketchup, mayo, pickles, relish
     - tomatoes
     - onions
     - sodas
     - plates
     - charcoal

3. You may add items you want to customize your picnic. Assume someone is bringing other items not in the ad or you have them in your pantry/refrigerator.

4. Total the cost of your purchases including 8% tax. Calculate the average cost per person for your cookout.
5. Share with other students your totals and averages. Discuss why some prices may be higher than others based on choices they made in shopping. Point out that costs could also be lower if coupons and other discounts were used.

6. Ask: Is this something you could do on an average week with your family? What factors might go into whether you shop this way all the time? (time, access of ads, cost of gas, availability of a car, etc.)

**Pre/Post Assessment**

**Pre-Assessment:** Could the learner shop carefully, use lists and calculate the averages?

**Post-Assessment:** Did the learner create a list, find the costs per item, and total the purchases? Did the learner calculate the average cost per person correctly? Did the learner use the ads properly, read the conditions of discount, etc.?

**Evaluation by Learners**

Students were surprised at (a) how low the cost per person was when they bargain-shopped, and (b) how much time and energy went into planning the menu.

**Reinforcement/Generalization**

Students helped each other find the various items, thus working as a team to find the best bargains. Students read and organized information. Students used math as an indicator of successful management.

**Comment**

This lesson was highly successful. A great extension would be to actually do the shopping as a team and hold the cookout for students and their families.
Nutrition for Life and Work

For this unit, students keep a food diary and then analyze their eating habits using the food pyramid, nutrition information on packaged food, reading selections, tables, and charts. The unit focuses on the need for good nutrition in order to be a better employee/student.

Objectives
• Students will understand the food pyramid as it relates to meal planning and total nutrition.
• Students will interpret information from tables and charts and create tables and charts to restate and summarize information.
• Students will recognize and interpret data regarding nutrition from actual packaging.
• Students will relate lifestyle choices to success on the job.
• Students will create a one-day meal plan and shopping list to incorporate the information learned in this activity.

Work-Based Skills
• KSAs: Dependability (due to healthy life choices); GED Numeracy and Reading.
• SCANS: Interpreting data, reading charts, creating charts. Presenting information in tables and charts.
• EFF: Gather, analyze and use information.

Background
Nutrition is a major problem for many Families First clients. An unhealthy diet can often be a problem in getting to work/school on time. By presenting nutrition information to clients, helping them recognize the need for change, and creating workable meal plans, this lesson aids clients in becoming more dependable and productive employees.

How to Prepare
Create food pyramids. Obtain a poster-sized food pyramid. Obtain and refer to the materials listed in the “Materials” section. If you do not have the listed materials, substitute using the following items:

1. Create a Nutrition Table using common pantry items such as yogurt (1 cup), orange juice (8 fl. oz.), cereal (1/2 cup), and crackers (5) and list the calories, total fat, cholesterol, sodium and protein per serving for each one. Plan to discuss the chart using questions such as: Which is the highest in sodium? Which contains no fat? How much fat is in 1 cup of cereal? How much fat is in 10 crackers? Which has the highest fat? Does it also have the highest cholesterol? Which one has the highest cholesterol?

2. Reproduce the food pyramid for each student. Find an additional pyramid from a cookbook or other nutrition source to compare with the American food pyramid. Possibilities are the vegetarian pyramid or the Mediterranean pyramid.

3. Find a source that describes how the brain feels hunger to replace “The Hungry Brain.”
Active Learning Methods Used

- Keeping a food diary.
- Reading, recording, and categorizing various food products by reading packaging.
- Preparing a menu for a day.
- Optional:
  - Go shopping to purchase or price the products.
  - Plan a cooking lesson around a healthy dinner casserole.

What to Do During the Activity

Day 1: Ask, “What is the best way to be a dependable employee or student?” Discuss ideas such as getting up on time, getting to bed early, having good transportation, having dependable child-care, and planning ahead for clothing and breakfast. Discuss how eating properly can make you a better employee by giving energy to get up and do a great job at work.

Distribute the Nutrition Table, “The Hungry Brain,” and the Food Diary worksheet to begin interest in the unit. Discuss the nutritional value of each food in the table. Keep a food diary that includes what you eat for a whole day and analyze how it fits in the food pyramid.

Day 2: Discuss “Restating and Summarizing,” “Staying Healthy,” “How is Data Used?,” and “Health and Nutrition.” Focus on the food pyramid, labeling on food packaging, nutrition information.

Day 3: Bring in a variety of food packaging for inspection and sorting into categories. Create a table with the information. Determine which items fit into which levels of the food pyramid.

Day 4: Prepare a menu for a day that includes learned concepts. Prepare a shopping list for your menu.

Day 5: Optional: Take a field trip to the grocery to price the list and read labels on the packaging to determine if these items are truly good nutritional choices. Optional: Plan a cooking lesson around a healthy casserole.

Pre/Post Assessment

Pre-assessment includes discussion of food pyramid. For post assessment, look for changes of attitudes toward eating choices and packaging. A food plan and shopping list will also demonstrate attained skills.

Evaluation by Learners

Learners were very surprised to see the nutritional value of the food they eat on a regular basis.

Reinforcement/Generalization

Nutrition is a basic skill for use in all customers’ lives. Good nutrition will help students be better employees/students, live healthier lives, and help their children begin life healthier.

Comment

This unit was great fun and very informative. Hopefully it will also encourage clients to incorporate the lessons learned in their lives.
How to Buy Tires

Students study and discuss what causes tire wear, considerations in buying tires, and the trade-offs they must make in their decision process.

Objectives
Students will understand the factors that go into making informed decisions when buying tires and how to apply those factors to have a rational basis for tire selections.

Work-Based Skills
• KSAs: Listen for understanding; GED—essay writing; How and when to make decisions; Where to go for help/information.
• SCANS: Communicates in writing; Think creatively; Make decisions; Knows how to learn and reason.
• EFF: Gather, analyze and use information; Manage resources; Convey ideas in writing; Reflect and evaluate.

Background
Students in this class needed information about buying tires. Their cars were usually in need of repair and the tires were not in good condition.

How to Prepare
Get copies of federal ratings of tires and a list of prices for tires with different ratings. Use Consumer Reports article (January 1995, p. 38) on “How to Buy Tires” with brand ratings.

Active Learning Methods Used
Discussion, reading.

What to Do During the Activity
1. Have students participate in a discussion of what causes tire wear and what to do to minimize tire wear.
2. Pass out explanations of government ratings and have students read these aloud.
3. Pass out list of tire prices corresponding to the different ratings and show how prices increase as ratings improve.
4. Discuss what trade-offs each student must make when buying a tire.
5. Discuss how to tell when a tire should be replaced.
6. Have students write an essay on what all they would consider and how they would go about buying a tire.

Pre/Post Assessment
Pre-Assessment: Discussion about buying tires.
Post-Assessment: Students will write an essay explaining how to buy tires.

Evaluation by Learners
Students will evaluate this activity by rating this activity on a scale of 1 to 10 on the following areas:
• Educational value
• Practical value
• Analytical content

Reinforcement/Generalizations
Emphasize that many decisions in life involve trade-offs but there are rational ways to proceed.

Comment
This topic is useful and instructive. All car owners have to buy tires. A transfer of this activity can be made to the workplace as trade-off decisions must be made in a choice of jobs and in job environments which require problem solving.

George Bott
ABE/Workforce Network
(Cumberland County)

Type
This activity can be completed in one session.

Learners
This lesson is suitable for anyone who drives/owns a car and is responsible for its maintenance.

Time Frame
30 to 60 minutes.

Room Set-Up
Regular classroom.

Materials
See “How to Prepare” at left.

Learner Handouts
See materials.
Class Snack Store, Creating a Sales/Profit Graph

From $20 seed money (supplied by the teacher), the class set up a snack store from which they purchase snacks on their breaks (rather than buying snacks from the vending machines.) Students get business experience by running the store. They get math experience through keeping track of and graphing the sales and profits. The teacher buys the soft drinks and snacks when they are on sale and keeps them at school. Profits go for classroom supplies and equipment, but the project has had many other benefits besides the material ones.

Objectives
The students will create a sales/profit graph and use information drawn from the graph to compute real-life work force word problems. The students will experience opening a savings account with the bank. The students will increase their understanding of retail work.

Work-Based Skills
• KSAs: Follow instructions; Accurately perform work operations; Cooperate with others; Know standard procedures; GED math and reading skills.
• SCANS: Acquire and use information; Organize and maintain information; Interpret and communicate information; Understand systems; Participate as member of a team; Serve clients/customers to satisfy customers' expectations; Decision making; Problem solving; Reasoning.
• EFF: Gather, analyze and use information; Manage resources; Work within the big picture; Work together; Solve problems; Keep pace with change; Resolve conflict and negotiate. Use mathematical concepts for problem solving.

Background
I had the idea for this store as I watched my students spending money for high-priced snacks from vending machines and at local quick-stop stores when they had their breaks. I put up the initial $20 to start our store and got a list from each student as to which snacks they would be interested in buying. The class and I had the understanding that I would be paid back when we had enough profits. Thinking back, I should have gone that extra step further and made out a promissory note and included interest just like a bank loan would have done. You might try this angle.

How to Prepare
I watch for sales and get the snacks when our profit will be the greatest. It is important that the learners realize that the initial investment will not go as far as they think when you take the likes and dislikes of the entire classroom into account. They need not expect to get all their favorite choices. I had them highlight their favorite soft drink on their list and their favorite snack. I buy only prepackaged things so as not to interfere with whatever

Type
This particular activity is a stand-alone activity but could be expanded into many different directions for enrichment.

Learners
This activity is geared to all students and multi-level abilities.

Time Frame
After the store is set up, this particular activity will take a few minutes a day for one week and then about 45 minutes to 1 hour to culminate the activity.

Room Set-up
I have the snacks by my desk so that I can monitor them and prevent any unnecessary problems.

Media Equipment
An overhead projector would be wonderful for this activity.

Materials
The snacks. For this particular learning activity, we used graph paper. Magic markers, pens, etc. A large piece of poster board or newsprint.
state regulations there may be about handling food. You will need to make arrangements for a way to keep drinks cold (if you don’t already have access to a refrigerator) and snacks safe from bugs (I use a large Rubbermaid container) and also a secured place to keep the funds allowing for making change, etc.

**Active Learning Methods Used**

There is very little motivation needed for this one. One motivation is their easy accessibility to snacks at break without having to brave the weather to get them. The other is that is “their money they are calculating.” It is going to a common class goal.

**What to Do During the Activity**

1. Using the large poster board or newsprint, write down the snack names down the left side. Write the dates or days of the school week across the top. This sheet will serve as a tally sheet for which snacks were bought each day. The information compiled will be used at the end of the week to create a sales/profit chart.

2. As students buy their snacks, they walk over to the tally chart and record their purchases on the correct day by making tally marks.

3. At the end of the week, give each student two-three pieces of graph paper and colored markers.

4. We did one chart that graphed the soft drinks (how many of what kinds were sold on which day, the best selling soft drink of the week, etc.) and of the snacks. We assigned a color to each drink and graphed sales day by day.

5. We also did one graph that charted dollar amounts made every day. We charted drinks (.50), .50 snacks, and .30 snacks. From this chart we were able to come up with total dollar amounts, deduct our cost, figure out profit for the week, then decide whether to deposit the amount or reinvest into inventory. It was great practice in everyday business basics.

**Pre/Post Assessment**

Although this was done as a group project, each individual had something to add to the project. Those learners who were weak in some of their math skills became “recorders” and were basically tutored along by the other students.

**Evaluation by Learners**

The learners were involved in a discussion of the first week’s operation of the store. They were given a chance to determine if some items that had not sold should be marked down slightly and how much that would cut into our profits.

**Reinforcement/Generalizations**

We did discuss thinking of money saved with coupons at the grocery store as “profit” and seeing how much of this profit they could squirrel away for a few months and be surprised later at how those pennies added up.

**Comment**

We had a great time with this one, and the results were very tangible to the students. We have been doing the Break Store for almost a year now, and I have a savings account set up in the class’s name at the bank. We have paid for a CD player, some crafting supplies that we use from time to time, and have enough money to buy some special desk-top publishing software when we get the new color printer that the county is trying to get for us. The students also got a glimpse of what retail work is like.
Adding Machine Skills

This lesson uses an “each one, teach one” format. The teacher instructs one student, who then turns around and instructs another student in how to use an adding machine in reconciling a checkbook with a bank statement.

**Objectives**
- Students will use an adding machine correctly. Students will identify checks as debits and deposits as credits on the statement.
- Students will accurately reconcile a bank statement with a checkbook register. Each student will teach another student how to use an adding machine and balance a checkbook.

**Work-Based Skills**
- **KSAs:** Listen for understanding; Follow instructions; Accurately perform work operations.
- **SCANS:** Listening; Acquires and uses information; Teaches others new skills.
- **EFF:** Guide and support others; Speak so others can understand; Listen actively; Use mathematical concepts and techniques to solve problems; Use technology.

**Background**
This activity was developed as a component of replicating the workplace in the classroom. The “accountants” needed to be able to work an adding machine.

**How to Prepare**
Get a copy of a bank statement with several checks and several deposits listed. (Your local bank may have a booklet already prepared which explains how to balance a checkbook or check a bank statement.)

**Active Learning Methods Used**
Hands-on experience and peer tutoring.

**What to Do During the Activity**
This session has a four-step format:
1. Introduction
2. Listen to the instruction
3. Complete the assignment
4. Teach a peer what to do

**Introduction:**
Accounting group will brainstorm different jobs in which an adding machine may be used.

**Listen for instruction:**
(a) Student will listen to “instructor” or “peer tutor” for instructions on how the adding machine works.
(b) Using the sample bank statement, the student will identify which entries would be positive and which would be negative.

**Complete the assignment:**
(a) Start with beginning balance.
(b) Add all deposits.
(c) Subtract all checks.
(d) Check to see that the ending balance matches the sample bank statement’s ending balance.
(e) Turn in print-out with the beginning and ending balance that

**Type**
Single activity.

**Learners**
This activity is suitable for all levels of learners wanting to learn work-based skills.

**Time Frame**
This activity takes 20-25 minutes for each student to do the activity and teach someone else.

**Room Set-up**
Work station with an adding machine, two chairs, and required bank statement.

**Materials**
Adding machine with print out. Bank statement or booklet from a bank with a bank statement.

**Learner Handouts**
Sample bank statement.
matches the sample bank statement.

Teach a peer what to do:
(a) Explain how the adding machine works.
(b) Explain how to identify which entries on the sample bank statement are positive and negative.

Pre/Post Assessment
Pre-Assessment: discussion of what is needed to balance a checkbook.
Post-Assessment: the print-out of the assignment serves as a post-assessment, as well as the ability to teach a peer what to do.

Evaluation by Learners
Students are asked weekly to write what they have learned and to list the KSAs they used.

Reinforcement/Generalizations
Every time a student balances his/her checkbook, sees someone in a workplace using an adding machine, or sees an ad in the classifieds for someone with adding machine skills, the importance of this lesson will be reinforced.

Comment
This lesson worked well with all levels of learners. This is easily done and uses most KSAs. The students are learning a GED skill, workplace skills and also life skills.
Relating the KSAs to Everyday Life Experiences and Education

Learners review the KSAs, then apply them to a “real-life” situation via video (filmed) story.

Objectives
Learners will review the top 12 areas of Knowledge, Skills and Attitudes that Tennessee employers are looking for in entry level employees and apply their understanding to an everyday life situation through watching a video story about friends in a community. Learners will utilize this information with other context clues from the video in character development.

Work-Based Skills
• KSAs: All, depending on the video chosen.
• SCANS: Listening—receives, attends to, interprets, and responds to verbal messages and other cues; Organizes and communicates orally.
• EFF: Work together; Listen actively; View critically; Speak so others can understand.

Background
Awareness and understanding of the KSAs are necessary to be able to answer questions about the video story. The participants know each other, and can work together as a team to glean definitions of the KSA terminology. This will enable them to participate more fully in an interactive group discussion with the instructor’s guidance.

How to Prepare
The instructor will need to prepare the two hand-out sheets, gather enough dictionaries (one per two students), and select an interesting family video.

Handout #1 – General outline of the lesson/activity for each student including the questions and exercises for the video selected.
Handout #2 – A listing of the top twelve areas of Knowledge, Skills and Attitudes for entry level employment (1998) with the instructions to “define each term/use a dictionary.”
See John Erwin’s suggestions for how to use videos in the “Comments” section.

Active Learning Methods Used
Work with a partner on research of words and terms in a dictionary; interactive group discussion (sharing ideas and examples of KSAs in the workplace); and writing answers to questions and exercises after actively watching and listening to a video; finally, applying the KSAs to everyday life experiences and education through interactive discussion of the answers to the questions.

What to Do During the Activity
Introduction – The instructor will pass out Handouts #1 & #2 and go over the objectives and general outline of the lesson as found on the top of Handout #1. The instructor then explains orally the directions to be followed in Handout #2. (May also need to explain what KSAs are and why they are important to Families First participants if this had not already been done as part of the learners’ previous experience.)
1. For Handout #2, suggest that each learner work together with another

Type
This lesson is one in a continuing series of lessons to help participants realize the importance of the KSAs in their lives and preparation for the workplace. Author’s note: I plugged in this activity during a regular weekly scheduled “Friday Video Time.” A great way to learn something of importance and still enjoy an interesting video!

Learners
This activity is suitable for all levels of learners.

Time Frame
• Handout #2, define the KSAs (2 students working together) = 30 minutes.
• Group discussion/sharing defined terminology = 15-20 minutes.
• Video = 60 minutes (some more recent movies may be 100+ minutes)
• Answering the questions and doing the exercises = 15-20 minutes.
Group “wrap-up” discussion on applying the KSAs = 15 minutes.
This activity could very well
adjust to a two-day activity:
• Part 1 – Intro to the KSAs, defining terms and discussion
• Part 2 – The family life situation video, questions and discussion

Room Set-Up
Use the regular room set up (tables and chairs or desks.) Be sure all learners can see the TV/VCR.

Media Equipment
TV/VCR.

Materials
Handouts 1 & 2; a pen or pencil for each participant; a dictionary for each 2 learners; and a TV/VCR to show the video. Suggested videos: a family movie from Focus on the Family; Little House on the Prairie; Disney’s Caddie Woodlawn; or another more recent movie. (See videos suggested by John Erwin at the end of the “Comments” section.)

Learner Handouts
Two sheets as discussed previously.

class member to research the terms and words in a dictionary and write them down.

2. After allotted time (30 min), use guided interactive group discussion of each KSA term to help learners understand why they are needed in the workplace, as well as in real life situations.

3. Introduce the video: Background notes, author, title, dates/time-line in history, etc. Go over the directions, orally, for answering the questions on Handout #1 and how to actively listen and watch the video for answers.

4. Watch the video. (60 min.)

5. The learners will finish writing answers to the questions and exercises. (15-20 min.)

6. Interactive group discussion of the answers to the questions and exercises, and an evaluation of the KSAs observed in the video.

7. Application: guided discussion/wrap-up to recognize the KSAs in everyday life situations and education. (total discussion time = 15 min)

Pre/Post Assessment
To assess the learners’ comprehension and understanding of the importance of the KSAs in the workplace, an interactive group discussion will follow the Hand-out #2 activity, “Defining the KSA Terms.” To assess the learners’ applications of the KSAs to everyday life experiences and education, they will answer the questions and exercises after watching the video and be able to discuss the answers with the group.

Evaluation by Learners
There will be a continuing follow-up of this activity. This is the beginning of a series of lessons: “Relating the KSAs to everyday life experiences and education in preparation for the workplace.” Each student will fill out a check sheet (1/2 of an 8x11 paper) at least 3 times a week to explain what KSAs they did that day, with a written comment. The instructor will use these as a guideline for further study/activity.

Reinforcement/Generalizations
By applying the KSA terminology to their everyday lives, family situations and relationships, and classroom activities, the learners will begin to make the connection with the importance of being dependable, a team player, and following instructions accurately (to mention a few of the KSAs.) Many of the KSAs have already been learned, but it is a matter of relating them to the workplace and everyday life. Being re-taught or re-learning what they already know will emphasize the importance of these Knowledge, Skills, and Attitudes becoming a way of life...an everyday habit of conduct and action.

Comment
I always preview any video that is shown in my classroom, and I always plan some type of written follow-up evaluation, i.e., essay, short story, poem or questions and answers, or excerpts from the GED books that enhance the video lesson to be answered/filled in. The idea of using a family story film to create a format for introducing the KSAs intrigued me. These KSAs are qualities that were taught to me by my parents, when I was in the process of becoming a responsible dependable person. Therefore, as a teacher-facilitator-mentor-counselor, I feel a duty to design creative lessons to reinforce...
these basic knowledge, skills, and attitudes. They are always surprised with “what Ms. Sue can think up next!” And this is good! Keep “em guessin”.... Consequently, they enjoy our video lessons, because everyone does not learn in the same way, and the visual picture is worth a thousand words. Our discussion of the scenes in which the KSAs were demonstrated was enlightening and exciting. They really did actively watch and listen.

John Erwin’s suggestions for how to use videos are as follows:

1. Think of videos as additional media used to stimulate implant of ideas or recall of knowledge.
2. Think of videos as that other person in the classroom who is expounding or exposing the skill, culture or other time period you have staged.

- Always preview the video.
- If just showing a clip, have it ready to go.
- Have your subject or purpose clear in your own mind.
- Be open to the views of others, but be ready to guide the discussion down the path.
- If over an hour, plan a break (be sure to let the class know there will be a break...and about when).
- Slow-moving videos may need more prep-work.
- Complement your video with a quiz or a written assignment. (Asking some easy questions at the beginning of the video will help kindle interest.)
- I prefer G and PG ratings with some educationally redeeming value. (Go easy on the PG 13...Don’t be pulled in by the culture of the class.)
- Keep KSA lists handy (if not posted).
- If you show a video for entertainment, make it because of a special occasion such as birthdays for the month, 90% weekly attendance for the whole class, completion of a whole unit or project, holiday (video or same).

Videos suggested by John Erwin:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Format</th>
<th>Year</th>
<th>Title and Cast</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR</td>
<td>BW</td>
<td>1964</td>
<td>Black Like Me/James Whitmore</td>
</tr>
<tr>
<td>NR</td>
<td>C</td>
<td>1934</td>
<td>Imitation of Life/Claudette Colbert, Juanita Moore</td>
</tr>
<tr>
<td>NR</td>
<td>C</td>
<td>1994</td>
<td>Miss Jane Pittman/Cicely Tyson</td>
</tr>
<tr>
<td>PG</td>
<td>C</td>
<td>1997</td>
<td>Sister Act2/Whoopi Goldberg, Maggie Smith</td>
</tr>
<tr>
<td>NR</td>
<td>C</td>
<td>1975</td>
<td>I Will Fight No More...Forever/ Sam Elliot, Nez Perce</td>
</tr>
<tr>
<td>NR</td>
<td>BW</td>
<td>1956</td>
<td>I Love Lucy “Bitter Grapes”/ Lucille Ball, Desi Arnez</td>
</tr>
<tr>
<td>PG</td>
<td>C</td>
<td>1980</td>
<td>9 to 5/Dolly Parton, Lily Tomlin, Jane Fonda</td>
</tr>
<tr>
<td>NR</td>
<td>BW</td>
<td>1962</td>
<td>The Miracle Worker/Patty Duke, Anne Bancroft</td>
</tr>
<tr>
<td>NR</td>
<td>C</td>
<td>1979</td>
<td>The Miracle Worker/Patty Duke, Melissa Gilbert</td>
</tr>
<tr>
<td>NR</td>
<td>C</td>
<td>1985</td>
<td>Anne of Green Gables/ Megan Follows, Colleen Dewhurst</td>
</tr>
<tr>
<td>NR</td>
<td>C</td>
<td>1998</td>
<td>Mr. Bean “The Exam”/ Rowan Atkinson</td>
</tr>
<tr>
<td>G</td>
<td>C</td>
<td>1972</td>
<td>Charlotte’s Web/cartoon</td>
</tr>
<tr>
<td>G</td>
<td>C</td>
<td>1993</td>
<td>Once Upon a Forest/cartoon</td>
</tr>
<tr>
<td>PG13</td>
<td>C</td>
<td>1995</td>
<td>Now and Then/Melanie Griffith, Demi Moore, Rosie O’Donnell</td>
</tr>
<tr>
<td>PG</td>
<td>C</td>
<td>1998</td>
<td>Ever After/Drew Barrymore</td>
</tr>
<tr>
<td>NR</td>
<td>BW</td>
<td>1953</td>
<td>Titanic/Barbara Stanwyck, Clifton Webb</td>
</tr>
<tr>
<td>G</td>
<td>C</td>
<td>1999</td>
<td>7th Heaven/made for TV series</td>
</tr>
</tbody>
</table>
KSA Awareness Evaluation

Students conclude each class day by thinking and expressing (orally and in writing) how they have practiced the KSAs (knowledge, skills and attitudes) needed in the workplace.

Objectives
Students evaluate their day’s experiences to identify the knowledge, skills, and attitudes they utilized or failed to utilize. Over time, students become more aware of the KSAs in their daily experiences and apply progressively more of them as a part of their classroom experience.

Work-Based Skills
- **KSAs**: All. This activity reviews all of the KSAs as students express their perception of the day’s activities. Students also evaluate how particular activities related to the workplace (such as a job interview, role-play, or video) have helped them prepare for work.
- **SCANS**: Acquires and evaluates information; Interprets and communicates information.
- **EFF**: Reflect and evaluate; Convey ideas in writing.

Background
Before using these written evaluation sheets, the student’s role was passive since the teacher was the one making the linkage between happenings in class to work situations. With the students doing the sheets, they become active in the process and must make the connection themselves between what they do in class situations and what they do (or will do) at work.

How to Prepare
The practitioner should prepare and have on hand each day KSA assessment sheets listing the essential workforce knowledge, skills and attitudes with a space for the student’s comments after each KSA. At the top of the sheet along with the space for the student’s name and the date is the question, “What have I done today to help me prepare for the workplace?” Each student needs a workplace file to keep these and other materials. If the sheets utilize both sides, they can be used for two days to save storage space.

Active Learning Methods Used
Students must analyze their actions and activities of the day in light of the KSAs and write down their conclusions. Discussion is held after they complete their sheets.

What to Do During the Activity
1. The teacher distributes the KSA sheets twenty to thirty minutes before the class ends (giving more time if needed). An explanation will need to be given if new students do not know about KSAs.
2. Students quietly think about the class day (or possibly experiences at home before class) and write ways they have prepared for the workplace. The KSA may have been used at break time as well as during a

Type
This activity is done at the end of class daily, so the happenings are fresh in the students’ minds.

Learners
This activity is suitable for all learners and is especially productive for students preparing for the workplace.

Time Frame
The activity itself takes about 20-30 minutes at the end of each day depending on how much discussion is desired.

Room Set-up
The activity is done at the students’ desks or table.

Materials
KSA assessment sheets (example attached).

Learner Handouts
KSA assessment sheets (sample is attached).
structured activity. Students are encouraged to write on each KSA and to include any other happenings in the comment section (such as telling about a speaker or a field trip).

3. The teacher encourages the sharing of the students’ thoughts which allows students to learn from each others’ experiences and helps some students know how to do the activity the next time.

4. The sheets are filed in the students’ workplace files which also contain other written activities that reinforce workforce development.

Pre/Post Assessment
KSAs have been discussed in various ways in advance. As each day goes by, the discussion and written work indicate whether students are becoming more aware of their improvement in their knowledge, skills, and attitudes.

Evaluation by Learners
The discussion allows the students to evaluate the activity. Each day’s evaluation helps the learners to become more aware of their use of KSAs.

Reinforcement/Generalizations
As the students see how improving their knowledge, skills and attitudes affects class and future work situations, it is likely they will be able to apply their skills to personal situations as well (such as getting along with others). The KSAs addressed in this activity are reinforced in many different ways through various class activities.

Comment
This written assessment tool is very helpful in documenting students’ awareness of and improvement in work skills. It is effective for students to look at all facets of the class day to determine what KSAs were improved or not improved rather than for the teacher to do it. It is also less time-consuming than teacher documentation. Students generally enjoy doing this activity. It does take some initial teacher intervention for the students to be specific, rather than general, in their answers. It works well for one particular student to volunteer to be in charge of the activity which includes reminding students to do the activity each day and distributing/collecting the sheets.
Goal Setting the KSA Way

Students choose a KSA to describe before the class in their own terms, discuss their personal use of various KSAs with others in groups, and set short and long-term goals based on and incorporating the KSAs.

Objectives
Students will become more aware of knowledge, skills, and attitudes needed in the workplace and everyday and set goals to incorporate these ideas into their lives both now and in the future.

Work-Based Skills
• KSAs: All.
• SCANS: Self-management—assesses self accurately, sets personal goals; Thinking skills (makes decisions); Listening; Speaking.
• EFF: Develop and express sense of self; Create and pursue a vision and goals; Listen actively; Speak so others can understand; Reflect and evaluate.

Background
The KSAs have been discussed in class daily. Goal has been defined.

How to Prepare
Create a wall of KSAs. Also, give each student a handout of KSAs desired by Tennessee employers.

Active Learning Methods Used
Discussion, speaking before the group, writing.

What to Do During the Activity
1. Discuss the KSA survey and how the KSAs are important in the workplace and in everyday life. Have students break into teams.
2. Have each student go to KSA wall, choose a KSA and say something about what it means to him or her.
3. After each student has chosen and defined a KSA, have students break into groups of 2 or 3 and discuss their strongest and weakest KSAs: the KSAs they are using daily and the ones they need to be using more.
4. Have students return to their individual stations and initiate a discussion on “What is a goal?” and “Why do we set goals?”
5. Instruct students to write short-term goals (today, tomorrow, this week, this month) and long-term goals (this year, 5 years, 10 years) incorporating at least 1 KSA into each goal.

Pre/Post Assessment
Students will write a follow-up report on each short-term goal. It will include: “Was the goal met?” “Am I more comfortable with the KSA in my goal? Why/why not?” “If not, how can I learn to better use this KSA?”

Evaluation by Learners
Students will have the opportunity to discuss their progress in the post assessment. They will be able to evaluate the helpfulness of project.

Type
A stand-alone activity that can be repeated periodically.

Learners
Suitable for all learners.

Time Frame
Students will need time to review KSAs and break into groups for discussion. The actual goal setting can be done in one class period, and time will be required over the next few weeks, periodically for follow-up.

Room Set-up
Students will join in groups of 2 or 3 and then return to individual stations.

Materials
Wall of KSAs, handout KSAs.

Learner Handouts
KSA sheet.
Reinforcement/Generalizations
This will better enable students to see that KSAs are important to a quality life, and when implemented in everyday life will easily follow over into the workplace. Reinforcement will be in the form of reaching the goals they have set for themselves.

Comment
This activity seems to give students direction in the classroom, everyday life, and hopefully in the workplace. It is very self-empowering for students, especially those who feel they cannot accomplish certain things.
Creating an Invention and the Five Stages of Team Growth

Students study teamwork through working as a team on a class project. The task they are asked to do is to come up with and plan to produce an invention that would make an everyday task easier to achieve. During their work on the project, they use the Shewhart Cycle (plan, do, study, and act), and the STAR method (stop, think, act, and review), and are made aware of the five stages of team growth (forming, storming, norming, performing, transforming) as they go through them in the process of becoming a team.

Objectives
Students will experience the Five Stages of Team Growth through the activity of working together as a team, and the standards of decision-making, and lifelong learning.

Main Points:
A. Know the stages
B. Know the importance of teamwork

Work-Based Skills
• KSAs: All (in the context of working on a team effectively.)
• SCANS: Participates as member of team—contributes to group effort.
• EFF: Cooperate with others; work together.

Background
Over a weekend, learners recorded their hourly activities in a time log and critically thought about how they could use their time more efficiently. As a homework assignment, learners were later asked to link their time management ideas to an invention that would make an everyday task easier to achieve using the STAR method (stop, think, act, and review).

How to Prepare
Instructor will need to be knowledgeable and able to use the Shewhart Cycle (plan, do, study, and act), the STAR method (stop, think, act, and review), and the Tuckman five stages of team growth. (References given in “Materials” section).

Active Learning Methods Used
Motivate:
1. Ask questions to draw from learner experience
2. Discussion
3. Teamwork

What to Do During the Activity
1. See “Background” above for the assignment which leads into this lesson.

2. The class will be divided into teams of two. Learners will discuss their inventions with their partner and decide which one they will present to the class. Students will be reminded that no one idea is better than another, but one invention may be easier to design in the short amount of time they will have.
3. Partners will report their choice back to the class. The class will then be asked to choose one invention by voting. The instructor will number each invention and students will write the numbered invention that they choose on a piece of scrap paper.

4. Discussion—when the invention has been narrowed to one, the class will brainstorm as a team. The teacher will ask several guided questions that should be recorded on a chart or board:
   - Why did you choose this specific invention?
   - How will you design the invention?
   - How much would the materials cost?
   - What will be the retail cost of the item?
   - Would there be any barriers to your invention? (Barriers may include: time, cost, or need)

5. Write—Learners will then plan how to create the invention and record their thoughts on paper.

Instructor should make sure that this part of the lesson is appropriately paced. Students may want to continue this activity but will need to wrap it up in order to complete the second part of the lesson. Instructor should inform students that they will get another chance to work on their invention.

Part Two: 1 hour

The second part of this activity is the Five Stages of Team Growth: The instructor should ask with anticipated responses in mind:
   - What is teamwork?
   - Why is teamwork important? or “How did teamwork help you to do the activity?”

   The instructor could design a mind map using responses. Student responses will be used to evaluate any gain in knowledge. The instructor will lead the group through the stages by discussing, and reflecting on the invention activity.

Stages of Team Growth:
The lesson is a five-part activity to explain the theory of team growth and to give participants the feel of this process.
   - The instructor will draw a staircase with 5 steps. Students will review the —ing suffix to assure that they will succeed in the spelling, and aid in the memory of these words.
   - The instructor will give clues in order to allow students the opportunity to guess which words label each step.
   - Students will take notes.

   The visual aid should look something like this:

   Transforming
   Performing
   Norming
   Storming
   Forming

When asking guided questions, the teacher will ask students to reflect on this activity and their first day in class up to now.

1. Forming—Students will be asked to discuss what it was like in the beginning of the activity. How did it first feel to start this activity? How did you feel on the first day of class? What was it like working with others? Anticipated responses: strange, excited, scared, nervous, confused.

   The class is told that these feelings are normal. The forming stage
includes these feelings. In the beginning, a team may feel confused about their mission or they may be excited. Every step is defined through student responses.

2. Storming—Instructor asks:
   • How did you narrow down the invention to just one?
   • Was it difficult to come up with a decision?
   • How did you cooperate with others?
   Anticipated responses: “It was difficult at first.”
   “It took awhile; and we had to compromise.”

3. Norming—Participants start to come together around their mission and start to talk about what part of the problem they solved first and what it was like. Instructor asks:
   • How did you compromise?
   • When did it get easier to work together?

4. Performing—In this stage, the groups are challenged to come up with plans of action to solve problems and work toward their mission. Teams put old feelings aside and focus on the task that needs to be done. Questions:
   • How did you know that you were working together effectively?
   • Did you become really involved in the activity?
   • What did it feel like to work together to come up with answers?
   • Which stage do you think we are on as a class?
   • Which stage do you think you were on when I asked you to stop?
   Non-examples could include disagreement, low motivation, etc.

5. Transforming—in this stage, the group feels “pride” or “embarrassment” over their accomplishments and they also feel a bit awkward having lost or completed the mission they “formed” around. Questions:
   • How would it feel to complete your invention?
   • How does it feel when you complete any mission?
   • How will you feel on graduation day?
   Class will debrief on process. Instructor should summarize with continued class discussion. Summary questions could include:
   • What are the Five Stages of Team Growth?
   • What do they mean to you?
   • Why are teamwork and the stages important?
   Re-motivate:
   • How could you use the stages and teamwork?

6. Ask students to write about what they have learned.

7. Collect work.

8. Close lesson.

Pre/Post Assessment
Students created a mind map at the beginning of Part Two. This will express students’ prior knowledge of teamwork. Students were asked to write about what they had learned after the lesson.

Evaluation by Learners
See above. Using student writings, the instructor can analyze the learners’ summaries of the lesson and improve it.

Reinforcement/Generalizations
Learners need to know the importance of teamwork and how it can benefit their family, communities, and work.

Comment
The learners were very engaged throughout the activity. They were enthusiastic about their ideas and what they learned. No changes were made to the plan. They are still talking about this lesson a week and a half later.
KSAs Around the World

Guest speakers who are from or have worked in other countries compare the employee Knowledge, Skills, and Attitudes desired by employers in that country with those desired by Tennessee employers. Students write an essay on their reflections.

Objectives
Students will become aware of cultural differences and how these differences affect what is required of employees. Students will revisit KSAs in a different light. Students also reflect on this information in light of their study of that country. Students will summarize their reflections in an essay.

Work-Based Skills
• KSAs: All. Different speakers and different cultures will have different emphases. In addition: Listen for understanding; Talk respectfully; Diversity (cultural differences); Basic skills (writing).
• SCANS: Listening; Acquires and evaluates information; Works with diversity; Writing.
• EFF: Respect others and value diversity; Reflect and evaluate; Culture, values and ethics; Listen actively; Convey ideas in writing.

Background
Class has studied KSAs.

How to Prepare
Locate and procure speakers with first-hand knowledge of other countries. Familiarize speakers with Tennessee KSAs and ask them to include what knowledge, skills, and attitudes are expected of workers in the country about which they are speaking. Lesson plans for studying India, China, etc.

using geography workbook. Discuss importance of KSAs on various days, schedule guest speaker.

Active Learning Methods Used
Group work, active listening, discussion, essay writing.

What to Do During the Activity
1. Invite a guest speaker and schedule a time.

2. For the Social Studies class, study the individual country of the guest speaker. Study any vocabulary necessary. Discuss how different or similar various aspects of the culture are to the U.S. Add to the discussion the freedom or lack of freedom that people have in a country to choose what work they wish to do. Discuss work ethics, what KSAs are needed for certain jobs.

3. Guest speaker day—Ours had work experience in several Asian countries and spoke of the countries in which his job required him to evaluate production of goods (happened to be Acme Boot). He spoke on what education and job skills were required for his position. Our guest speaker emphasized how fortunate we are to have freedoms and how to take advantage of these by becoming a skilled worker with a good attitude. He touched on how we can

Type
A stand-alone activity that can be repeated with different speakers.

Learners
Appropriate for all learners.

Time Frame
One or two class periods for background study of the country. About 1-2 hours for the speaker.

Room Set-up
We moved chairs around and worked in groups on workbooks.

Media Equipment
None unless the speaker wants to show slides with his/her talk.

Materials
Geography books and/or workbooks for background study of the country, world map, paper, and bulletin board with KSAs.
get ahead in our job through our own hard work, because we have the freedom to succeed, a freedom not always found in other countries. He stressed to the students that a GED would open up a whole new world for them. He also brought up an example of how he had to apply the KSAs “Doing the right thing” and “following standard procedure” in a situation in which he had witnessed wrong-doing in a plant in China.

Pre/Post Assessment
Essay writing on the freedom to choose your own destiny.

Evaluation by Learners
Student feedback on guest speaker and topic.

Reinforcement/Generalizations
Generalizations from our speaker’s talk to us: We need to take advantage of every opportunity for learning that we have. We should not take for granted our freedom to choose and get a job by not applying proper work skills and ethics.

Comment
The students really enjoyed learning about Asia and where the countries are located, how people live there, and the government’s role. We had an excellent turnout for our guest speaker, and the students had many questions and comments for him. They were highly motivated by what he had to say.
Creating a Families First Review Instrument

Students help to create a Families First review instrument based on the Tennessee KSAs to evaluate the quality of client participation and to determine compliance. The form is then used biweekly to do performance reviews of all Families First clients. The forms are initialed by student and teacher and filed with student attendance forms for each review period.

Objectives
- Students will learn about evaluation practices of employers.
- Students will create a review instrument for use with Families First clients on a weekly/biweekly basis.
- Students will understand employer expectations of employees and start to relate these expectations to their performance in Families First classes.
- Students’ work-related classroom participation will improve as a result of these comparisons.

Work-Based Skills
- **KSAs:** All. Each of the KSAs is included on the performance review form.
- **SCANS:** Self-management—assesses self accurately, sets personal goals, monitors progress, and exhibits self control; Acquires and uses information; Participates as member of team—contributes to group effort.
- **EFF:** Gather, analyze and use information; Cooperate with others; Reflect and evaluate.

Background
Clients were technically complying by being on time and staying their required amount of time, but they were not participating on a reasonable level. Since we had no quantitative way of reporting this noncompliance except teacher’s word against the client’s word, we felt it was time to develop a rubric to score participation that would include the client’s initials as well as the teacher’s review. This instrument could then be stapled to the time sheet in the file for future reference and documentation as needed.

How To Prepare
Acquire articles (see “Materials”). Create and copy a blank KSA survey form by removing the percentages from employers. Know what you hope to see on a review sheet so you can stress making the instrument specifically for this job environment, i.e., Families First instruction.

Active Learning Methods Used
Survey, discussion, role-play, case studies.

What To Do During the Activity
Procedures:
1. Hand out the blank Employer Survey and guide students to select 12 items from the list that are important in the workplace. Compile the group’s choices on the board and discuss why they chose these items. Distribute the results of the survey from employers and compare the lists. Ask: Why are these things important to employers? Determine the most important items for Families First participation from these items. Create a list to use at the end.

Diane Tatum  
Tullahoma Adult Learning Center

Type
This activity is part of the classroom routine for this class.

Learners
Appropriate for all learners.

Time Frame
One to two weeks to complete entire cycle depending on your group.

Room Set-up
Discussion groups.

Media Equipment
Dry erase or chalk board. If you choose to create a transparency of the KSA survey, you will need an overhead projector.

Transparencies
KSA survey items could be on transparency.

Materials
- KSA Employer survey/results.
- “Earning Raises and Promotions.” Getting A Job And Keeping It. Paramus,
2. Introduce the idea of a job review and why an employer would use a job review. Read the article from Careers. Discuss the items on the sample job review. How would these items apply to Families First participation? Relate how the skills they learn during Families First will help them keep a job later. Create a list of important skills from your reading and discussion.

3. Read the article “Performance Evaluations” from Communication Skills That Work. Orally perform the Practice exercises. Role-play the Supervisor/Employee problem resolution on page 83. Discuss the Difficult Employee on page 84. Create a list of important skills from your reading and discussion.

4. Read the articles “Succeeding at your Job” and “Earning Raises and Promotions.” Create a list of important job skills to include in a Families First evaluation form.

5. Hand out a list compilation of the skills the group has discussed as being important for reviewing Families First participation. Determine as a group which are most important. Determine categories of evaluation as well as specific items to address. Using this information, create a review form which is quick and easy for the instructor to check off each evaluation period. Hand out a sample of the review form and ask students for comments on the form. Take these seriously, but also stick to the requirements for Families First participation. Receive general approval from students before placing the instrument in use, but don’t forget that the employer sets the standards!!

Regularly review the review form with the students and get their initials on the review on a regular basis. File it with their attendance form for each review period. It can then be used to report compliance to DHS as needed for job references.

Pre/Post Assessment
Pre-Assessment: Teacher evaluation that students were technically complying with attendance but were not participating at a reasonable level.
Post-Assessment: Student compliance to the goals on the review.

Evaluation by Learners
Clients seemed to understand the need for a review instrument and have also developed an understanding of the workplace expectations.

Reinforcement/Generalization
The skills of understanding employer expectations will help clients as they enter the workplace to be better employees and have better communication with their employers.

Comment
Learners enjoyed the procedures and learned many things with which they were not familiar. They had ownership in the review instrument and were not threatened by it. As these clients have moved on to other components and others have taken their place, it has been useful to explain that the Families First clients were the ones who developed the instrument. The review instrument also quantifies the expectations we have for our new clients and starts us all on the right foot.
Where and How I Learned and Will Learn KSAs

Students reflect individually and in small groups on their experiences throughout their lives of learning the KSAs. Examples from each small group are shared in a whole class setting, and each student then writes an essay of their own perceptions and conclusions.

Objective
Students analyze and compare how they have become aware of KSAs through life experiences. Students realize that they already have a rich background of experience in KSAs that they can now draw on and utilize.

Work-Based Skills
- **KSAs:** All. Increases awareness and understanding of all KSAs.
- **SCANS:** Assesses self accurately; Thinks creatively; Organizes and communicates orally and in writing.
- **EFF:** Reflect and evaluate: Speak so others can understand: Convey ideas in writing.

Background
KSAs have been discussed in class prior to this activity.

How to Prepare
Have KSA sheets available for each learner.

Active Learning Methods Used
Small group discussion, writing thoughts on paper to later transfer to chart, small group discussion, and large group presentation with response.

What to Do During the Activity
Divide class into groups of 3 or 4, with KSA sheets available to each student. In each small group, students write individually on the topic and then share their thoughts with their group. Each small group discusses the topic then chooses all or some of the ideas to combine and write on their large chart or piece of paper. One member of the group (a different member each day) is chosen to present the group’s work to the large group. The teacher moves among groups to stimulate and encourage thoughts.

Each day, a different one of the following topics is used:
1. KSAs I have learned from my parents, and how.
2. KSAs I learned in my neighborhood, and how.
3. KSAs I learned by my own initiative, and how.
4. KSAs I need to relearn, and how I will.

On day 5, the whole class takes a look at total results and each student writes an essay of his/her own perceptions and conclusions.

Pre/Post Assessment
**Pre-Assessment:** KSA sheets discussed.
**Post-Assessment:** Charts and essay will indicate awareness and ways they learn KSAs.
**Evaluation by Learners**
Follow-up discussion will show that they have learned many skills throughout life and now need to enjoy ways to utilize.

**Reinforcement/Generalizations**
Essay reinforces. Seeing that they have learned these skills and that they are from situations with emotional significance helps them be motivated to find ways of using them. Showing each other that their environment of origin and they themselves have value reinforces these KSAs.

**Comment**
Students began to generalize to see how important they are in their children’s lives and that of neighborhood, etc. after realizing all the places they had learned the knowledge, skills and attitudes they need to succeed in life and in work.
Workplace Role Play Activity

Students will plan and perform a role play to illustrate a knowledge, skill, or attitude needed in the workplace.

Objectives
To increase awareness and understanding of knowledge, skills, and attitudes needed in the workplace by involving students in a fun and active learning experience.

Work-Based Skills
• KSAs: The role play illustrates one of the following: Getting along with others; Working on a team; Cooperating with others; Listening for understanding; Talking with respect; Following instructions; Accurately performing work; Following standard procedures; Being dependable; Doing the right thing. Students utilize many of the knowledge, skills, and attitudes (KSAs) needed in the workplace during the planning process for the role play.
• SCANS: Thinks creatively, visualizes.
• EFF: Plan.

Background
The KSAs (knowledge, skills, and attitudes) have been discussed in various ways in class. The class meets 20 hours a week, and the students know each other well.

How to Prepare
Prepare cards with a KSA on each card. Laminate cards. Choose 2 or 3 students to do a role play to show the rest of the class how to carry out this activity. Discuss the KSAs and the survey of employers that was done to determine what workplace knowledge, skills, and attitudes are needed. Encourage fun atmosphere for the role play so students will enjoy the activity.

Active Learning Methods Used
Role playing, interactive planning/discussion.

What to Do During the Activity
1. Place the 10 cards face down in a basket.

2. On Monday of each week, ask each student to draw a card from the basket and to hold the card until everyone has a chance to draw. If there are more than 10 people in the class, the cards can be placed back in the basket after the first 10 have been drawn, so the next group can continue.

3. Each student will act out examples of the KSA on his/her card sometime during the week as scheduled by the teacher. Students can select other students to participate in their role play, or the teacher can help match students to work together.

4. The teacher will give students some time to work together to plan the role play (example: students could choose to act out a scenario in
which an employee is angry with another employee and yet must get along with the person in the workplace. The students may choose to show what to do and what not to do).

5. The scenario is acted out in the classroom using chairs to set the scene. The role play might best be done near the end of the day for a relaxing and fun conclusion to the day.

6. The teacher will involve the students in an informal discussion of the role play and the knowledge, skill, or attitude illustrated.

**Pre/Post Assessment**
Students will review the importance of understanding the KSAs for workplace success before the role play activity. After the activity, discussion with students will reveal the understanding and acceptance of the particular KSA.

**Evaluation by Learners**
Students conclude each day with written comments on their progress in addressing the KSAs during the class day. They will have the opportunity through this written activity to evaluate the role play experience.

**Reinforcement/Generalizations**
Since the role play activity is done on a continuing basis, the KSAs are reinforced often. The daily KSA assessments also offer regular reinforcement.

**Comment**
The students enjoy performing for their fellow students, and they practice using the KSAs as they prepare for the role play. It actively involves the student in the learning process and encourages a fun atmosphere.
Journal Writing: Workforce-Related

Students write regularly in a journal on KSA (knowledge, skills, and attitudes) or workforce-related topics.

Objectives
To express thoughts and feelings in writing in an ungraded and non-threatening environment. To demonstrate comprehension of workplace issues.

Work-Based Skills
• KSAs: All. All work-based skills can be inserted as topics for the journal writing. A suggested list is included in this lesson that addresses KSAs and other workplace issues.
• SCANS: Writing-communicates thoughts, ideas, information, and messages in writing.
• EFF: Convey ideas in writing.

Background
This activity does not require prior knowledge although new students will need time to get accustomed to writing. For most students there will have been discussion and activities pertaining to KSAs and work-based skills.

How to Prepare
Have available a spiral notebook for each student. A list of topics needs to be available for the teacher each day.

Active Learning Methods Used
Discussion may follow the writing assignment to allow students to express their thoughts and ideas, if desired.

What to Do During the Activity
• Spiral notebooks are provided for each student with a label placed on the outside for the student’s name. Notebooks are left in the classroom in a specified place.
• The teacher will place the topic on the board before students arrive so students can begin writing whenever they report to class.
• Students will be encouraged to write a full page although many will find expressing themselves in writing difficult at first.
• The writings are not shared with others unless the student expresses interest in doing so. This allows students to be more open and less inhibited as they write. Students will also be told the journal writing will not be graded or corrected for punctuation, spelling, usage, etc. which frees students to concentrate on thoughts and expressions rather than mechanics. This thinking experience should be helpful in the brainstorming part of essay writing.
• On certain topics, it may be particularly helpful to include a discussion on the topic afterward.
• The journal topic can also be integrated with other activities or lesson plans. For example, if a video and/or role play is done on job interviews, then the journal topic for that day could be on what advice you would give to a person preparing for the workforce.

Type
Journal writing will be done at the beginning of each class day, and the teacher will determine the number of days that workplace topics are given.

Learners
This activity is suitable for all learners (except beginning literacy students) and is especially recommended for students preparing for the workforce.

Time Frame
This activity can be done in ten or fifteen minutes depending on the students’ basic skill levels and their degree of interest in writing.

Room Set-up
Activity is done at the student’s desk or seat.

Materials
Spiral notebooks.
ing for an interview. A starter list of journal topics related to workforce development could include:

1. The best job in the world would be......
2. When I interview for a job, I......
3. If I want to move up in a job, I need to......
4. A really good job would offer me......
5. A good attitude means......
6. People get fired from jobs because......
7. A good company......
8. Doing the right thing means......
9. Working full-time is important because......
10. To get along with people in the work place......
11. The best way to find a really good job is......
12. When I get a full-time job, I hope I will make......
13. If I were an employer, I’d want my employees to......
14. A good boss......
15. The best employees always......
16. To get a raise, I need to......
17. Following standard procedures means......
18. When I interview for a job and don’t get it, I need to......
19. In the workplace, cooperation is......
20. The things I worry about on the first day of work......
21. Working as a team on a job is......
22. I would be a better listener if......
23. If you asked co-workers from my past what kind of person I was to work with, I think they would say......
24. Talking with respect means......
25. Following instructions at work is important because......
26. The correct way to quit a job is......
27. A person who is dependable......
28. Employers are looking for employees who......
29. Performing a job accurately is......
30. A lot of people quit jobs because......
31. Before my interview, I need to......
32. Being assertive with people means......
33. The things that I am proud of about the way I work......
34. The main problem for me in keeping a good job might be......

Pre/Post Assessment
Prior discussions and writings will indicate the learners’ skills in both writing and in workforce issues. A review of the notebooks as well as discussion after the writing activity will show skills as the activity continues.

Evaluation by Learners
As students move to essay writing, the teacher will discuss the value of journal writing. Also, class discussion on the topics will also give the students the opportunity to give their evaluation on the activity.

Reinforcement/Generalizations
Learning to write can be very valuable to learners especially since many of our students have never written anything before. They may be writing their own personal journals at home, and they will be more likely to encourage their children to write. Journal writing and essay writing will complement each other since skill and comfort in doing one will likely make doing the other easier as well.

Comment
Generally students don’t mind doing this activity too much, but teachers need to read the notebooks regularly to evaluate how this activity is working. In so doing, the teacher will also gain great insight into his/her students’ class performance. It is helpful if the teacher uses a list of topics (both for workforce-related and other issues) and checks off (or dates) the topics as they are used.
Writing the Job Goal Essay

Students will write an essay describing their job goals and compare them with the KSAs to set goals to reach their job goal.

Objectives
- Describe a job goal in the future.
- Write an essay.
- Learn the KSAs and discuss their value in the workplace
- Apply the KSAs to job goals.

Work-Based Skills
- KSAs: All in that KSAs are compared to students’ career goals. Specific focus: GED essay writing; Accurately perform work.
- SCANS: Basic skills—writing; Thinking creatively.
- EFF: Convey ideas in writing; Reflect and evaluate; Create and pursue a vision and goals.

Background
How to write an essay would be an essential skill for the instructor to know to direct this activity as well as the KSAs.

How To Prepare
Copy the KSAs chart for each student and/or create an overhead transparency of the chart.

Active Learning Methods Used
Writing, Discussion, Reading, visual aids

What To Do During the Activity
1. List the topic on a board or overhead, “Where do you hope to be in 5 years. What job do you hope to have?

2. Overview essential elements of a good essay: introductory paragraph, at least 3 detail paragraphs, and a concluding paragraph. Direct students to begin writing. Allow students as long as 45 minutes since that is the timeframe for the GED essay.

3. Direct students to exchange and read essays. Direct students to make constructive comments on the essays to improve the quality or construction of the essay. Ask: “What types of jobs do you hope to have?” Encourage sharing.

4. Hand out the KSAs sheet. Explain how the percentages were determined and discuss why each KSA would be important to an employer.

5. Ask: “Which of these KSAs will be most important in your future job? Which of these KSAs do you need to develop in order to be successful in your chosen job?” Lead a discussion concerning the chosen KSAs and their impact on the job in question. Point out how important the bolded abilities are to Tennessee employers. Direct students to list skills and abilities they need to develop on their study schedules.

6. Place the completed essays in the students’ permanent files.

Type
This activity can work as a stand-alone or as a part of a series on choosing a job.

Learners
Geared to adults with a high enough literacy level to benefit from writing an essay.

Time Frame
1-2 hours.

Room Set-up
Bring all students together around a table.

Media Equipment
None unless using overhead.

Transparencies
Possibly of the KSA chart and/or an essay outline.

Materials
Paper, pencil, KSAs chart.

Learner Handouts
Copy of the KSA charts, essay writing skills—outline, bacon cheeseburger format (see attachments).
Pre/Post Assessment
Determine essay-writing skills based on the essay. Follow-up with essays regarding their use of KSA skills during Families First class.

Evaluation by Learners
Students did a good job focusing on a career goal and wrote good essays that they were proud to place in the file. Most wanted a copy of the essay for themselves.

Reinforcement/Generalization
Setting goals, writing organized reports, and sharing with others constructively are all important adult life skills.

Comment
My students enjoyed this activity and were surprised at the need to mention the KSAs such as “getting along with others” and “dependability.”
Challenging Assumptions About Work

Students use two readings to prompt discussions and writing assignments about why people choose to work and what actually constitutes work.

Objectives
The students will examine personal and social motives for entering the workforce and will list work-related skills they currently use in non-workplace situations.

Work-Based Skills
• **KSAs:** Getting along with others; Listen for understanding; Talk with respect; Following instructions; Reading; Writing.
• **SCANS:** Self-esteem—believes in own self-worth and maintains a positive view of self; Creative thinking—generates new ideas; Basic skills of reading and writing.
• **EFF:** Read critically; Convey ideas in writing; Reflect and evaluate.

Background
Knowledge about the poet Langston Hughes can assist with this lesson. Students should be familiar with KSAs, as well as with the work-based direction of Families First.

How to Prepare
The instructor should have enough copies of “Just a Housewife” and “Deferred” for each student. Students should be able to read aloud, or feel comfortable passing, and should be prepared to write.

Active Learning Methods Used
Observation, writing tasks, discussion.

What to Do During the Activity
1. Read “Deferred” by Langston Hughes aloud three times, clarifying vocabulary and ideas each time.
2. Discuss the following questions: What has the speaker deferred? What caused him to defer these things? What sort of work does the speaker want? How will this type of work help the speaker obtain his dreams?
3. Take 10 minutes to write about what dreams you have put off and what career will help you reach these dreams. Be sure to touch on how your career will help.
4. Students may read aloud what they’ve written, if they want. All papers should be turned in to the teacher at the end of lesson.
5. Discuss: Define “work.” Have a student write notes on the board as ideas are thrown out. When students have finished, go back through the definitions and eliminate any that are based solely on pay. [Definitions that should remain will include many of the KSAs.]
   Another option is to circle all definitions that students are currently...

Type
This is a stand-alone lesson to be completed in both a group and individual setting.

Learners
This learning activity is suitable for all learners.

Time Frame
This activity requires approximately 1.5 to 2 hours of time. It could easily be divided over a two-day period.

Room Set-up
Students need to be sitting together around tables to facilitate discussion.

Materials

Learner Handouts
“Just a Housewife” and “Deferred.”
doing by attending GED class. [These might include vacation days, being fired, dropped from class, being on-time, etc.]

6. Pose the question: “If pay is not a criterion for defining work, what other criteria can we come up with?” Before discussing the answer, read aloud “Just a Housewife.”

7. Discuss the question from #6. Have students then write a response to the question, “Does Jesusita Novano work? Support your answer.” Students can read their responses aloud if they choose. The responses should all be turned into the teacher at the end of the lesson.

8. To conclude the lesson, have students use information from the discussions, the list on the board and from the readings to compile a list of work skills and KSAs they currently use in non-paying situations.

Pre/Post Assessment
Students will review the importance of understanding the KSAs for workplace readiness. Students participating in the Families First program will be able to identify workplace skills they currently use in non-work settings as a result of this lesson.

Evaluation by Learners
Students should be asked if this lesson raised their awareness of skills they did not previously identify as workplace skills.

Reinforcement/Generalizations
Once students identify their workplace skills, the instructor can use a strength-based model of teaching to encourage participants in these areas. Visits to job sites and situations in the classroom can be used to reinforce the importance of workplace skills in all areas of a student’s life.

Comment
This exercise really challenged everyone’s assumptions that people who don’t have paid jobs aren’t working. It was very reaffirming to Families First participants to think of their skills and strengths in a work context.
Team Work Math

Students are divided into teams. The teacher gives each group a math sheet with work-related problems. Team members use personal skills to contribute to solving problems together.

Objectives
Students will use KSAs of team working effectively, cooperation, getting along with each other, accurately performing work, following instructions, talking respectfully, etc., as well as numeracy.

Work-Based Skills
• KSAs: Students actually consider the KSAs related to team working, cooperation, listening, talking respectfully, getting along with others, accurately performing work while incorporating basic math skills.
• SCANS: Participates as member of team—contributes to group effort; Teaches others new skills; Basic skills math.

Background
Students have a working knowledge of math skills in problem solving. Students have knowledge of KSAs.

How to Prepare
Teacher will choose math problems appropriate for students, preferably life-related or job-related math problems. Only one sheet will be given to each group (number of students according to number of teams desired).

Active Learning Methods Used
Group sharing of skills to solve problems.

What to Do During the Activity
1. The teacher forms teams of heterogeneously-grouped students.
2. The teacher distributes problem-solving math sheets.
3. The students share the problems orally (listening) and talk respectfully to each other about what math skills are needed to solve the problems.
4. The teacher monitors the groups for use of team work and cooperation to solve the problems for their group.
5. The first group to finish will get a token prize.

Pre/Post assessment
Pre-assessment: Teacher observation of student use and knowledge of KSAs. Post-assessment: Teacher observation of student use of KSAs in group work. Students will discuss the KSAs used as they solve the work-related math problems.

Evaluation by Learners
The students will discuss both skills used and knowledge gained by this activity.

Reinforcement/Generalizations
Students are becoming aware of the need to get along with each other and to work as a team to reach a common goal. Teaming can be used with any subject.

Comment
This activity puts the KSAs into focus in a real life problem solving experience while using basic math skills.
Surviving a Crisis as a Team

This exercise sets up a crisis situation and a list of items that the team could choose to help them survive the crisis. Students must use their teamwork skills to make a joint decision. The activity is then tied to an article about surviving in the workplace.

Objectives
- Students will practice their teamwork skills including working as a team: getting along, cooperating, and listening and speaking respectfully.
- Students will think critically to analyze a situation and consider ethical issues in survival.

Work-Based Skills
- **KSAs:** Work on a team effectively; Cooperate with others; Listen for understanding; Talk respectfully; Follow instructions; Get along with others; Do the right thing.
- **SCANS:** Participates as member of team—contributes to group effort; Negotiates; Identifies, organizes, plans, and allocates resources; Think creatively.
- **EFF:** Gather, analyze and use information; Manage resources; Work together; Respect others and value diversity.

Background
Some ideas about survival needs might be helpful (science/biology, weather), but are not necessary since the purpose is for the group to make tough decisions together.

How to Prepare

Active Learning Methods Used
Discussion, Analysis, Teamwork.

What To Do During the Activity
Part 1
1. Distribute handout, read the situation aloud. Show the items as you read the list of items available, if possible. Give teams 15-20 minutes to rank the items they feel are most important for their survival and to determine why they ranked them that way.

2. Direct teams to share their situations and their rankings and reasons. Emphasize in a discussion how their choices as a group were probably better than an individual would have made because of the pooled knowledge and the teamwork they used to make decisions. Discuss how to survive in different situations and how to use available resources to increase the odds of survival.

Type
Stand alone, but could be tied to a survival in the workplace unit.

Learners
All levels.

Time Frame
1-2 hours.

Room Set-up
Groupings for several 2-4 person teams, if possible. Display table for items.

Transparencies
None necessary. Could use a transparency to display the survival situation.

Materials
Bring in each of the items on the list as a visual for consideration, if possible.
Part 2
3. Hand out the article on surviving in the workplace. Direct teams to read the article and highlight survival skills and resources to keep a job.
4. Discuss as a large group the skills and resources each team found to survive in the workplace.
5. Ask “How will these skills and resources change from job to job? What skills and resources can you accumulate now that will help you keep a job later? How is teamwork an important skill to learn?”

Pre/Post Assessment
Part of the assessment is how the teams worked together, how they analyzed the situation and chose their survival tools. Most important is for the learners to transfer these concepts to the workplace.

Evaluation by Learners
Discussion of teamwork concepts used helps students evaluate their teamwork skills.

Reinforcement/Generalization
The process of prioritizing “items” in a crisis and focusing on available resources in a crisis, the workplace, or everyday life.

Comment
Students enjoyed the “survival game” which Tullahomans experienced in reality during the Christmas 1998 ice storm. This activity was fun and helped the class develop workplace skills.
Relaying Information Accurately

Students role-play taking a telephone message for a family member from a doctor’s office to emphasize the importance of good communication. Two options for the exercise are that the message is on an answering machine and the learner relays the message over the phone or that the learner takes a live phone message with the possibility of clarifying information with the person leaving the message.

Objectives
The learner will practice active listening, assessment of important points, writing information accurately, and clearly expressing information orally.

Work-Based Skills
• KSAs: Listen for understanding; Dependability; Follow instructions; Accurately perform work operations.
• SCANS: Listening—receives, attends to, interprets, and responds to verbal messages; Speaking—organizes and communicates orally; Interprets and communicates information.
• EFF: Listen actively; Speak so others can understand.

Background
KSAs have been previously discussed

How to Prepare
• Tape record telephone call from doctor (has left message on machine)
• Prepare script to read—this allows student to ask questions or have something repeated.

Active Learning Methods Used
Role-playing, writing

What to Do During the Activity
• Option 1
Student listens to tape-recorded message from doctor about sick mother. The message contains results from tests, recommended medication with dosage, adaptations needed in daily routine, recommendation of second opinion. Student writes message down for mother and explains it to her.

• Option 2
Student/doctor conversation is live. Student would have opportunity to ask questions, repeat information.

Pre/Post Assessment
Clarity of memo, clarity of verbal explanation.

Evaluation by Learners
Ask for written comments.

Reinforcement/Generalizations
Discuss what KSAs they used; discuss necessity of following directions at work, in caring for another; perhaps ask about health problems of students/family members, read about illness, treatment, lifestyle changes, etc.

Comment
This lesson:
• helps in personal life as well in workplace.
• is good because it can be used over and over.
• is good because it is more realistic and encourages interaction.
Planning an Open House

Students will work in groups to plan an open house. The students will work in “committees” to complete a PDSA (Plan, Do, Study, Act) model to meet their goal. They will be given complete responsibility for planning the open house.

Objectives
Students will demonstrate the knowledge, skills, and attitudes needed in the workplace as well as the classroom through teamwork needed to plan and hold an Open House.

Work-Based Skills
- **KSAs:** Getting along with others; Cooperate with others; Listening for understanding; Accurately perform work; Dependability; GED (Writing).
- **SCANS:** Participates as member of team—contributes to group effort; Responsibility—exerts a high level of effort and perseverance toward goal attainment; Identifies, organizes, plans, and allocates resources.
- **EFP:** Gather, analyze, and use information; Manage resources; Work within big picture; Work together.

Background
No prior instruction is needed.

How to Prepare
Make a copy of the PDSA model on chart paper (see “Materials”).

Active Learning Methods Used
Discussion, planning, questioning. Project work.

What to Do During the Activity
1. Explain that the students will prepare for an Open House.

2. Display a PDSA model on the board—review the model with the students briefly.

3. Break the class into committees. Explain that each will be responsible for a certain area that needs to be worked on for the Open House (my students made 4 committees).

4. Each committee will walk around the building observing and listing the things that will be needed.

5. The committees will meet with the whole group to share their plans. Students will have input and feel free to make changes.

Pre/Post Assessment
Students will review the importance of understanding the KSAs for workplace and classroom activities.

Evaluation by Learners
Students will do their weekly logs and also a lesson evaluation.

Reinforcement/Generalizations
This activity should give the students insight into the skills needed to use teamwork in other planning activities.

Comment
Students really enjoyed working with each other. They are very excited about working as a whole and in their committees to plan the Open House.

Type
Stand-alone project lesson.

Learners
All learners.

Time Frame
This activity requires a lot of time and work. Since the students are planning for an open house, they need time for each step of the PDSA. Planning, Doing (putting it into action), Studying it, and Acting on it. The students will begin planning a month ahead of the date for the Open House.

Room Set-up
Students will be constantly moving around the building, not just their classrooms.

Materials

Learner Handouts
PDSA model.
Barriers to Communication

This learning activity is based on information from *Communication for Workers* (see complete reference in “Materials”). Students create a mind map to brainstorm about why communication is important. The communication characteristics of passive, aggressive, and assertive are discussed and scenarios incorporating these characteristics are role played by the students. The students’ own positive and negative experiences with communication are discussed. It is a fun lesson that allows students to openly discuss ways to solve problems with communication.

**Objectives**

Learners will know, understand, and apply the different communication characteristics. Learners will know and understand how to solve problems that develop during the communication process.

**Work-Based Skills**

- **KSAs:** Any of the following skills could be addressed: Getting Along with others, Working on a team effectively, Cooperating with Others, Listening for Understanding, Talking with respect, Following instructions, Accurately performing work, Following standard procedures, Being dependable, Doing the right thing, Reading, Writing, and other skills. By choosing one or two specific skills, the instructor will be able to document specific outcomes of a lesson.
- **SCANS:** Speaking—organizes and communicates orally; Writing—communicates thoughts, ideas in writing; Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- **EFF:** Listen actively; View critically; Convey ideas in writing, Reflect and evaluate; Learn in new ways.

**Background**

Learners who are entering our program need to understand the process of communication and the barriers that can make communication difficult. This lesson helps students become aware of problems that occur during communicating with peers, children, etc. Instructors should observe their students and their communication characteristics. It could also be helpful when a new student enrolls in the class. The lesson is fun, and allows learners to openly discuss ways to solve problems with communication.

**How to Prepare**

Instructors should understand the different communication characteristics. Instructors will need to create or find several role-play scenarios.

**Active Learning Methods Used**

Discuss different experiences that they have had at work, home, etc. Role-play is fun and allows students to learn through doing.

**Type**

This lesson is developed around several modules utilized in the Learning Skills Orientation class. More lessons linked to the characteristics of communication could be beneficial for the understanding and application of the skills that will be discussed. However, this lesson could be taught alone.

**Learners**

This lesson is designed for all learners. Communication is a part of everyday life for adults, and should not be based on learner levels. Learners can benefit from this lesson in many ways. Adults need communication skills at work, in their families, and for their communities.

**Time Frame**

The lesson can be completed in one activity. The overall lesson could last up to an hour and a half. Teachers should allow extra time for discussion.
**Room Set-up**
It helps when there is a large area in the class for the role-play. Students can form a circle around the area to stand or sit for easy visibility.

**Media Equipment**
No equipment is necessary, but could be helpful if accessible.

**Materials**
Instructors will need copies of the chart that lists the different communication characteristics [Chase, Laura. (1997). Communication for Workers. Vermont Adult Learning: Rutland, VT. pg.41.] Instructors will also need copies of their scenarios that they will hand out to students.

**Learner Handouts**
Handout comes from the Communication for Workers book page 41.

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**What to Do During the Activity**
This activity uses the “Read, Write, Discuss” model.

1. **Using a mind map,** teachers will ask students to brainstorm. The teacher can ask: “Why is communication important?” Teacher should record responses from students in the mind map. This gives students a nice visual aid.

2. **Discuss** positive and negative experiences with communication.

3. Hand out the communication characteristics chart on page 41 in the Communication for Workers book.

4. **Read** – Ask students to read the three different types of characteristics and examples. The three different characteristics are passive, aggressive, and assertive.

5. **Discuss** the chart. Ask students: “Which comm. characteristic would be the most successful?” The assertive characteristic achieves their goals fairly and without doing so at the expense of others.

6. **Write** – Ask students to write about an experience that they have had in the past with one of the characteristics.

7. **Read** – Ask students to share their stories with the class.

8. **Discuss** – Why would knowing the different characteristics be important?

9. **Active Learning** – Choose scenarios that incorporate the different characteristics for students to act out during the role-play.

10. **Form teams of 2 or 3 students to act out one particular scenario.** (This is adaptable depending on number of students.)

11. **Hand out one scenario for each group.**

12. **Discuss** – with your assistance, teams will plan out how to do their particular role-play. Learners may need a little motivation at first but catch on quickly.

13. **Ask students to act out their individual scenarios.**

14. **Discuss** with class – Different roles and the characteristics which were displayed. Learners will identify who played each role. This is really fun for students. Students should share opinions about what went wrong or right during the communication role-play. Q: What could have been said differently to avoid problems in communication?

15. **Write** – Teacher should ask: “How can you use what we have learned today outside of the classroom?” Students will write about how they will apply what they have learned.

**Pre/Post Assessment**
The mind map that was created by students at the beginning of the lesson will help to determine some of the skills the learners already had before the activity. It is also helpful to ask students to list the things that they already know about a particular subject before it is taught. Either method will give you a way to measure their learning. There are several ways to document outcomes for this activity. One of the easiest ways would be for teachers to observe classroom discus-
sions and report on any changes that they see in their learners. You could interview learners or ask them to write about how they have applied what they have learned to their lives. Student reflection logs give great feedback.

**Evaluation by Learners**
Learners will use reflection logs for feedback. Learner feedback will help to adapt this lesson in order to make it successful.

**Reinforcement/Generalizations**
Communication skills can be used in every aspect of a person’s life: work, community, and family.

**Comment**
The learners were very engaged during this activity. They find it beneficial and enlightening. Expect adaptations to the time. Discussions can sometimes last longer than expected. It is important to manage the time effectively.
Stressing Accurate Workmanship Within a Team

In this activity, participants work together in teams to plan a menu for a luncheon for 20 people. In so doing, they are exposed to the importance of accuracy in work as well as the concept that cooperation and teamwork make everyone’s work easier and more efficient.

Objectives
Students cooperate and work together as a team to accomplish a common goal. Students will understand and follow instructions. Students plan a menu together and calculate the ingredients needed to prepare the menu to serve 20 people.

Work-Based Skills
• KSAs: Getting along with others; Working on a team effectively; Cooperating with others; Listening for understanding; Following instructions; Accurately performing work; GED (reading, numeracy)
• SCANS: Basic skills (math, reading); Problem solving; Participates as member of team—contributes to group effort.
• EFF: Gather, analyze and use information; Work together; Cooperate with others; Solve problems.

Background
This activity was developed for a Families First class with the purpose of using familiar activities like cooking and planning meals to teach basic skills and workplace skills.

How to Prepare
Assemble material. Become familiar with activity instructions.

Active Learning Methods Used
Reading, planning, discussing, writing.

What to Do During the Activity
Introduction (15 minutes)
• Explain to participants that this activity is to demonstrate how accuracy and teamwork are important in successfully accomplishing a task.
• Ask participants to list activities in which accuracy is important (e.g. administering medicine, measuring and laying carpet or flooring, cooking, mixing paint, carpentry).
• Discuss what happens if the participant in these situations is not careful and accurate. How does this affect the outcome?
• Ask participants to think of times when they were part of a team working together to accomplish a common goal (even as a family member).
• List these on the board.
• Have participants think of the different roles/tasks that make up one of these teams.
• List these roles/tasks.
• Discuss how dividing the work among team members makes the outcome better and the work easier. What happens when one member fails to do her part or does not do her part correctly? How does this affect the success of the outcome?

Start-up (5 minutes)
• divide participants into teams of two to four (depending upon the size of the class).
• Give each team several cookbooks, a large piece of poster paper, index cards, paper, and pencils.

**Activity (1 hour)**
Explain purpose of activity is to:
• Demonstrate how math skills are applied in workplace and everyday activities.
• Demonstrate how accuracy can be crucial to success.
• Learn to work cooperatively as a team, dividing duties within the group to accomplish a common goal.
• Learn to listen and follow instructions.

Give instructions and time allowances:
1. Present this scenario to the class. Each team is a food catering business that has been hired to plan and serve a business lunch for 20 people. The dinner should include a salad, a main course (entree), two side dishes (vegetable and/or fruit), bread, dessert, and beverage. (Be sure to remember any necessary condiments.)
2. Plan a menu as specified above.
3. Using the cookbooks, choose recipes for your menu. Consider how certain foods go together better than others do, and consider the appearance of the food. Use foods of different colors to make an attractive plate. Be creative in your selections!
4. Use math skills, rewrite the recipes to serve 20 people (for examples, if a recipe serves 4 people, multiply each ingredient by 5; however, not all recipes will be this simple to increase). Copy each revised recipe onto an index card.
5. Copy your menu onto a large piece of poster paper to present to class.
6. At the end of activity have each team present its menu and post recipe cards on board.

**Learning from the experience**
1. Have each team describe how their group divided roles/tasks among members.
2. Discuss the different ways each team operated.
3. List on board what participants learned from this experience and how they think they can use this in other situations.

**Pre/Post Assessment**
In the introduction, a pre-assessment of team skills can be done by discussion of the participants’ past experiences as a team/group member. The discussions of what specifics were learned from this experience can be used as a post-assessment of team skills, and the menus and recipe measurements can be checked for correctness as a post-assessment for listening, following instructions, accuracy, and numeracy skills.

**Evaluation by Learners**
The discussion of how participants can apply this to other situations can be used as a practical evaluation as well as self-checking recipe cards and measurements.

**Reinforcement/Generalizations**
Reinforce how these team skills can be used in many workplace settings as discussed in the “Learning from the experience” segment of the activity and how accuracy and precision can be crucial in affecting outcomes.

**Comment**
The participants in the Families First class enjoyed this activity as it dealt with familiar elements such as meal planning and cooking. They did complain about the amount of math involved; however, sharing this responsibility through teamwork did stress the benefits of cooperation and teamwork.
Dining Out

Students become members of four-member families who go to a restaurant for an evening meal. A scenario is supplied giving characteristics of the family members as well as some special considerations/limitations, such as budget, diet, etc. Students use a real restaurant menu to order a meal for their families.

**Objectives**
Students practice working as a team to solve a real-life situation problem. They calculate how to use their assigned resources. In the process, they get to know one another better and strengthen their social skills and their abilities to communicate with one another.

**Work-Based Skills**
- **KSAs:** Get along with others; Work on a team effectively; Cooperate with others; Listen for understanding; Talk respectfully; Follow instructions; Accurately perform work operations.
- **SCANS:** Performs basic computations and approaches particular problems by choosing appropriately from a variety of mathematical techniques; Decision making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative; Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- **EFF:** Gather, analyze and use information; Manage resources; Work together; Use mathematical concepts and techniques to solve problems.

**Background**
Students are familiar with the KSAs prior to this class.

**How to Prepare**
Make copies of case scenarios. Each team represents a different family and thus a different scenario. Make a menu by stapling copies of real menus to a manila folder so that it opens like a real menu. Each student receives a menu.

**Active Learning Methods Used**
Reading, discussion, role playing, working math problems, teamwork.

**What to Do During the Activity**
Divide the class into cooperative groups of four to a family. Seat each family at a separate table. Provide the prepared scenarios for each family. Groups can assign their own roles. Introduce the menus and discuss vocabulary words, menu words particular to the menus being used, and tipping/tax information. The “families” then have to decide what to order keeping to the constraints presented as a part of their scenario. There are also questions to be answered at the end of each scenario having to do with the costs of the meal including sales tax and gratuity and change to be received if paying with a $100 bill. The teacher will float around the room to answer questions from groups.

**Pre/Post Assessment**
This will be a review and preview of math skills for all students. They will
be more aware of KSAs by discussing with students what skills they used to complete this activity.

**Evaluation by Learners**
Students can evaluate their work as a team

**Reinforcement/Generalizations**
The KSAs and basic skills are reinforced daily. Also, by working as a “family,” learners may be able to transfer these skills to their home lives.

**Comment**
Students enjoy this activity. It teaches across all learning styles. One funny drawback is that we’re all hungry after it’s completed. Perhaps an actual eating experience could be provided afterwards.
Constructing and Decorating a Christmas Tree

Students demonstrate workforce concepts in the activity of decorating a Christmas Tree. Students take responsibility for locating decorations, a tree, and locating a space for the tree.

Objectives
• Students will employ teamwork, cooperation, and decision-making skills to decorate the learning space.
• Students will examine the importance of “working-together” skills in work-related projects.
• Students will understand the importance of everyone’s part in the success of the total project.
• Students will have fun!

Work-Based Skills
• KSAs: Getting along with others; Working on a team effectively; Listening for understanding; Talking with respect; Following instructions; Decision making; Leadership.
• SCANS: Reading; Creative and critical thinking.
• EFFs: Cooperating with others; Speaking so others can understand; Solving problems.

Background
In order to use decorating a Christmas tree for the holiday season as a workforce education activity, the students were presented the activity as a group-building activity.

How to Prepare
Locate available Christmas decorations and an artificial tree that needs to be assembled. Determine space to be used, unless you choose to make that a part of the experience.

Active Learning Methods Used
Hands-on; discussion.

What to Do During the Activity
Introduce the activity as a group building experience. Explain that this experience is very much like doing a project in the workforce. As much as possible, allow students to be in charge of the experience, make the decisions, and do the decorating. Possible actions and decisions students might consider:
1. Test light strings and star topper. Determine which light strings you want to use and place these on the tree.
2. Determine if the tree should be done in a specific theme or color. Sort through the available decorations and determine which might be used on the tree: bows? ornaments? garland? tinsel? snow? etc. Add these choices to the tree. Add wrapped empty boxes to the underneath space if desired. (You may want to add wrapping empty boxes to your project, then keep them for next year!)
3. Determine if additional items need to be purchased or brought in to complete the decorating. What else should be done to do a good job of this?
4. Once the work is complete, ask: How is this activity like a work-related experience? Note the following observations: a) when the lights don’t work properly it’s like when a member of the team fails to do his/her job; if team members fail to cooperate, the job is more difficult or left to someone else to complete.

**Pre/Post Assessment**
No particular assessment other than observation of the way the group works together—who takes charge, who follows, who has creative or different ideas, who chooses to let others do the work.

**Evaluation by Learners**
Since this activity, the group members work together more effectively and talk to each other more frequently about lesson-related issues as well as personal issues! They seemed to enjoy the opportunity to do something fun while learning something about the work environment.

**Reinforcement/Generalization**
Students will remember the importance of completing a project together when they enter the workforce and hopefully be better team workers as a result.

**Comment**
Great fun while learning serious lessons!
Student-Prepared Parenting Tips

Lesia Brewer
Decatur County ABE

Students research parenting methods through videos, parenting articles from the Internet, magazines, pamphlets, friends and relatives, and then brainstorm their own list of parenting tips. The students function as a team to word process this list and provide everyone with a copy.

Objectives
Students will discuss and express their ideas effectively, and gather and categorize data. Students will function as a team on a class project.

Work-Based Skills
• KSAs: All as they function as a team on a class project.
• SCANS: Participates as member of team—contributes to group effort; Writing—communicates thoughts, ideas, information, and messages in writing and creates documents; Acquires and evaluates, uses, organizes, and maintains information.
• EFF: Gather, analyze and use information, Work together; Develop and express sense of self.

Background
Informal class talk often centers on parenting issues. This lesson was developed to focus that interest. Instructor and students can research together to get background material and needed information.

How to Prepare
Gather parenting articles, pamphlets, videos. Arrange for students to have Internet access.

Active Learning Methods Used
Group discussion, group decision making, correlating information, getting along with others, talking respectfully, following instructions.

What to Do During the Activity
Several parenting articles with parenting tips are supplied.
• The students will read the articles in small groups and discuss the information in larger groups.
• Students then watch the video.
• The class engages in a discussion about the tips that stood out in their minds mentioned from the video. Also, discuss with the class methods of parenting that their parents used, the methods of parenting they personally use, and methods seen through the use of a video which may be more effective than the ones they (or we) are currently using.
• Depending on the size of the class, the class is divided into teams of four to eight team members with team members assuming different cooperative roles (recorder, group leader, facilitator, time keeper.)
• The teams then brainstorm and list their own parenting tips.
• After allowing time for the teams to compile a list of their ideas, they type their list into the computer word processing program.
• The next step is to have the teams combine their lists and edit and

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Type
Stand-alone activity.

Learners
This activity is suitable to all learners and encourages participation of every student.

Time Frame
This activity works well when done over a period of time on a daily basis to allow students to reflect on good parenting methods. Total time varies according to group and their interest. (Can be completed in one session or over several days.)

Room Set-up
Can be done at student’s desk (discussion and data gathering) then completed at computer station.

Media Equipment
Television/VCR, computer with Internet access, computer with word processing capability, printer, copier.

Materials
Parenting Articles from inter-
proofread their combined list.

• Finally they print up their list for distribution.

**Pre/Post Assessment**
The instructor will observe the class at work to evaluate the teamwork being used. The students will answer questions about their way of parenting vs. the way they were raised and the differences and similarities in parenting styles. After the lesson, what they have learned about parenting should change the way the informal discussions in class go.

**Evaluation by Learners**
Through discussion throughout the lesson, students felt quite free to evaluate each other’s tips and also what they read about.

**Reinforcement/Generalizations**
Improvement of knowledge, skills, and attitudes toward their parenting and coping skills. Extension activities could be distributing their list more widely than just to class members and following up with additional research on the topic using parenting books and guest speakers. As these students gain employment, it will be important to their success on the job to have better parenting skills and more parenting resources.

**Comment**
This lesson will help students become more self-confident about their ability to raise their children well.
The Diary of Anne Frank (the play)

Students will read (or act out) and discuss the play, *The Diary of Anne Frank*. They will attempt to understand Anne Frank’s situation as well as the historical significance of her situation.

**Objectives**

Students will read and discuss a play. Students will reflect on how the context of history influences lives. Students will relate the KSAs to people’s lives in situations diverse from their own. Students will recognize the importance of KSAs to events and relationships in everyday life.

**Work-Based Skills**

- **KSAs:** Listening for understanding; Talking with respect; Following instructions; Being dependable; Ethics.
- **SCANS:** Understands and interprets written information; Seeing things in the mind’s eye; Integrity/Honesty—chooses ethical courses of action.
- **EFF:** Respect others and value diversity; View critically; Reflect and Evaluate; Learn in new ways.

**Background**

A review of the rise of Nazi Germany and the situation faced by Anne Frank’s family is necessary background for understanding the play.

**How to Prepare**

Ask students to close their eyes; tell them they are hiding. Ask them to imagine what they would need, how they would prepare, how their family would cope. Set the stage for the play with background information.

**Active Learning Methods Used**

Discussion, active listening, mental imagery, reading (or acting out) parts of play.

**What to Do During the Activity**

1. Ask each student to recall a time they felt “put down.” How did they react?

2. Explain the situation found in the play (You may have to do an entire history lesson; students may not know who Adolph Hitler or the Nazis were).

3. Ask students to visualize the situation that Anne faced and tell how they would handle it. Ask them to write some ideas.

4. Depending on your class level, either read or act out the play. Each student volunteer is assigned a role.

5. Discuss the ethics and the history of the situation.

6. Questions: What would have happened if the group had not been able to cooperate, get along, talk with respect, or stay as a team? What would have happened if Miep had not done the right thing, hadn’t follow instructions, or wasn’t dependable?

**Type**

A reading and discussion activity involving the entire class over a 3-4 week period.

**Learners**

This is suitable for all learners.

**Time Frame**

3 to 4 week period.

**Room Set-up**

Depending on student level, you may choose to act out the play or simply read it; student volunteers only. You will need enough room to act out the play.

**Media Equipment**

Television and VCR.

**Materials**

Copies of the play (available at used bookstores), a copy of the film, *Anne Frank Remembered* (Blockbuster).

**Learner Handouts**

Copy of the play, *The Diary of Anne Frank*. 
7. After finishing the play we watched the film, *Anne Frank Remembered*. We discussed the differences in the play versus the documentary.

**Pre/Post Assessment**

**Pre-Assessment:** Discuss the importance of using the KSAs in everyday life.

**Post-Assessment:** Each student will write a brief essay explaining why these KSAs were so necessary for Anne’s survival. In addition, they will write how they can translate these KSAs into their everyday lives.

**Evaluation by Learners**

The students were fascinated with the story of Anne.

**Reinforcement/Generalizations**

Students were able to relate to the need for KSAs in their lives.

**Comment**

The students were fascinated by the story and the history. It provides basic history knowledge and sets up future lessons on tolerance, cooperation, and respect.
Communicating Pictures

This lesson uses a combination of Taboo and Pictionary game skills to teach the importance of precise communication and teamwork.

Objectives
Students will demonstrate the importance of both speaking precisely and listening carefully.

Work-Based Skills
• KSAs: Getting along with others; Working effectively on a team; Cooperating with others; Listening for understanding and interpreting communication; Talking precisely and with respect; Following instructions, rules, and standard procedures; Accurately performing work.
• SCANS: Interprets and communicates information; Speaking—organizes and communicates orally; Seeing things in the mind’s eye—organizes and processes symbols, pictures; Participates as member of team—contributes to group effort.
• EFF: Work together; Speak so others can understand; Listen actively; Cooperate with others.

Background
Instructor should understand the rules for Taboo and Pictionary in order to explain and to adapt the game to fit the class.

How to Prepare
Create 2 sets of index cards with simple to complex figures (nonsensical figures are best). Determine which words would immediately give the figure away and write those words on the cards as “taboo.”

Active Learning Methods Used
Listening, drawing, description, discussion.

What to Do During the Activity
1. Prepare groups as teams OR appoint a first “artist” for the whole class.

2. Direct teams to choose a first artist. Direct the artist to leave the group. Hand out the first matching set of index cards to the rest of the team.

3. Direct the team to describe the figure on the card to the artist without using any of the taboo words. Using a taboo word disqualifies the team for a win on that word.

4. Bring the artists back to the teams (or into the room). Start teams at the same time describing the figure on the card. When the team completes a reasonable facsimile of the figure, they should stand, raise their hands or yell out a code word.

5. Keep score for the teams for competition. Discuss the difficulties they encountered in communicating the figure to the artist. Decide on strategies which might help solve those problems.
6. Repeat the competition and de-briefing with each prepared set of cards. Declare a winner and distribute prizes. Ask: How does this game help us to know better ways to communicate with others at home or at work? Point out that you need to know what you mean, say what you mean, speak clearly, use appropriate language for the situation (no taboo words!), and eliminate distractions (background noises, static, inappropriate subject matter) from the communication.

Pre/Post Assessment
Discussion and de-briefing sessions will allow the instructor to determine whether the messages are being received.

Evaluation by Learners
Did they have fun? Did communication improve during the course of the game? Did they work together?

Reinforcement/Generalization
Communication skills are required in family life, school life, and work life.

Comment
The most common problem my students had with this activity was lack of vocabulary to express the figures without using the “taboo” words. They wanted to draw it in the air rather than describe it. In addition, the artist jumped to conclusions and caused problems in communication by not listening. Another “problem” was too many people talking at one time, which caused “static.” In other words, the activity showed the need for exactly what I wanted students to learn!
Job Jeopardy

Reviews previously learned materials in team/competitive manner. Job Jeopardy is a modified version of Jeopardy. It is a fun way to review previously learned material.

**Objectives**
Students demonstrate understanding of concepts, and practice teamwork and cooperation.

**Work-Based Skills**
- **KSAs:** Get along with others; Work on a team effectively; Listen for understanding; Follow instructions; GED skills of numeracy, reading.
- **SCANS:** Participates as member of team—contributes to group effort.
- **EFF:** Work together; Listen actively; Cooperate with others.

**Background**
Instructor must prepare questions for the game and assign point value to questions. Learners are given time to review materials before the game begins.

**How to Prepare**
Instructor makes a poster chart with pockets to insert question cards. Chart may be used repeatedly. Question cards are prepared on game day to incorporate new skills (see attachments).

**Active Learning Methods Used**
Group discussion, problem solving and teamwork

**What to Do During the Activity**
Teacher reads questions, explains answers, keeps score, monitors students.
1. Teacher divides the class into even teams.
2. A member from Team I selects a category and value.
3. The teacher reads the question.
4. All students write the answer on their own paper. Team I students may confer after comparing answers, and then the answer is given.
5. If answer is correct, Team I scores. If answer is incorrect, Team II has a chance to answer the question for points.
6. Team II selects a question...so forth.
7. At the end of the question round, the teams wager for a final jeopardy question. They confer with the team and then submit the answer in writing.

**Pre/Post Assessment**
**Pre-Assessment:** Teacher helps the students during study time and learns what they need to review. **Post-Assessment:** Teacher collects student answer sheets to check skills.

**Type**
This activity can be used often to review new material.

**Learners**
Activity is geared to learners on all levels.

**Time Frame**
One session, about 15 minutes for study period, 30 minutes playing time.

**Room Set-up**
Divide the class into at least 2 teams of 3-4 people. Make sure each team is balanced academically. Students sit at a table (or desk) closely together for team discussion.

**Materials**
Index cards, poster board, markers; students need pencil and paper.

**Learner Handouts**
Copies of “used” Jeopardy questions.
Evaluation by Learners
Learners check their own skills during game.

Reinforcement/Generalizations
All skills are transferable to real life skills and the workplace. Problem solving is reinforced.

Comment
Students love the game! This is a good extension of any lesson and the fact that students look forward to playing the game indicates that they find it enjoyable and helpful.
News Reporters

Students watch a news program on television, write a report on one news item, and make an oral report to the class on that piece of news.

Objectives
Students will listen for understanding, summarize what they have heard in writing, and communicate the content orally to their classmates.

Work-Based Skills
- **KSAs:** Listen for understanding; Talk with respect; Follow instructions; Accurately perform work; Show dependability; GED skills read and write.
- **SCANS:** Listening—receives, attends to, interprets, and responds to verbal messages; Writing—communicates thoughts, ideas, information, and messages in writing; Speaking—organizes and communicates orally.
- **EFF:** Gather, analyze and use information; Listen actively; Convey ideas in writing; Speak so others can understand; View critically.

Background
This activity was initiated as a way to make students more aware of what was going on around them in the world and in their community. Skills necessary to complete the assignment are discussed during class before the assignment is given.

How to Prepare
Review communication skills. Remind students when assignments are due. Create a formatted news reporting sheet for students to use in organizing their note taking.

Active Learning Methods Used
Watching or listening to news report, writing, giving oral report, discussion.

What to Do During the Activity
1. As a homework assignment, students watch or listen to a news report and pick one news item to report on. They take notes on the news item using the format sheet.
2. In class, students take turns reporting what they have recorded from the news program, which they were watching (or listening to).
3. Classmates critique the reporting by writing an evaluation.
4. Usually there is a discussion on the reported story but not always. The teacher or student will ask questions or initiate conversation with all students.

Pre/Post Assessment
**Pre-Assessment:** Students discuss whether or not they watch the news on television.
**Post-Assessment:** Students review importance of listening for understanding.

Type
We do this exercise twice weekly.

Learners
Suitable for any level learner.

Time Frame
Assignment requires students to watch news presentation on television (usually 1/2 hour) at home or listen to news on the radio (if they can write fast enough). Students generally watch the evening or morning news and report they watched the news anywhere from 1/2 hour to 1 hour.

Room Set-up
Students stand up at their table or go to the front of the room to report.

Media Equipment
Television or radio (for students at home).

Learner Handouts
Format sheet.
Evaluation by Learners
Students critique classmates by writing an evaluation of each report.

Reinforcement/Generalizations
News reporting is assigned twice weekly. Communication skills are reinforced daily.

Comment
Students are generally competitive beings and mine are regularly trying to outdo the others by reporting the best or most unusual stories. This activity helps the students become more aware of the need for communication skills, and it makes them more aware of what is going on in their community.
Travel Geography

Each student will choose a travel destination from travel brochures and explore the geography of that specific place. Students fill out a study guide concerning the location, environment, and physical features of their chosen travel destinations and write a report about what they have learned.

Objectives
• Students will research geographical principles and learn how they relate to various areas of the country.
• Students will use writing skills and research to prepare a report on the characteristics of the chosen area

Work-Based Skills
• KSAs: GED basic skills of reading and writing; Following instructions; Cooperating with others (if working in teams.)
• SCANS: Reading—locates, understands, and interprets written information; Thinking skills, problem solving, reasoning.
• EFF: Convey ideas in writing; Research.

Background
Information on geographical principles such as location, climate, physical features, etc. should be presented in advance.

How to Prepare
The instructor should gather resources such as travel brochures, encyclopedias, and other related resources. A study guide should be available to each student. Suggested study guide questions:
1. What is your travel destination?
2. Between which lines of latitude and longitude can it be found? Will you go by car, plane, or boat? Why?
3. What continent will you be on when you get there?
4. What will you see there? Are there rivers, lakes, or mountains? Is there an ocean nearby? What kinds of landforms will you see? Are there forests, farms, historical sites, monuments, national or state parks?
7. Do you need a passport?
8. How are the people the same or different from you? Do they have any unusual customs?
10. What do you think you will like best about your trip?
11. What else can you tell me about your destination?

Active Learning Methods Used
Writing, Reading, Discussion, Researching

What to Do During the Activity
• Introduction: Review by discussing previously learned geographical concepts.
Learner Handouts
Study Guide

• Step 1: Have students choose a travel destination from travel brochures.

• Step 2: Students will research their destination and complete study guide.

• Step 3: Using the information gathered and their completed study guides, the student will prepare a report on their travel destination including as much geographical information as possible.

Pre/Post Assessment
A review of previously learned concepts will serve as a pre-assessment. The student’s research and report will serve as a post-assessment.

Evaluation by Learners
The learners will write a paragraph at the conclusion of the activity on what they learned through the activity and offer suggestions for improvement.

Reinforcement/Generalizations
The students may make some generalizations about similar geographical areas to the area studied. Students may use research skills in the workplace to report on work-related topics.

Comment
This session worked well to motivate students to research and learn geographical concepts.
American History Timeline

As a group/class project, students construct a 28’ timeline to review a period of American history from 1492 to 1865. Workplace skills are used to develop this activity.

Objectives
• Students will demonstrate their understanding of the important events in a period of American history.
• Students will use workplace skills to plan and execute a group class project.

Work-Based Skills
• KSAs: Cooperate with others; Work on a team effectively; Follow instructions; Organize work.
• SCANS: Seeing things in the mind’s eye-organizes, and processes symbols, pictures, graphs, and other information; Participates as member of team-contributes to group effort.
• EFF: Gather, analyze and use information; Work together; Plan.

Background
The KSAs have been discussed. A study of this period of American history has been completed (my lower level students had completed a workbook that went with the text.)

How to Prepare
Lead class discussion of the project: Brainstorm all the tasks to be performed, and the decisions which must be made before the project is begun (division of tasks, etc.)

Active Learning Methods Used
Discussion; Applied Math Skills; writing, project work.

What to Do During the Activity
1. Discuss the project, including how workplace skills will be used.
2. Divide the tasks among the participants.
3. Determine a scale for marking off the years on the timeline.
4. Mark off the years.
5. Print major American history events on the timeline lightly with a pencil.
6. Print the events on sentence strips with felt markers.
7. Glue the sentence strips to the timeline at the appropriate places.
8. Erase the pencil marks.
9. Draw a dark line from the year of each event to the appropriate sentence strip.
10. Mount the finished product in the hallway for display.
11. Discuss how we worked together, how we used workplace skills.

Type
Stand-alone activity.

Learners
This activity was done with ABE I, Level 2 students. It could be done with more advanced students. At higher levels, the instructor’s role would be decreased and materials used to simplify the project for these students would be eliminated (e.g. timelines in the history text).

Time Frame
An average of one hour per day, two or three days per week, over a period of three weeks. (Usually only two students at a time worked on the project.)

Room Set-up
A long table on one side of the room, apart from the students’ desk area, should be cleared as a work space for this project.

Materials
Bulletin board paper, scissors, yard sticks, rulers, pencils, markers, sentence
Pre/Post Assessment

Pre-Assessment of group processes consists of noting how the group cooperated on a previous group project. For a post-assessment, the instructor will make observations about the level of cooperation and teamwork during this project as compared with previous group projects. The completed timeline serves as a post-assessment of the students’ understanding of the historical events of the period.

Evaluation by Learners

The learners will have done an informal assessment as they discussed how they worked together and how they used workplace skills. They will also do a writing assignment in which they individually write about what they learned and how they will use it outside the classroom.

Reinforcement/Generalizations

The skills they have used will be noted and affirmed by the instructor as the project is in progress and in the evaluation discussion. They will be noted in future group projects and in real life situations which may be discussed informally with students, either in the class or in informal counseling.

Comment

This project might be more useful with a group on a higher level. However, my Level 2 students were really engaged in it. The instructor’s role was greater with this group than it would be with more advanced groups.
Shop and Serve

Learners take turns acting as the customers and cashiers in a small local grocery store. This activity allows the learner to use basic mathematics skills to solve problems in the workplace and interpret data from a chart. This activity also allows the learner to build good work ethics skills and use good communication skills.

Objectives
Learners will apply multi-step problem solving skills such as addition, subtraction, and multiplication in a real-life workplace setting while displaying good work ethics and communication skills.

Work-Based Skills
• **KSAs:** Get along with others; Talk respectfully; Cooperate with others; Follow instructions; Listen for understanding; Follow standard procedures; Accurately perform work; GED (reading and numeracy).
• **SCANS:** Serves clients/customers—works to satisfy customers’ expectations; Basic skills—reading, math).
• **EFF:** Cooperate with others; Use mathematical concepts and techniques to solve problems; Listen actively; Speak so others can understand.

Background
This problem solving activity can be used as an application after reviewing basic mathematics skills and discussing KSAs. This activity requires prior training on the use of basic calculator functions of addition, subtraction, and multiplication. It also requires that the learners know how to give correct change.

How to Prepare
Collect several inexpensive grocery items (may use empty packages). Place prices on the items prior to this assignment. Make sure items are priced well under $5.00 so shoppers may choose at least 5 items. (See “Room Set-up.”)

Active Learning Methods Used
All learners are actively participating as shoppers and/or cashiers in this activity. Learners are actively participating in the pre/post assessment by asking questions and sharing during the discussions.

What to Do During the Activity
As a prerequisite, assign a group of learners monetary amounts between $0.10 and $30.00 and have them calculate the tax on each individual amount in sequential order. Consolidate all the calculations into a tax table (chart) and copy for distribution to the learners who will be cashiers.

Situation: The learner is a newly hired cashier at a small local grocery store where the storeowner uses a calculator instead of a cash register. The storeowner has prepared a chart listing the tax on individual amounts.
1. Assign learners to work as cashiers and the other learners will be shoppers.
2. Explain the background of this assignment to the entire class.

Type
Stand-alone activity.

Learners
Appropriate and useful for any learner who is entering the workforce.

Time Frame
Time may vary based on the number of customers you have shopping and/or working as cashiers. You will probably want to break this activity into two days to allow all customers the opportunity to be a shopper as well as a cashier.

Room Set-up
Set up a long table with calculators and play money near a wall. Cashiers will stand on the side near the wall and shoppers will stand on the other side. Place another table near by with the grocery items in an orderly arrangement.

Materials
Have available the following items: calculators, tax charts
3. Give all the shoppers some play money.

4. Then ask the cashiers to take their places behind the table and give them a tax chart. Since the students will have done the tax calculations prior to this assignment, the chart should be easy to understand.

5. Ask the cashiers to be friendly and courteous to the shoppers.

6. Ask shoppers to choose up to five items, then take them to a cashier at the table for a total. Cashiers will add up the totals and find the amount of taxes on the chart. Cashiers will add up the taxes to the totals, accept the shoppers’ money and give the shopper correct change.

7. Ask shoppers to return to their seats and verify their correct change based on items purchased.

Pre/Post Assessment
Learners should already have been introduced to KSAs. When all the shoppers are finished shopping, have the cashiers and shoppers return to their seats. Discuss the assignment with the entire class. Discussion should reveal whether each learner used basic addition and subtraction skills by giving as well as receiving change. It should also reveal whether or not learners can interpret data from a simple chart, use good work ethics, and relate well to others in a work-based setting.

Evaluation by Learners
Learners are asked daily to identify work-based skills they have used during the day whether they are positive skills or skills that need to be upgraded.

Reinforcement/Generalizations
Since students identify areas of strengths or weaknesses in the work-based skills they are developing, this assignment will serve as a platform for this daily discussion. This assignment can also serve as a tool for discovering areas where there is a need of re-teaching skills such as changing money, interpreting data, and simple addition and subtraction.

Comment
My learners seem to really enjoy moving around and they like doing mathematics any time of the day. This would be a good activity to start off the day or to pep them up after lunch.
Designing and Arranging a Room on Graph Paper

This activity was developed to encourage students to take an active part in decorating our new building. Students were taught the formulas for area and perimeter and then measured the classroom and furniture that would be moved into the classroom. Each student made a scale model of the room on graph paper using 1 square for 1'. The students then made scale furniture out of colored construction paper using a color key to label the different kinds of furniture, and placed the “furniture” in their room according to how they thought it should look.

Objectives
Students will create scale models of a classroom and furniture and arrange the “furniture” in the “classroom” according to how they think it will look and work best.

Active Learning Methods Used
Students create the scale models and arrange the furniture according to their desires.

What to Do During the Activity
1. Review with students the formulas for area and perimeter.
2. Display the measurements of the new classroom. Discuss ratio and proportion in relationship to the measurements.
3. Have students construct a proportional “room” with the graph paper.
4. Have students use the same ratio for actual to model as they construct “furniture” with the construction paper in proportion to the “room.” Be sure they use a color key for the furniture.

Remind students that the arrangement of the furniture is their choice and we will see which student’s design works the best.

Work-Based Skills
• KSAs: Listen for understanding; Follow instructions; Accurately perform work operations; GED math skills for proportion, ratio, area, perimeter.
• SCANS: Seeing things in the mind’s eye—organizes and processes symbols, pictures, graphs, objects, and other information; Math; Acquires and uses information.
• EFF: Gather, analyze and use information; Work within the big picture; Plan; Learn in new ways.

Background
Students need to have knowledge of the formulas for area and perimeter.

How to Prepare
Supply students with colored construction paper, graph paper and tape measures. A large work table would be helpful.

Type
Individual project lesson.
Can be used in conjunction with study of ratio and proportion, and finding area and perimeter.

Learners
Any Level.

Time Frame
1 class period.

Materials
Graph Paper, Colored Construction Paper, Rulers, Glue, Tape. A large work table would be helpful.
Pre/Post Assessment
Students’ designs on graph paper. Post-assessment could also be actually trying the designs out in the room.

Evaluation by Learners
Students write in their log weekly and also fill out a lesson evaluation sheet.

Reinforcement/Generalizations
This project should give students a real-life working knowledge and insight into skills needed to complete a project such as this.

Comment
The students were very excited about this project and cooperated fully with each other and the instructor. What we learned when we actually tried the furniture arrangements out in our new room was that none of the designs worked! It is a lot harder to visualize how furniture will fit in a room than we thought!
Lesson 6

Fractional Pizza

In teams, students “become” employees at Pizza Hut. It is their job to slice the pizzas into equal portions. They learned to manipulate fractions in this real life activity.

Objectives
- Students will demonstrate improvement in problem solving skills in real life situation.
- Students will demonstrate a proficiency in fractions.

Work-Based Skills
- KSAs: Accurately perform work operations; GED skills of numeration; Standard procedures; Dependability.
- SCANS: Acquires and evaluates information; Organizes and maintains information; Arithmetic/mathematics; Monitors and corrects performance; Problem solving; Reasoning.
- EFF: Learn in new ways; Manage resources; Gather, analyze and use information; Use mathematical concepts for problem solving.

Background
This activity is the culmination of our study of fractions employing all the skills and procedures learned over the course of study. Because of the visual hands-on aspect of this activity, it is beneficial to all students, especially those who are tactile learners. Since this is pulled from life experiences or potential life experiences, students can easily identify with it.

How to Prepare
If you don’t have the “Pizza Hut” kit, you can construct your own by making several pizzas out of poster board or construction paper and dividing them into 1/2, 1/3, 1/4, 1/6, 1/8, and 1/12. These can be used just as easily by you or the students. Students might also be allowed to make smaller versions of their own that they can manipulate at their desks.

Active Learning Methods Used
The students exercised tactile abilities as they made their own pizzas in this activity. Since eating pizza is definitely “in their current life experiences” they were naturally motivated.

What to Do During the Activity
1. Students were given materials to construct a pizza to be used in learning session.
2. Students were given the scenario: You are an employee at Pizza Hut. Your job is to slice pizzas in equal portions. They were then given different “problems” to solve with their pizzas.
3. Students were asked to determine price per slice as an extension activity.
4. Students were given several real life problems such as splitting a bill so that each person only pays 1/4 of the bill, how many pepperoni are there on average per slice if 50 were used on the whole pizza, etc.

Type
This activity is a stand-alone.

Learners
ABE Level II, others needing review of fractions.

Time Frame
This session is about 30-45 minutes long; however, if the “pizza making” takes place in this session, you must allow about an hour longer. This could easily be divided up into two sections with the pizza making in one session (whole pizzas to be divided up in the second session) and the problem solving in another session.

Room Set-up
Nothing special is needed.

Media Equipment
None is needed for this activity unless you decide to use an overhead to do the writing part.

Materials
- Pizza Hut kit (consists of a Pizza Hut box with cardboard pictures of pizza, my...
5. Class was given a basic fraction worksheet to demonstrate proficiency in concepts taught.

**Pre/Post Assessment**

**Pre-Assessment:** Students were asked basic fraction questions to review earlier learning of the material.

**Post-Assessment:** The worksheet serves as the post assessment.

**Evaluation by Learners**

All students participated and thought the activity was very enjoyable. They felt more secure about their knowledge after completing this activity.

**Reinforcement/Generalizations**

Since one of my students actually does work at Pizza Hut we were able to borrow a menu to make story problems fun. The activity relates to everyday life. All students participated.

**Comment**

This activity could also be done with those “cheap” little pizzas from the frozen food section and then a class pizza party could act as a class reward. One lower level math student took an active part which she would not have been able to do with traditional worksheet methods (today was her first day).

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**Learner Handouts**

Basic fraction worksheet.
A Scientific Study of M&Ms

Along with fun, this lesson allows students to weigh, count, calculate fractions and decimals, correlate fractions with probability, and do simple statistics and charts using M&Ms.

Objectives
• Students will demonstrate their comprehension of the Scientific Method
• Students will utilize real-world statistics (Mean, Median, Mode, and Probability) while recognizing the value and meaning of fractions
• Students will create and read charts
• Students will extend computer literacy to the Internet
• Students will follow instructions and work as a team

Work-Based Skills
• KSAs: Following instructions; Working accurately; Following standard procedures; Think critically.
• SCANS: Uses math to solve problems and organize data; Participates as member of team—contributes to group effort; Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem; Applies technology to tasks.
• EFF: Gather, analyze and use information; Work together; Research; Solve problems; Use mathematical concepts and techniques to solve problems; Use technology; Reflect and evaluate; Learn in new ways.

Background
The teacher should be familiar with the scientific method, simple statistics, and graphing. Students can be taught what they need to know as they do the exercise, if necessary.

How To Prepare
• Use a unit to preview the statistics to be used like:
• Purchase individual bags of M&Ms for all students. Be sure to have scales and run off a worksheet for each student. Gather the rest of the materials.

Active Learning Methods Used
The entire activity is hands on—weighing, counting, drawing charts, and interacting with other students.

What To Do During the Activity
1. Introduce the Scientific Method of discovery. Point out the main sections for an experiment: Problem, Hypothesis, Materials, Procedures, Observations, Results, Conclusion, and Follow-up. Explain that scientists use this format when writing reports to tell of their experiments and findings. Tell class that a scientific report would be much more formal than this worksheet, but it would contain the same elements.

2. What’s our problem for this experiment? Highlight the statement on the worksheet: How accurate is the manufacture and packaging of M&Ms?

3. Formulate the hypotheses: How many M&Ms are in an average bag...
of M&Ms? Are all bags the same weight? How many of each color are in each bag? What are the probabilities of getting a certain color in your bag? Hypotheses are normally stated as an educated statement: There are ____ M&Ms in a _____ oz bag of M&Ms. For example: A bag of M&Ms contain 6 colors in equal ratios of 1/6 each.

4. Distribute materials using the list provided. Explain how we’ll use each item. Explain how the scale works and can be adjusted. Explain that we need the calculator to do our mathematical calculations in Step 1, 3 and 6. The cup keeps them under control while we’re working and the paper towel keeps them cleaner.

5. Lead class to complete Steps 1-3 on their own:
1) Weigh, record, compare the weight of the bag of M&Ms.
2) Count M&Ms. How many calories per candy based on the stated calories per bag and the number of candies in the bag?
3) Count per color. Calculate the fractional and percentage of each color in the bag. Discuss Step 4 as another way of looking at the ratios: What is the probability of choosing a certain color from the bag? What other ways could you look at this information?

6. Discuss how a chart or graph is a visual representation of the information. Direct class to create a circle graph and a bar chart to represent the color composition of their bag of M&Ms.

7. As a class, collect the data from all the bags of M&Ms. Calculate the mean, the median, and the mode number of M&Ms in a bag. Do the same for each color group. Draw the circle graph and a bar chart on the board that represents the entire class’ information. Point out that it would be impossible to compile this information without cooperation from the group. Sharing each other’s findings is a work-related skill!

8. Direct class to write their own conclusions after explaining the information that should be in the conclusion. Share conclusions as a class.

9. Continue the follow-up by going on-line to the M&Ms website: www.m-ms.com to the Mail Room for the official word on ratio/composition of colors in a bag of M&Ms. Enjoy and discuss the results. Encourage feedback concerning the exercise.

Pre/post Assessment

Pre-Assessment: a discussion was conducted to ascertain the students’ knowledge of the scientific method, simple statistics, and graphing.

Post-Assessment: Correctly filled out worksheets, correct charts, and discussion are the forms of assessment.

Evaluation by Learners

Lots of enjoyment level as well as a visual, physical learning of averages and charts, decimals and fractions.

Reinforcement/Generalization

Helps understanding of charts and graphs, fractional parts, and statistical data.

Comment

Learners were very engaged in the learning process and enjoyed the M&Ms! I might add a unit on means, median, and mode as a pre-unit activity.
Learning the Language of Basic Math Through Team Work

In this session, students will use teamwork to analyze what math word problems are asking and demonstrate their knowledge of math language to determine math operations required to solve word problems.

Objectives
- Students will work together as a team to solve problems.
- Students will identify the key math language words to determine the math operations needed to solve the problems.
- Students will compute math word problems involving addition, subtraction, multiplication, and division.

Work-Based Skills
- KSAs: Listen for understanding; Cooperate with others; Talk respectfully; Follow instructions; GED math skills.
- SCANS: Approaches particular problems by choosing appropriately from a variety of mathematical techniques; Participates as member of team-contributes to group effort.
- EFF: Cooperate with others; Gather, analyze and use information; Solve problems.

Background
This activity was developed to assist the learner in deciding what the word problem is asking before computation is begun.

How to Prepare
- Instructor prepares tables for distribution to each learner outlining math language: addition words, subtraction words, multiplication words, division words, and when to use the operations.
- Instructor assembles a variety of word problems requiring the operations of addition, subtraction, multiplication, and/or division.
- Prepare as handouts.

Active Learning Methods Used
Discussing, writing, and problem solving as a team member.

What to Do During the Activity
Display a colored construction sheet in the middle of each table (e.g., red, blue, orange).

1. Ask learners to draw a color strip (e.g., red, blue, orange) from a box to determine team assignment.

2. Learners station at the table of color chosen.

3. Request each team to elect the following members and define roles:
   - Materials/Supplies Person — retrieves and distributes supplies/handouts.
   - Recorder — Does the writing for the group, reports results.
   - Facilitator — Directs the process.
   - Team Coach — Encourages all team members to contribute to the process.
   - Celebrator — Recognizes and praises accomplishments of the group.

4. Request Materials/Supplies Person...
to distribute Handout #1 to team members.

5. Request Facilitator of each team to discuss contents among members.

6. Request Recorder of each team to share highlights of team’s discussion.

7. Request Materials/Supplies Person to distribute Handout #2 to each team member.

8. Request Facilitators to read the directions aloud to team members and to complete Handout #2 as a team effort, with Coaches encouraging participation.

9. Request Recorders to report results of each team, with Celebrators verbally praising.

10. Direct each team to develop the activity by writing original math word problems, using varying operations of addition, subtraction, multiplication, and division.

11. Following the same directions, circle key math language words, determine math operations, and compute the problems.

For variety, circulate productions among other teams.

**Pre/Post Assessment**

**Pre-Assessment:** Before initiating the activity, learners are asked to share any previous knowledge of math language that cues the learner to the operations needed to compute word problems.

**Post-Assessment:** After the session, learners discuss the effectiveness of the activity in assisting them to compute basic math word problems.

**Evaluation by Learners**

Learners will compute word problems on an individual basis with materials provided by the instructor.

**Reinforcement/Generalizations**

By understanding and applying the language of math, learners will realize how key words cue them to operations needed to compute basic math word problems (a component of the GED examination).

**Comment**

The teaming strategy eased intimidation and math anxiety of the lower achievers. Allowing teams to create their own word problems reinforces skill application. The students enjoyed working together as a team.
Work Place Geometry

Working in teams, students cement their understanding of perimeter and area by figuring the replacement cost of baseboards and floor tiles for the classroom.

Objectives
Students cooperate and communicate with team members to solve a problem. Students apply their understanding of perimeter and area to the classroom.

Work-Based Skills
• **KSAs:** Work on a team effectively; Accurately perform work operations; Listen for understanding; Follow instructions; GED—math.
• **SCANS:** Math—performs basic computations; Participates as member of team—contributes to group effort.
• **EFF:** Gather, analyze and use information; Work together; Cooperate with others.

Background
This activity does require background lessons based on definitions of perimeter and area as well as previous knowledge of using measurement tools such as rulers and tape measuring devices. Students should have background knowledge of fractions.

How to Prepare
Obtain tape measures, write formulas for perimeter and area on the board, divide students into two groups, give instructions.

Active Learning Methods Used
Students are active participants in the solving of the problem.

What to Do During the Activity
1. The students are divided into two groups. One group has the responsibility to find the perimeter of the baseboards in the classroom. The boards are to be replaced. They are then to figure up the cost of replacement. They are given unit cost to replace.

2. The second group of students is told to find the area of the classroom in order to replace existing tile. They also are given unit cost to replace the tile.

Pre/Post Assessment
Students will choose a representative of their group to explain how they reached their answer. Answer will be checked by teacher. If the answer is wrong, the activity will be repeated with the instructor to help the students reach the correct solution to the problem. This same process will be taken with the second group of learners.

Evaluation by Learners
After the exercise is completed, students are asked to write about what they enjoyed about the activity, what they didn’t enjoy, and how this activity could be used in their daily life.

Reinforcement/Generalizations
The discussion on workplace issues

**Type**
An activity to be used with a study of the geometry principles of area and perimeter.

**Learners**
This lesson is suitable for adult learner, level I, II, and III.

**Time Frame**
30 min. to an hour depending on how large your room is and the amount of furniture in the room.

**Room Set-up**
Pair off the student desks into two groups, so they can work together, communicate, and tabulate.

**Materials**
Pencils, paper, tape measuring devices.
should give the students insight on how this applied skill can be used in the workplace. The importance of good teamwork, communication skills, following directions and accuracy of work should impact upon the students.

**Comment**
This really worked well in my classroom. It generated a lot of energy, communication, problem-solving techniques, and interest.
Area, Perimeters, and Cost Factors

Working in teams, students design a one-bedroom apartment layout using graph paper and the Word Perfect 6.0 Graphic Design tool. Using cost factor sheets and cost-per-square-foot estimates from local builders, they estimate the cost per apartment for their designs. As a class, students then make a real-size layout of two of the rooms of one group’s apartment layout on the floor of the classroom using yard sticks and masking tape.

Objectives
- Students will be able to demonstrate the use of measuring tools to aid in determining the area and perimeter of a single bedroom apartment.
- Students will be able to demonstrate how to get one’s cost factor from the measurement of the one bedroom apartment.

Work-Based Skills
- **KSAs:** Listen for understanding; Follow instructions; Work on a team effectively; Accurately perform work operations.
- **SCANS:** Performs basic math computations; Sees things in the mind’s eye—organizes and processes symbols, pictures, graphs, objects, and other information; Acquires and uses information; Uses computers to process information.
- **EFF:** Gather, analyze and use information; Work within the big picture; Work together; Cooperate with others; Plan; Use technology.

Background
The instructor must know how to use Word Perfect 6.0 Graphic Design tool. Drafting skills and knowledge of building codes would be helpful. The students must be able to add, subtract, multiply, and divide. They must be able to use a ruler and follow directions and have some basic computer skills.

How to Prepare
The basics concerning area and perimeters should be reviewed with the students. The instructor should gather the needed materials.

Active Learning Methods Used
Team work, project work, drafting, computer design, laying out room design on classroom floor.

What to Do During the Activity
Students will work in different groups organizing their work as they go. A different work station will be set up in the classroom each day. Student teams will rotate through each station:
- **Day/Area 1**—Using graph paper and rulers, students create an apartment floor plan that must have a bedroom, living area, dining area, kitchen, bathroom, hall closet, washer/dryer area, bedroom closet, and a coat closet.
- **Day/Area 2**—Students use Word Perfect 6.0 graphic design tool to create the layout for their apartment. By utilizing the graphic layout and the different graphic tools, they are able to pull together a computer-generated layout.

**Type**
This activity can be used as the culmination of lessons on measurement.

**Learners**
Appropriate for all learners. The learners will work together in small groups to aid the weaker math students.

**Time Frame**
Anywhere from 3 to 5 days depending on size of class and capability of students.

**Room Set-up**
- **Day 1:** Students work in groups in the classroom.
- **Day 2:** Students work on computers.
- **Day 3:** Clear classroom floor for layout of two rooms.
- **Day 4:** Work in groups on figuring.

**Media Equipment**
Computer with Word Perfect 6.0 Graphic Design tool.
Materials
Graph paper, rulers, newspaper ads, masking tape, tape measuring devices, yardsticks, calculators, contracting material cost factor sheets

(Cost factor sheets can be obtained from any store that sells building supplies such as Lowe’s, Home Depot, etc. These sheets state the current cost of building supplies.

Also, I suggest that teachers call a local contractor or two to get estimates of the current building cost per square-foot in their area. This will aid in estimating total area cost.)

Learner Handouts
Cost factor sheets and contractors’ estimates of the current building cost per-square-foot.

- **Day/Area 3**—Students work together as a whole class to use the classroom floor, yardsticks, and masking tape to lay out one apartment bedroom and bathroom setups, making changes as needed.

- **Day/Area 4**—Students will work in groups to figure the cost of building one sample of a one-bedroom apartment. Cost factor sheets and contractors’ estimates of the current building cost per-square-foot will be provided.

Pre/Post Assessment
Pre-Assessment: Student/teacher discussion of math basics concerning areas and perimeters.
Post-Assessment: The completed floor plan and the cost factor for constructing a one-bedroom apartment.

Evaluation by Learners
By assessing the interest within the classroom and the end result of each activity, the instructor will be able to evaluate the success of the lesson.

Reinforcement/Generalizations
This project reinforces teamwork, problem solving, computer skills, communication, assessment, and budgeting.

Comment
Students always enjoy a group activity and were interested in how buildings are measured and constructed.
Two-Week Imaginary Vacation

Students (in two-person teams) plan and then pretend to actually go on a two week vacation with their children, writing each day’s experiences and expenses in a journal. The unit includes math, science, social studies, literature (or reading) and writing as well as parenting, citizenship and work components.

Objectives
Students will cooperate with a partner to choose a destination, plan an itinerary, predict and compute expenses, journal their imagined experiences, and reflect on their project.

Work-Based Skills:
• KSAs: Working as a team; Following instructions; Dependability (team must be there every day to work together); Listening for understanding; Cooperating with others; Getting along with others; Talking with respect; Doing the right thing.
• SCANS: Identifies, organizes, plans, and allocates resources; Prepares budgets, keeps records, and makes adjustments to meet objectives; Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules; Communicates thoughts, ideas, information, and messages in writing.
• EFF: Gather, analyze and use information; Manage resources; Work together; Plan.

Background
Traveling partners have been paired (teacher tries to put lower level with higher level) and partners have decided prior to the first day of this unit on the location to which they want to travel. They have called or written for state tourist information a month or two in advance. This was a pre-lesson on how to use the telephone to obtain information. There were 1-800 telephone numbers for the state tourist offices.

How to Prepare
An information sheet for each team should be prepared in advance. Information on the sheet is:
• miles per gallon assumed for their car
• the price per gallon of gas
• the borders of where they may travel
• how much gas their tank will hold
• how much money each team member has saved a month over a 12-month period for this vacation

Active Learning Methods Used
Journaling, partner activities, daily used math problems, keeping a budget.

What to Do During the Activity
Students will be given certain constants: miles per gallon, price of gas, borders of where they may travel, how much gas tank will hold, and how much money each team member has saved a month over a 12-month period (starting balance). They must keep a daily running balance.

Type
This project-based learning activity will take two weeks of daily work.

Learners
This activity is suitable for all learners.

Time Frame
Teams should work together two hours a day for 10 days.

Room Set-up
Can be done at student’s desk or tables.

Materials
Each team needs a notebook for journaling, rulers, state tourist info, road maps, encyclopedias, and the information sheet.

Learner Handouts
Information sheet with constants of gas mileage, etc.
become familiar with maps, mileage, gas consumption, states they will be traveling through to get to their chosen vacation spot, budgets, researching biomes of states they visit, researching historical sites they may visit, and how they will journal every day to relate all of these facts. Teacher will accomplish this by lecture discussion, modeling of map skills and encyclopedia skills for gathering information.

- **Days 2-9:** Students figure out where they will be and what they will see on each day of their journey. Teacher should monitor and adjust, answer questions, etc. Students keep a journal of their imagined day’s experiences including expenses, miles traveled, sites seen, stops made, beginning and ending location, and lodging.

- **Day 10:** Final journal entry concerning getting home, wind-down time, etc. Any final reflection of trip. A final summing up of opinions of the project as a whole.

**Pre/Post Assessment**
Listening to individual teams as they plan where they will visit and call for information will give the teacher a pre-assessment of the facility of their trip-planning capabilities. By reading the journal entries the instructor should be able to see that partners have shared the work and all aspects of plan were completed.

**Evaluation by Learners**
Students are asked to write a summary discussing their opinions of the project. Did they enjoy it? What did they learn?

**Reinforcement/Generalizations**
Students came to the understanding that vacations and trips are not out of their reach. They also improved map skills, parenting, and other vital life skill areas.

**Comment**
Be prepared for the first couple of entries to be rather stiff, but as they loosen up students start using their creativity and feel they really are experiencing this trip.
Read, Write, and Discuss to Reinforce KSA Skills

This is a whole class activity in which students read and analyze a newspaper commentary on an issue of current significance. Then they write letters to the editor about the issue raised.

Objectives
Students will read, analyze, and paraphrase a newspaper commentary. Using teamwork, they will reflect on the article as a group and discuss it. They will organize their thoughts and write a response.

Work-Based Skills
• KSAs: Cooperate with others; Work on a team effectively; Follow instructions; Accurately perform work. Students use the KSAs mentioned above as they read, consider, reflect, discuss, analyze, and write about the content of the news commentary. They consider how the ability to organize their thoughts, attend carefully to details, and express themselves clearly in speaking and writing are valuable assets in the workplace.
• SCANS: Participates as member of team—contributes to group effort; Exercises leadership—communicates ideas to justify position; Responsibly challenges existing procedures and policies.
• EFF: Read critically, cooperate with others; Convey ideas in writing; Exercise rights and responsibilities.

Background
Instructor should be familiar with the issue and the background of the issue in the community that is raised in the newspaper article. Class is familiar with KSAs.

How to Prepare
Have copies of newspaper article ready for students. Choose and list vocabulary words for dictionary skills.

Active Learning Methods Used
Group discussion, brainstorming, teamwork, writing/composing.

What to Do During the Activity
1. Present general news issue to the class. Students share a few ideas about their awareness of the topic. Next, they read the article silently, then aloud. Vocabulary words are highlighted, and students use dictionaries to note meanings in context and pronunciations.

2. Check their comprehension of these words by reading and explaining the sentences from the article.

3. Students discuss the article to identify “who, what, where, when” facts and to distinguish factual statements from statements of opinion.

4. Students should demonstrate ability to participate in a discussion appropriately, speaking with respect for others’ ideas, listening for understanding, and cooperating together.

5. After everyone has had a chance to express his/her views, students will
write letters to the editor about this issue, or another current news issue of concern to them.

**Pre/Post Assessment**
Discussion before and after the lesson about how the importance of sharing ideas and working with others in a constructive way can be valid in the classroom, home, neighborhood, and workplace.

**Evaluation by Learners**
Discussion provides an opportunity for students to describe the ways their experiences during this activity might or might not be useful in activities outside the classroom.

**Reinforcement/Generalizations**
Students should feel that their opinions on issues are worth sharing, and that they can contribute to a larger group—a class, a working group, and/or a community. KSAs are closely related to EFF skills, and are equally valid when viewed as skills for family and community members as well as workers.

**Comment**
We chose as a topic the shootings at Columbine High School in Littleton, Colorado. There were lots of editorial pieces to choose from and my students expressed their opinions readily when we discussed it in class. Writing letters to the editor on a topic about which they had strong feelings was a good way to get across the idea that “what you write is what you said.” Students are somewhat more willing to revise and edit when they know they are going to actually send in their writing to someone and that it might actually be printed in the paper.

It was a good idea to use a topic that had some long-term interest because some students took quite a long time to revise and rewrite, and the topic was still on the minds of people even weeks after it was first news. One of my students took it upon herself to try to use the vocabulary words that we learned from this reading in her letter. That was a good extension of the lesson. Another extension we used was comparing the columnists’ writings on the story and the news reporting of the story to observe how different purposes for writing result in different writing styles. We actually read several different columnists’ writings about the shootings and noted different writing styles there too.

An added bonus was that several of the columnists’ pictures were with their columns, and students could pick out the ethnic backgrounds of the columnists. When they knew the columnist had the same ethnic background as they did, the columnist then became a role model for them.
Science: The Effects of Salt Water on Steel or How to Prevent Rust

Jan Dunn
Bradley County ABE

Students brainstorm about what solutions they think might help prevent steel from rusting. On the following day, students do an experiment to test the solutions. In groups of three, students decide which two solutions they want to dip a steel wool pad (non-soap) into, and then spray the dipped pad with a salt water solution. Students observe and notate what happens for one week.

Objectives
Students formulate hypotheses, conduct experiments, observe results, and draw conclusions. They will work cooperatively in groups.

Work-Based Skills
• KSAs: Working on team effectively; Cooperating with others; Talking with respect; Following instructions; and Accurately performing work.
• SCANS: Organizes and maintains information; Participates as member of team—contributes to group effort.
• EFF: Gather, analyze and use information; Work together; Research.

Background
We had been talking about the Titanic and the little robot-like vessel that was used to investigate the wreckage. In the discussion it was brought to their attention that a problem the scientists had experienced with this vessel was that it rusted rapidly when in the salt water for long periods of time. Scientists were trying to find a way to prevent this. This lesson explores the students’ interest.

How to Prepare
The instructor gathers the materials needed to do the experiment after the students have decided on the first day what solutions they want to try.

Active Learning Methods Used
Brainstorming, teaming, hands-on production, writing down observations rest of week (one person).

What to Do During the Activity
This is done with the brainstorming of solutions one day (so teacher has an idea of what things to bring for the experiment) and actually doing the experiment the next day with a week for observation of steel wool pads, checking for rust (or no rust).

1. The day before the experiment, students brainstorm ideas of solutions which might prevent steel from rusting.

2. The teacher brings the solutions for use the next day along with bowls, (a fork, depending on solutions), and a spray bottle of salt-water solution.

3. Write the solutions that the students are to choose from on the board. Students are divided into cooperative groups of 3-4 students.

4. Students, in their groups, decide on two solutions to try.

5. The teacher will pour into the bowls a certain amount of each solution (excluding paint—we used spray paint) and as each
group decides on the solutions they want to use, they will come and get it and take it back to their table.

6. They will take the steel wool pads and dip one into each solution they chose.

7. After the steel wool pad dries, students saturate them with salt-water solution and set both aside on a piece of paper towel labeled as to the solution used and the group doing the experiment.

8. The pad plus towel are placed on a shelf to observe for a week.

9. Students will then decide on a note taker to notate on a daily basis for one week observations of the pads rusting (or not rusting), any surprises from how they thought results would be, etc.

10. Students will have to share the salt-water spray and solution bowls, if several choose same solutions. (They can learn patience this way and consideration).

11. At the end of a week, groups meet to write up a short report on their results from the notes taken on their experiment.

**Pre/Post Assessment**

Note group dynamics for cooperation. At the beginning of class each day check with groups about their observations and make sure their note-taker is writing observations down for the group. Use the report at the end as an assessment.

**Evaluation by Learners**

Their observations of the steel wool pads and written daily notes.

**Reinforcement/Generalizations**

The KSAs in this experiment/science lesson are reinforced on Friday with group activities pertaining specifically to work skills.

**Comment**

This science lesson was good for the class because a lot of them hate doing the more serious and sometimes boring (to them) group activities we do on Friday for their work skills time. In doing this experiment as a group activity, they got to see that groups can be fun to work in sometimes. It also gave them the opportunity to work together on decision-making and getting along with others cooperatively in a group.

Students also learned something about scientific experiments being done according to certain procedures, etc. They had to do it in specific order and follow instructions in order to do that. The biggest plus for my students and for me was that we learned science can also be fun! It was a way for me to enjoy teaching a science skill—hypotheses, test, observation, etc. Not just the same old same old, “write on board, students take notes” type of lesson.
News You Can Use

This lesson encourages students to be involved in what is happening in their community and to speak out on the issues. Students read articles in the newspapers and write letters to the editors. They discuss how they can become involved in current, local issues.

Objectives
Students become aware of community issues, read the newspaper for information, write a letter requesting action, and learn how to follow up on an issue.

Work-Based Skills
• KSAs: Listen for understanding; Talk respectfully.
• SCANS: Communicates thoughts, ideas, messages in writing; Thinks creatively, makes decisions; Understands systems—knows how social, organizational, and technological systems work and operates effectively with them.
• EFFs: Gathers, analyzes and uses information; Work within the big picture; Exercise rights and responsibilities; Read critically; Convey ideas in writing; Advocate and influence.

Background
Our clients are part of a group that feel they have no voice—having things done to them rather than doing what they want done. They learn to use the newspaper to be involved in the community and use their voice through understanding an issue, speaking out on an issue, and taking action concerning it.

How to Prepare
Read through the local newspaper for an issue that would affect/interest students. Possibly do research about history of the issue. Consider inviting a local government official to visit and discuss the issue.

Active Learning Methods Used
• Reading and responding
• Discussing
• Writing a letter to editor
• Following the story for several days/weeks

What To Do During the Activity
This activity can be done with any local issue using the local newspaper. What follows is specific to the issue we dealt with.

Day 1:
1. Read an article from The Tullahoma News and Guardian concerning the closing of the CD Stamps Community Center. Answer the following questions as you read:
   • What’s the problem?
   • What are the city’s reasons for the action?
   • When can citizens voice their opinion?
   • What reasons would you give for NOT taking this action?
   • What would you propose doing with this property?

2. Discuss the questions and the ramifications of the proposed actions.
Direct students to write a letter to the editor, the mayor, or the superintendent of schools.

Day 2:
3. Read the article concerning citizen reaction to the closing and the defense fund that has been started to save the building as well as the letter to the editor.
   - What new information do you see in the article?
   - Do you think this is an appropriate action?
   - Do you agree with the opinions expressed?

Day 3: *(and additional days while the issue is in the news)*
4. Read follow-up articles concerning the building and the relocation of Head Start as a result. Continue to encourage writing to appropriate persons about concerns.

**Pre/Post Assessment**

**Pre-Assessment:** Discussion of the voice the students feel they have in community affairs.

**Post-Assessment:** Completed letter to the editor on Day 1. Reading skills each day. Discussion of the issue.

**Evaluation by Learners**
My students became very involved in this issue since it affected Head Start. One of my students even received a letter from the mayor expressing appreciation for her concern.

**Reinforcement/Generalization**
This lesson transfers into the learners’ lives by strengthening their ability to analyze issues and express their opinions. In addition, it helps their self-esteem by giving them a voice. Employers need employees that are able to understand and assess issues and speak out about resolutions of problems.

**Comment**
This lesson was a winner with my students because it addressed something that hit close to home.
Essay Writing Using Business Letters

Once a week, students write and send letters on issues they are interested in or concerned about to the person who would be concerned with that issue. (It could be a letter to the editor or to some authority figure.) Letters are word-processed.

Objectives
Students will strengthen their writing skills by regularly writing letters on issues of importance to them to express themselves in a business letter format. Students will learn word-processing skills.

Work-Based Skills
- **KSAs:** Accurately perform work operations; GED (writing).
- **SCANS:** Writing—communicates thoughts, ideas, information, and messages in writing; Creative thinking—generates new ideas; Interprets and communicates information; Uses computers to process information.
- **EFF:** Gather, analyze and use information; Develop and express sense of self; Convey ideas in writing; Advocate and influence; Reflect and evaluate.

Background
Class discussion of issues in the community or students’ lives will give class and teachers some ideas on writing topic.

How to Prepare
Instructor needs to show students a proper business letter format.

Active Learning Methods Used
Discussion, writing, word processing.

What to do During the Activity
1. After topics are found, brainstorming can be done as a group. (I have found it better for each student to have her own idea so each letter will be more original. Letters tend to be the same otherwise.)

   Editing each other’s work has worked well with some groups, and not so well with others.

2. Most business letter essays can be done in three paragraphs. One example, which the students seem to particularly enjoy, is a business letter to ABE supervisor with a copy to DHS area manager.

3. The three-paragraph format is as follows:
   1. Tell a little about yourself.
   2. What have you especially enjoyed about being in the program.
   3. What would you change about the program, if possible.

   A copy of each letter is kept in a special folder. Discussion is always good afterwards.

Pre/Post Assessment
In most cases, improvement in writing skills and expression of feelings can be seen from one letter to the next.
issues that concern them in the daily paper.

**Learner Handouts**
A copy of a business letter format.

**Evaluation by Learners**
Students take great pride in their “creations.” Their comfort level in writing also improves and most state that they have less fear of the GED essay. This evaluation can be done by discussion.

**Reinforcement/Generalizations**
On occasion, students’ suggestions have been implemented, and this has been a great reinforcer to them. For example, one student suggested that we needed a larger chalkboard. Our supervisor did purchase this for us. Not only does writing seem to improve but editing their own work improves, which is needed for the GED (writing skills part I).

**Comment**
See “Reinforcement/Generalizations” section.