KSA Awareness Evaluation

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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
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.

Type
This activity could be expanded into a series of lessons but has been combined here as a two-part lesson.

Learners
All types of learners at any level could benefit from this lesson.

Time Frame
This lesson could be done in a series but has been combined into a two-part plan that will last approximately 2 hours (one hour for each part).

Room Set-up
Instructor should allow enough room for students to spread out with a partner.

Media Equipment
Could be beneficial but is not necessary.

Materials
• Chart paper, markers, drawing paper, scrap
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.
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 or 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.

Objectives
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 workplace......
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

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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 work, 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.

Type
Stand-alone.

Learners
Suitable for all levels of learners.

Time Frame
10-15 minutes for students
15 minutes prep time to tape record.

Room Set-up
Table, chairs.

Media Equipment
Tape recorder.

Materials
Tape recorder and telephone.
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.
- **EFF:** 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; Speak so others can understand; 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.
**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-
sessions 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

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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

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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...
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?
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.