First Day Packet

Thought for the Day

“Education is not the filling of a pail, but the lighting of a fire.”

—William Butler Yeats

Ask Yourself:

1. What is the author saying?
2. What does it mean to me?
3. Why is it important?
4. How can I use it?
The STAR Method

Stop → Review → Act → Think

LEARNING SKILLS
Which Are You?

“This is the opportunity I have been waiting for!”

“I don’t really want to be here.”

“Forget it. This isn’t really important.”
The Five Truths of Learning

1. It is OK to make mistakes.

2. Everyone learns in her own unique way and according to her own clock.

3. It is intelligent to ask for help. No one has to do it alone.

4. We can do more and learn more when we are willing to take risks.

5. Everyone needs to think and learn.
Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE FOUR PURPOSES

Access
To information so adults can orient themselves in the world

Voice
To be able to express ideas and opinions with the confidence they will be heard and taken into account

Independent Action
To be able to solve problems and make decisions on one’s own, acting independently, without having to rely on others

Bridge to the Future
Learn how to learn so adults can keep up with the world as it changes

ACCOMPLISH THESE COMMON ACTIVITIES

• Gather, Analyze, and Use Information
• Manage Resources
• Work Within the Big Picture
• Work Together
• Provide Leadership
• Guide and Support Others
• Seek Guidance and Support From Others
• Develop and Express Sense of Self
• Respect Others and Value Diversity
• Exercise Rights and Responsibilities
• Create and Pursue Vision and Goals
• Use Technology and Other Tools to Accomplish Goals
• Keep Pace With Change

DEMONSTRATE THESE GENERATIVE SKILLS

Communication Skills
• Read With Understanding
• Convey Ideas in Writing
• Speak So Others Can Understand
• Listen Actively
• Observe Critically

Decision-Making Skills
• Use Math to Solve Problems and Communicate
• Solve Problems and Make Decisions
• Plan

Interpersonal Skills
• Cooperate With Others
• Advocate and Influence
• Resolve Conflict and Negotiate
• Guide Others

Lifelong Learning Skills
• Take Responsibility for Learning
• Reflect and Evaluate
• Learn Through Research
• Use Information and Communications Technology

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

• How We Grow and Develop
• How Groups and Teams Work
• How Systems Work
• Rights and Responsibilities
• Culture, Values, and Ethics
• How the Past Shapes the World We Live In
Adult Education System

Tennessee Department of Human Services
Completion Levels

HIGHER EDUCATION

ABE 4
9.0 – 12.9

ABE 3
6.0 – 8.9

ABE 2
2.0 – 5.9

ABE 1
0.0 – 1.9

Learning Skills Course

National Reporting System Completion Levels Used by the Tennessee Department of Labor and Workforce Division

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>0.0 – 1.9</td>
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<tr>
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<td>Level 3</td>
<td>4.0 – 5.9</td>
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<td>Level 4</td>
<td>6.0 – 8.9</td>
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<tr>
<td>Level 5</td>
<td>9.0 – 10.9</td>
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<tr>
<td>Level 6</td>
<td>11.0 – 12.0</td>
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</tbody>
</table>
Top 10 Goals

<table>
<thead>
<tr>
<th>What are your TOP 10 goals?</th>
<th>Why is it important or what is the payoff?</th>
</tr>
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<tbody>
<tr>
<td>1. ________________________</td>
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<td>10. _______________________</td>
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Goals Worksheet

Family and Home
__________________________________
__________________________________
__________________________________

Work
__________________________________
__________________________________
__________________________________

Self
__________________________________
__________________________________
__________________________________

Community
__________________________________
__________________________________
__________________________________

Goals
What goals do you want to reach?

Adapted from: Project Read, San Francisco Library System
Plan

- Set and prioritize goals.
- Develop an organized approach of activities and objectives.
- Actively carry out the plan.
- Monitor the plan’s progress while considering any need to adjust the plan.
- Evaluate its effectiveness in achieving the goals.
Learner Note Taker: 
*Goals Setting*

Main Point 1. Goal-Setting Worksheet – What are your goals?

Main Point 2. What is a SMART goal?

Main Point 3. Develop a plan and record the EFF Standard for *Plan*.

Main Point 4. Regression Analysis
Title: *Bill Cosby Success Story*

**Educational Goal:** The goal of this lesson is for each learner to
1. Comprehend the *Bill Cosby Success Story.*
2. Respond positively to Bill’s story and how it applies to your life and goals.

**Objective:** You should be able to:
Cognitive: Comprehension/Understanding
1. Explain Bill Cosby’s journey to success.
2. Identify how Bill took responsibility for his learning.

Respond
1. Participate in class discussion.
2. Predict how you can be successful.

**Overview:** This homework lesson focuses on Bill Cosby and his rise to success. Most of us know what Mr. Cosby has done in his career, but you may be surprised to find out what it took for him to reach success.

**Directions:** Read the *Bill Cosby Success Story* and answer the questions below. Be prepared to discuss your answers tomorrow.

1. What did it take for Bill to become successful?

2. What will it take for you to be successful?

3. How did Bill take responsibility for his learning?

*Use story from Internet. Suggested site: mrshowbiz.go.com.celebrities/people/billcosby/bio.html
Learner Note Taker:

*Take Responsibility for Learning*

Main Point 1. What is *Take Responsibility for Learning*?

Main Point 2. The five components of *Take Responsibility for Learning*…

Main Point 3. The purpose of *Take Responsibility for Learning*…
Pre-Survey

Take Responsibility for Learning

What does it mean?

Why is it important?

How can I use it?
Take Responsibility for Learning

- Establish learning goals that are based on an understanding of one's own current and future learning needs.
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.
- Become familiar with a range of learning strategies to acquire or retain knowledge.
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning.
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.
- Test out new learning in real-life applications.
Post-Survey
Take Responsibility for Learning

What does it mean?

Why is it important?

How can I use it?
Learner Note Taker: Why We Assess

Main Point 1. What are your past experiences with taking a test or assessment?

Main Point 2. Is taking a test or assessment important?

Main Point 3: Assessment Process

Main Point 4. Who benefits from taking a test or assessment?

“Who Benefits From Assessment” Mind Map
Title: Academic Survival Guide

Educational Goal: The goal of this lesson is for each student to
(1) Comprehend the Academic Survival Guide and
(2) Respond positively to the guide and how it applies to your life and goals.

Overview: Tonight’s handout focuses on tips for studying and test-taking strategies that will help you to improve your scores. This assignment will also help you understand how to use the Shewhart Cycle as a tool to better prepare yourself or study and take tests.

Directions: Read the Academic Survival Guide and answer the questions below. Be prepared to discuss your answers with the class tomorrow.

1. What is the guide saying?
2. What does it mean to you?
3. Why is it important?
4. How can you use it?
Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.
Learner Note Taker: *Reading Strategies*

Main Point 1. Determine the reading process.

Main Point 2. Select reading strategies appropriate to the purpose.
1. Multiple-Choice Question
2. Main Idea Questions
3. Fill in the Blank Questions
4. Questions That Refer to Visuals
5. Spelling
6. Math Questions

Main Point 3: Monitor comprehension and adjust reading strategies.

Main Point 4. Analyze the information and reflect on the underlying meaning.

Main Point 5. Integrate information with prior knowledge to address the reading purpose.
Main Point 1: Definition and key elements of the communication process.

Key Elements:
1. Sender
2. Message
3. Receiver
4. Feedback

Main Point 2: Barriers to Communication

Main Point 3: Types of Communication
Learner Note Taker: 
How We Learn

Main Point 1: Some Basic Statements and Model for the Process of Learning.

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>ORGANIZING</th>
<th>STORING</th>
<th>RETRIEVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming information through the five senses</td>
<td>Sorting</td>
<td>Short-Term Memory &amp; Long-Term Memory</td>
<td>Recall Remembering to perform</td>
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<td>And also through the 6 Intelligences</td>
<td>Analyzing</td>
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<tr>
<td>Linguistic</td>
<td>Comparing</td>
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<td>Logical – Mathematical</td>
<td>Integrating</td>
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<td>Body – Kinesthetic</td>
<td>Questioning</td>
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<td>Spatial</td>
<td>Sequencing</td>
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<td>Interpersonal</td>
<td>Organizing</td>
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<td>Intrapersonal</td>
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MP 2: Bloom and Krathwohl's Taxonomies of Learning

**Cognitive Domain of Learning**

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

**Affective Domain of Learning**

- Receiving
- Responding
- Valuing
- Organizing
- Characterization
Main Point 3: Thorndike’s Laws of Learning

- **Law of Readiness:** People learn best when they are ready to learn.

- **Law of Exercise:** People can enhance their memory through repetition, based on drill and practice. Those things repeated are best remembered.

- **Law of Effect:** Learning is strengthened when it is accompanied with a pleasant or nonthreatening situation or environment but is decreased when associated with an unpleasant situation or environment.

- **Law of Primacy:** First impressions are often strong, almost unshakable. Things learned first stay with us longer.

- **Law of Intensity:** Learners learn more from doing the real thing than a substitute.

- **Law of Recency:** This law basically means, all things being equal, things most recently learned are best remembered.
Comparing Cognitive and Affective Domains of Learning
Reflect and Evaluate

- Take stock of where one is: assess what one knows already and the relevance of that knowledge.
- Make inferences, predictions, or judgments based on one’s reflections.
Title: *The Communications Loop*

**Educational Goal:** The goal of this lesson is for each student to:

1. Comprehend the Communications Process.
2. Respond positively to the process.
3. Apply it to a real-life situation.

**Objective:** Each learner will:

*Cognitive*
- Explain the Communication Loop.
- Identify when you have used it as a parent, worker, or citizen.

*Affective*
- Participate in class discussion about homework.
- Use the Communication Loop in your life.

**Overview:** This lesson asks you to understand the Communication Process enough to effectively use it in your life over the weekend.

**Directions:** Review your notes from the Communication Process/Loop lesson. Then identify and explain how you used the process in your life by writing about your experience.

1. How did you use the Communication Process in your life?
Learner Note Taker: *Learning Styles*

Main Point 1. Learning Styles Preference

Main Point 2. Reflect and Evaluate on the Learning Styles Results

Main Point 3. Index of Learning Styles

Main Point 4. Using Learning Styles in Your Other Adult Roles
Learner Note Taker

The Writing Process

Main Point 1: What is the Writing Process?

Main Point 2: What is the Logic Tree?

Main Point 3: How will we use the Writing Process and the Tree?
Convey Ideas in Writing

• Determine the purpose for communicating.
• Organize and present information to serve the purpose, context, and audience.
• Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.
• Seek feedback and revise to enhance the effectiveness of the communication.
Writing Process

1. Pre-write = Plan
   — Define your purpose, topic, and audience.
   — Make a list of main ideas and supporting details.

2. Compose First (Rough) Draft
   — Write a strong topic sentence and back it up with facts, examples, and details.
   — Develop an introduction to the topic.
   — Develop main points and supporting details.
   — Develop a concluding paragraph.

3. Evaluate, Revise, and Edit
   — Evaluate your writing to see if it meets your purpose, then
     • revise your writing by rereading and making improvements
     • edit your writing for content, style, and grammar
     • read aloud to make sure it makes sense, and check to see if you left anything out.

4. Write Your Final Draft
   — After editing and revising your work, prepare a final draft.
   — Proofread the final version to make sure that you did not miss any errors, such as spelling, punctuation, and paragraph indentation.

5. Publish the Final Draft
The Writing Process

Lesson 11

Theme: Within so many hamburgers, people can choose on how to eat a burger. Perhaps that is why hamburgers are a popular food.

Meats

Buying Hamburgers

Preparing Hamburgers

Buns

Condiments

Soybean
Ground Turkey
Ground Beef/Chuck

Grocery Store
Deli
Restaurant
Fast Food

Grill
Broil
Bake
Fry

Onions, Pickles
Mayonnaise/Ketchup

Mustard
Tomato
Lettuce
Cheese

Sourdough
Sesame Seed
White
Wheat
Hamburgers

Hamburgers are the most popular food on the earth. Lots of people all over the world eat burgers. They are so good! There are lots of different things about hamburgers. There are many types of breads to pick from, like wheat bread. What make the burgers more tasteful are the condiments. Things like mustard, lettuce, cheese, and all other types of things make it taste better. Hamburgers can be made all sorts of ways, like grilled, fried, or straight out of the icebox. Or you can buy your hamburger already made at lots of different places. And if you are cheap, you can make them at home, so you’ll have to decide what kind of meat you want to use. All of these things are important.

First, there is the bun. You can eat them anyway you want. You can bake them, steam them, or eat them cold right out of the “frig.” You can decide how to fix the bun after you’ve decided what kind of bread to use. There’s wheat, white, sesame seed, sourdough, and others, too.

Condiments mean the stuff you put on your hamburger. You can use cheese, lettuce, tomatoes, mustard, mayonnaise, ketchup, onions, pickles, and things like that. You can even put chili on your burger if you’d like.

This is how you make a hamburger. There are lots of different ways, depending on what you want. You can fry it. Some people like to bake their burgers for lower fat. Broiling can also be done. And you can grill hamburgers for that charcoal taste that so many people like.

Where all can you get hamburgers? That depends on how much money you want to spend. You can get burgers at fast food places like Burger King, McDonald’s or Wendy’s. Or you might go to a restaurant like Applebee’s or Shoney’s. Some people prefer to get their burger at a deli. They go to places like Vol’s Market or Sam & Jerry’s.

Finally, some people like to make it themselves, so they buy the meat and stuff at a grocery like Kroger, Winn Dixie, or Food Lion.

If you do make it yourself, you get to decide what kind of meat to use for your burger. The most popular meat is ground beef. But some people like ground chuck. You can even use ground turkey or soybean if you want a healthier burger.

There are lots of different things to think about when you think about hamburgers. You have to think about the kind of bun that you want, the stuff (or condiments) that goes on it, and how it’s made. If you don’t want to cook for yourself, there are lots of places to get a hamburger. Or you can choose your own favorite meat and fix it yourself. Why are hamburgers so popular? Maybe because you have so many choices when it comes to your hamburger. You can choose your bun, your meat and the stuff you want to put on it. It’s your choice!
Title: *Watch the World News*

**Educational Goal:** The goal of this homework is for each learner to:

(1) Comprehend how watching the world news helps them to critically think about the world around them.

(2) Respond to watching the news and what they can do as it applies to their lives and goals.

**Objectives:** Each learner should be able to:

**Cognitive:** Comprehend/Understand by

(1) Explaining how watching the news can improve their learning.

(2) Identify facts related to the news story and assess the relevance of that knowledge.

**Affective:** Respond:

(1) Predict how they can make inferences, predictions, or judgements based on their reflections of the news story.

**Directions:** Watch your local or world news and answer the questions that follow. Be prepared to share tomorrow what you discovered.

1. Watch your local or world news.

2. Select a news story.

3. What are the main points of the news story?

4. What are the supporting details?
Learner Note Taker

**Johari Window**

**Overview:** This optional lesson provides a look into how we view ourselves and how others view us. It is also a model for opening up the lines of communication with others. It serves to show how we become increasingly more open to others as we get to know them and share information about our self.

**Educational Goal:** The goal of this lesson is for each learner to better understand themselves and how others see them.

**Objectives:** The learner will:
- **Cognitive:** Explain how the Johari Window works
- **Affective:** Respond to the value of understanding our self better and how others view us.

**Skill Standard Connections:** As people learn and work with each other over time, we reveal things about ourself whether directly or indirectly. In becoming part of a team we need to be open and communicate. We need to be open to how other people see us.

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
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<tbody>
<tr>
<td><strong>Take Responsibility for Learning</strong></td>
<td><strong>Self-Awareness</strong></td>
</tr>
<tr>
<td>• Establish learning goals that are based on an understanding of one's own current and future learning needs.</td>
<td>• To know oneself</td>
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<tr>
<td>• Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.</td>
<td>• Knowledge gained through means of information</td>
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<td>• Become familiar with a range of learning strategies to acquire or retain knowledge.</td>
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<td>• Identify and use strategies appropriate to goals, tasks, context, and the resources available for learning.</td>
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<td>• Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.</td>
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<td>• Test out new learning in real-life applications.</td>
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The same openness and learning should also take place in the home with family and friends. The connections between Johari Window, EFF Standards, and retail skills standards are closely tied to our individual growth.

Main Point 1: Background on the Johari Window

<table>
<thead>
<tr>
<th>Things I know about myself</th>
<th>Things I don't know about myself</th>
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<tbody>
<tr>
<td>Things others know about me</td>
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<tr>
<td>Things others don't know about me</td>
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Main Point 2: Arena

<table>
<thead>
<tr>
<th>Things I know about myself</th>
<th>Things I don't know about myself</th>
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<tbody>
<tr>
<td>Things others know about me</td>
<td>Arena</td>
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<tr>
<td>Things others don't know about me</td>
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</table>
### Main Point 3: Hidden Area

<table>
<thead>
<tr>
<th>Things others know about me</th>
<th>Things I know about myself</th>
<th>Things I don't know about myself</th>
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<tbody>
<tr>
<td>Arena</td>
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<tr>
<td>Hidden Arena</td>
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</table>

### Main Point 4: Blind Spot

<table>
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<tr>
<th>Things others know about me</th>
<th>Things I know about myself</th>
<th>Things I don't know about myself</th>
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</thead>
<tbody>
<tr>
<td>Arena</td>
<td></td>
<td>Blind Spot</td>
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<tr>
<td>Hidden Arena</td>
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</table>
### Main Point 5: Unknown Area

<table>
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<th>Things I know about myself</th>
<th>Things I don’t know about myself</th>
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<tbody>
<tr>
<td><strong>Arena</strong></td>
<td><strong>Blind Spot</strong></td>
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<tr>
<td><strong>Hidden Arena</strong></td>
<td><strong>Unknown Area</strong></td>
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### Main Point 6: Putting It All Together

<table>
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<th>Things I know about myself</th>
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<td><strong>Hidden Arena</strong></td>
<td><strong>Unknown Area</strong></td>
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</table>
What does all this mean to you?

Why is this important?

How can you use this information?
— At work?

— At home with the family?

— In the community with friends and neighbors?
Listen Actively

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.
Learner Note Taker

*Listen Actively*

**Overview:** This lesson will provide the student with a clear definition of the communication skill—*Listen Actively*—and the elements of the skill.

**Educational Goal:** The goal of this lesson is for each learner to comprehend the communication skill—*Listen Actively*.

**Objective:**

*Cognitive:* Define *Listen Actively*
- Identify appropriate strategies to use with the standard to increase communication

*Affective:* Contribute to classroom discussion
- Receive the information and apply it in their daily lives

**Skills Standard Connection:** This lesson links to past lessons on the communication process and prepares learners for future lessons by giving them a good foundation in communication skills.

Main Point 1. Why do people listen?
Main Point 2. Importance of listening

Main Point 3. Effective listening means hearing, comprehending and remembering.

Main Point 4: Tips for effective listening and ways to improve your listening skills.

Main Point 5: Monitor the effectiveness of your communication.
# EFF Standard and Strategies

<table>
<thead>
<tr>
<th>EFF Standard</th>
<th>Strategies</th>
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<tbody>
<tr>
<td><strong>Listen Actively</strong></td>
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<tr>
<td>• Attend to oral information</td>
<td>— Maintain eye contact</td>
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<td>• Clarify purpose for listening and use listening strategies appropriate to that purpose</td>
<td>— Smile</td>
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<tr>
<td>• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension</td>
<td>— Pay attention physically</td>
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<tr>
<td>• Integrate information from listening with prior knowledge to address listening purpose</td>
<td>— Ask open-ended questions</td>
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<td>— Summarize</td>
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<td>— Paraphrase</td>
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<td>— Interpret verbal and nonverbal clues</td>
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<td>— Align thoughts and feelings with those of the speaker</td>
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<td>— Try to understand the other person’s point of view</td>
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<td>— Watch body language</td>
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<td>— Take notes</td>
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<td>— Do not interrupt the speaker</td>
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<td>— Check back to be sure you understood what the sender meant to say</td>
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<td></td>
<td>— Don’t let your personal views interfere with listening</td>
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</tbody>
</table>
Title: *Listen Actively*

**Educational Goal:** The goal of this homework is for each learner to:
1. Comprehend listening actively and
2. Respond positively to active listening as it applies to their life and goals.

**Objectives:** You should be able to:

**Cognitive:** Comprehend/Understand by
1. Explaining how to listen actively.
2. Identifying what strategies you used to listen actively.

**Affective:** Respond:
1. Predict how they can use strategies to listen actively.

**Overview:** The *Listen Actively* homework asks you to begin using effective listening strategies at home and in your life. Active listening is a valuable skill that adults need to know and be able to do in their lives as parents, workers, and citizens.

**Directions:** Use the *Listen Actively* Standard and strategies to describe and record how you listened effectively to a friend, family member, or co-worker. Answer the following questions and be prepared to discuss what you learned.

1. Who was the sender of the message that you were listening to?

2. What was the message that they were sending?

3. Did you use any listening strategies, and if so, which ones?

4. What did you learn from the listening activity?
Title: Independent Study in Workbooks

Educational Goal: The goal of this homework is for each learner to
(1) Comprehend how independent study will help
her to take responsibility for her learning and
(2) respond positively to independent study as it
applies to her live and goals.

Objectives: You should be able to:
Cognitive: Comprehend/Understand by
(1) Explaining how independent study can improve learning
(2) Identifying appropriate work and level of work
Affective: Respond:
(1) Predict how they can use independent study to take responsibility
for their learning.

Overview: The independent study homework is a time for you as an adult to take
responsibility for your learning by practicing effective study skills. Your success
is up to you. Take the time to work in your workbooks or continue writing on
your papers. Either way, independent study allows you to take ownership of
your education.

Directions: Learners choose a workbook to practice study skills. The teacher should have
a variety of workbooks for learners to select from. You can take apart old
workbooks and restaple to make shorter books for learners to use.
Study independently at home in your workbooks. Do as many problems as you
want. Remember to check your work when you are finished. Write down any
questions or comments about the independent study. Answer the following
questions and be prepared to share tomorrow what you’ve learned.

1. What did you work on?

2. What did you learn?

3. Write down any comments or questions.
### Cornell Note-Taking Method

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Class Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas</td>
<td>(Main Ideas, Supporting Details, Etc.)</td>
</tr>
</tbody>
</table>

Reflections, Summary, and Actions
Overview: This lesson formally presents the learners with their research project—written essay requirements leading to the public-speaking presentation of their topic. It is a developmental lesson drawing on previous lessons (writing process, communication, mind mapping, and “Thought for the Day,” just to name a few) and future lessons (independent study time, library research, and public-speaking essential skills). It introduces the EFF Standard Learn Through Research as a way to develop and essay.

Educational Goal: The goal of this lesson is for each learner to (1) identify a topic of interest, (2) apply research skills, library skills, and writing process skills to create an essay, and (3) value the entire learning activity as a reflection of what can be accomplished through hard work, commitment, and motivation.

Objectives: The learner will:

Cognitive: (K) Identify a topic of interest
(A) Apply research skills, library skills, and writing process skills

Affective: (Value) the entire research project process as an affirmation of his or her potential to be successful

Main Point 1. Introduction of the Research Paper

Main Point 2. Learn Through Research (EFF Research Standard)

Main Point 3. Briefly Review Previous Lessons for Connections to This Project
Learn Through Research

- Pose a question to be answered or make a prediction about objects or events.
- Use multiple lines of inquiry to collect information.
- Organize, evaluate, analyze, and interpret findings.
My Goal Is _____________________________________________

_____________________________________________
Title: The Writing Process

Educational Goal: The goal of this homework is for each learner to (1) Comprehend and apply the writing process and logic tree as tools (2) respond positively to the tools as they apply to their life and goals.

Objectives: You should be able to:

Cognitive: Comprehend/Understand by
1. Explaining the writing process
2. Identifying the steps to the writing process
3. Use the writing process to begin writing the first rough draft

Affective: Respond
Predict how you can use the writing tools to outline your Paper/presentation.

Overview: This homework asks you to continue the Writing Process tonight. The beginning of the rough draft step will be the focus. The Writing Process will help you to write any type of letter or paper in your life as a worker, parent, or citizen. Remember, having a voice is a valuable purpose that we all share.

Directions: Begin your rough draft for your presentation. Follow the Logic Tree to help you stay on track. Answer the questions that follow and be prepared to share what you’ve completed so far.

1. How did you organize your thoughts in order to begin writing?

2. Did you stay on track by following your outline?

3. How do you feel about your work so far?

4. Are you having any problems with writing your paper, if so what are they?
Main Point 1. Take a Time Inventory.

Main Point 2. Setting Goals to Manage Time.
Write long- and short-term goals.

Main Point 3. Planning to Reach Your Goals.

Main Point 4: Time Thieves.

Main Point 5: Time Tips.
Team Dynamics Analysis Worksheet

Use this form to identify the stages and analyze the dynamics of a group or team (your class, family, or community). Select a specific event, issue, goal, or problem and document the dynamics that happens between each participant.
Title: Team Dynamics

Educational Goal: The goal of this homework is for learners to:
1. Comprehend how team dynamics can help them achieve.
2. Respond positively to team dynamics as it applies to their lives and goals.

Objective: Cognitive: Comprehend/Understand by
1. Explaining what team dynamics mean.
2. Identifying different levels of team dynamics.
Respond:
1. Predict how you can use team dynamics in any role.

Overview: The team dynamics homework will allow you to understand how teamwork and team dynamics can be applied to solve problems or achieve a goal in any role.

Directions: Observe team dynamics in action or do an activity as a team. Record how it went and answer the questions that follow. Be prepared to discuss your answers tomorrow morning.

1. What was the goal of the team?
2. What went well?
3. What did not go well?
4. What did you learn from this team experience?
Learner Note Taker

Thinking Skills

Main Point 1: What Are Thinking Skills?

Main Point 2: Critical Thinking

Main Point 3: Creative Thinking —

Nine Dot Exercise

Main Point 4. Creative Thinking Exercise
Learner Note Taker
Memory Skills

Tested Your Memory Lately?
When it comes to our memories we are our harshest critics, focusing not on countless facts recalled everyday, but on the forgotten few. This quiz offers a rough guide to how your memory stacks up against the norm. Now, where did you put that pen?

1 point Not within the last six months
2 points Once or twice in the last six months
3 points About once a month
4 points About once a week
5 points Daily
6 points More than once a day

____ How often do you fail to recognize places you’ve been before?
____ How often do you forget whether you did something, such as lock the door or turn off the lights or the oven?
____ How often do you forget when something happened—wondering whether it was yesterday or last week?
____ How often do you forget where you put items like your house keys or wallet?
____ How often do you forget something you were told recently and had to be reminded of it?
____ How often are you unable to remember a word or name, even though it’s “on the tip of your tongue”?
____ In conversation, how often do you forget what you were just talking about?

____ Total points

Score:  7-14 = better than average memory  
15-25 = average  
26 or higher = below average

Main Point 1: What is Memory?

A. Short-Term Memory

B. Curve of Forgetting

C. Long-Term Memory

Adapted from Air University –1 Volume II Logical Thinking, Alabama, 1974
Main Point 2: 20 Memory Techniques

20 Memory Techniques
(From Becoming A Master Student)

Experiment with the following techniques to make a flexible, custom-made memory system that fits your learning style. The 20 techniques are divided into four categories, each of which represents a general principle for improving memory.

1. Organize it. Organized information is easy to find.
2. Use your body. Learning is an active process; get all your senses involved.
3. Use your brain. Work with your memory, not against it.
4. Recall it. This is easier when you use the other principles to store information.

The first three categories (1 - 16 techniques) are about storing information effectively. Most memory battles are won or lost here.

ORGANIZE IT
1. Learn from the general to the specific.
   • Look at the big picture: Use surveying, reconnaissance, and skimming techniques.
   • If you’re lost, step back and look at the big picture.

2. Make it meaningful.
   • Know what you want from your education, then look for connections between what you want and what you are studying.

3. Create associations.
   • When you introduce new information, you can recall it more effectively if you store it near similar or related information.

USE YOUR BODY
4. Learn it once, actively.
   • Action is a great memory enhancer.

5. Relax.
   • When we’re more relaxed, we absorb new information quicker and recall it with greater accuracy.
6. **Create pictures.**
   • Relationships within and among abstract concepts can be “seen” and recalled easily when they are visualized.

7. **Recite and repeat.**
   • When you repeat something out loud, you anchor the concept in two different senses. First, you’re saying it, and secondly, you’re hearing it.

8. **Write it down.**
   • Writing a note to yourself helps you remember an idea, even if you never look at the note again.

**USE YOUR BRAIN**

9. **Reduce interference.**
   • Find a quiet place that is free from distraction.

10. **Use daylight.**
    • Many people can concentrate better during the day.

11. **Over learn.**
    • One way to fight mental fuzziness is to learn more than you intended.

12. **Escape the short-term memory trap.**
    • Short-term memory can decay after a few minutes and it rarely lasts more than several hours. A short review within minutes or hours of a study session can move material from short-term memory to long-term memory.

13. **Distribute learning.**
    • You can get more done when you take regular breaks, and you can use them as mini-rewards.
    • When you are engrossed in a textbook and cannot put it down, when you are consumed by an idea for a paper and cannot think of anything else—keep going.

14. **Be aware of attitudes.**
    • All of us can forget information that contradicts our opinions.
    • One way to befriend a self-defeating attitude about a subject is to relate it to something you are interested in.
    • We remember what we find interesting. If you think a subject is boring, remember, everything is related to everything else. Look for the connections.
15. Choose what not to store in memory.
   • Decide what's important to remember and what is not. Focus on the key elements of the concept.

   • All of these memory techniques work even better in combination with each other.

RECALL IT
17. Remember something else.
   • When you are stuck and can’t remember something you know you know, remember something else that is related to it.
   • Information is stored in the same area of the brain as similar information. Your can unblock your recall by stimulating that area of your memory.
   • A brainstorming session is a good memory jogger.

18. Notice when you do remember.
   • To develop your memory, notice when you recall information easily and ask yourself what memory techniques you’re using naturally.

19. Use it before you lose it.
   • Even information stored in long-term memory becomes difficult to recall if we don’t use it regularly.
   • Read it, write it, speak it, listen to it, apply it—find some way to make contact with the information regularly.

20. And, remember, you never forgot.
   • Adopt the attitude that says: “I never forget anything. I may have difficulty recalling something from my memory, but I never really forget it. All I have to do is find where I stored it.”
   • You can say “I don’t recall it right now”—not “I don’t remember.”
Title: *Putting It to Work*

**Educational Goal:** The goal of this homework is to help adult learners tackle a subject they always wanted to learn but thought was impossible.

**Objective:** Each learner would:

*Cognitive:* Comprehend how to use the tools and techniques to learn a new subject.

*Affective:* (Respond) Each learner will explain the value of using tools and techniques.

**Directions:**
1. Choose something you want to learn or remember.
2. Select the techniques that will help you master the subject.
3. Use a PDSA goal form to state your goal, select the techniques that will work for you and chart your plan of action.
Computer Lab Orientation
Knox County Adult Literacy Program

Written by:
Frances Hong, Chase King and Duren Thompson

GENERAL RULES OF THE COMPUTER LAB

• No Food or Drinks in the Lab.

• Students MUST be accompanied by a teacher or volunteer.

• Respect your neighbor.

PROCEDURES FOR STUDENTS

• Students are responsible for signing in and out of the computer lab.

• Students are responsible for checking in and out of the computer.

• Students must pull their paper file upon entry to the lab, and return their file to the appropriate place before leaving the lab.

• Students are responsible for checking out equipment and returning the equipment once finished.
### Pre-Survey for Students
#### Orientation to the Computer Lab

**Name_____________________________________________________**
**Date________________________**

Please choose only one answer. Ask for help if you don't know a word.

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I know all the rules and procedures of the lab.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can turn off the computer using the start menu.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know the parts of a computer and what they do.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can use a mouse.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can use a keyboard easily.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know where a CD goes in the computer.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know where a floppy disk goes in the computer.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know where my folder is kept.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can open a program.</td>
<td>I don't understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
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<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>I can close a program.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know the software that is available to me in the lab.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can save and open files to and from a floppy disk.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can create, name/ rename, and move files and folders on a floppy.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know what a window is &amp; how to re-size or close it.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know the different types of icons in Windows 98.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I am familiar with the common Netscape toolbar commands.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can use Netscape bookmarks.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can use web page links to move around on the web.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I can use URLs to get information I need from the web.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
<tr>
<td>I know the policies for using the Internet in the lab.</td>
<td>I don’t understand</td>
<td>No</td>
<td>It's hard for me</td>
<td>I can do this, but not as well as I'd like to</td>
<td>Well enough</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Computer Lab Orientation

Outline Lesson 1

Introduction to the Lab and the Computer

1
Introduction

2
Rules and Procedures

3
Starting and Stopping the Computer

4
Parts of a Computer

5
Mouse Skills

6
Keyboard Skills

7
Check for Understanding

8
Conclusion
Orientation to the Computer Lab – Lesson 1
Introduction to the Lab and the Computer

Independent Worksheet

Name___________________________________________________________    Date___________________

Part 1-Mouse Skills

1. Click on the Start Button. What is the title at the top of the column that pops us?_____________________
   At the button?__________________________

2. From the Start Menu, click on Programs. How many columns of programs pop up? _________________
   What is at the top?____________________________

3. Double click on the My Computer icon in the upper left-hand corner of the desktop.
   Write the titles you see____________________________________________________________________
   ______________________________________________________________________________________

4. Click on the Start Button, go to Instructor, go to Accessories, go to Games. What are Games that are
   listed? ________________________________________________________________________________

5. Click and Drag the Skills Bank icon to the top right hand corner of the monitor screen.

6. Click and Drag the Games icon to the middle of the monitor screen.

7. Click and Drag the GED icon to the bottom middles of the monitor screen.

8. Call a teacher to come check your work.

Part 2-Keyboard Skills

1. Go to the Start Menu, go to Programs, go to Accessories, go to Word Pad, click on it.
   Type the following paragraphs from Becoming a Master Student.
   A supercharger increases the air supply to an internal combustion engine. The difference in power can
   be dramatic.
   You can make just as powerful a difference in your education by using all the resources available to
   students. In this case, your “air supply” is comprised of people, organizations, services, publications, and
   activities.
2. Read through your work, make any corrections needed.

3. What key did you use to indent your paragraphs?

4. What key did you use to capitalize?

5. What key/keys did you use to correct any mistakes?

6. Go to the first paragraph and find the word internal. Capitalize the whole word.

7. Go to the second paragraph and find the word difference. Hit tab before the word.

8. Go to the second paragraph and find the word comprised. Hit delete before the word.

9. Go to the second paragraph and find the word activities. Hit enter before the word.

10. Call a teacher to come check your work.
Orientation to the Computer Lab-Lesson 1
Introduction to the Lab and the Computer

Group Worksheet

Name___________________________________________________________    Date___________________

Part 1-Mouse Skills

1. Click and Drag the **Skills Bank** icon to the top right hand corner of the monitor screen.
2. Click and Drag the **Games** icon to the middle of the monitor screen.
3. Click and Drag the **GED** icon to the bottom middle of the monitor screen.
4. Be sure an instructor checks you work.

Part 2-Keyboarding Knowledge/Skills

1. Click on the **Start** Menu. *A list of items should appear above the word Start.*
2. Click on **Instructor**. *Another list of items should appear next to the word Instructor.*
3. Click on **Accessories**. *Another list of items should appear next to the word Accessories.*
4. Click on **Word Pad**. *A box should appear filling most of the screen with white space.*
5. Take your hand off of the mouse and type the following sentence.  **The quick brown fox jumped.**
6. Hit the Enter key to start a new line. Then hit the Tab key to indent this new line.
7. Type the next line:  **The dog, Lazy, turned over in his sleep.**
8. Be sure an instructor checks your work.
9. With your arrow keys, move your cursor to just before the word **brown**. Use the delete key to get rid of the word **brown**.
10. With your arrow keys, move your cursor to just after the comma after dog. Use the backspace key to get ride of the words **The dog**. Be careful, don’t delete your tab.
11. Call an instructor to come check your work. It should look like this:
   **The quick fox jumped.**
   **Lazy, turned over in his sleep.**
Orientation to the Computer Lab Lesson 1
Introduction to the Lab and the Computer

Part 3-Check for Understanding

Name_________________________________Teacher________________________________Date________

Circle your answer.

1. Should I bring food in the lab at any time? Yes No

2. Can I come in the lab without a teacher or volunteer? Yes No

3. Should I respect my neighbors in the computer lab? Yes No

4. Is a teacher or volunteer responsible for signing me in or out of the lab? Yes No

5. Do I have to check out the computer equipment I use? Yes No

6. To turn off the computer, I can push the on/off button. Yes No

7. Is the monitor the name of the screen that I look at most of the time? Yes No

8. The mouse lets me type. Yes No

9. The arrow keys let me move around in my text without erasing it. Yes No

10. I need to use the right click on the mouse most of the time. Yes No
The Parts of a Computer

1. Monitor
2. CPU (brain)
3. Keyboard
4. Mouse
5. ON button
6. Opening for Disks

The Keyboard

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_____ Monitor
_____ CPU (brain)
_____ Keyboard
_____ Mouse
_____ ON Button
_____ Disk Opening
Main Point 1: Six-Step Problem-Solving Process

The six-steps are:

Step 1. Identify and Select the Problem
Step 2. Analyze the Problem
Step 3. Generate Potential Solutions
Step 4. Select and Plan the Solution
Step 5. Implement the Solution
Step 6. Evaluate the Solution

Main Point 2: Step 1. Identify and Select the Problem
Main Point 3: Step 2. Analyze the Problem

Main Point 4: Step 3. Generate Potential Solutions

Main Point 5: Step 4. Select and Plan the Solution
Main Point 6: Step 5. Implement the Solution

Main Point 7: Step 6. Evaluate the Solution

Main Point 8: Equipped for the Future *Solving Problems and Making Decision* Standard
Solve Problems and Make Decisions

- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context, and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.
Overview: Stress Management is a lesson that helps learners to understand that stress is a part of everyone’s life. This lesson focuses on how a student is feeling and what she can do to control the stress she may face in life as a worker, parent, and citizen.

Educational Goal: The objective of this lesson is for each learner to (1) comprehend stress, (2) how to manage it and (3) respond positively to stress management as it applies to her other life and goals.

Objectives: The learner will:
- **Cognitive:** Define stress.  
  Explain what causes stress.  
  Identify causes of stress in personal life.  
  Predict how they can apply stress management to their lives.
- **Affective:** Participate in class discussion.  
  Describe the importance in managing stress.

Main Point 1: Sources of Stress

Main Point 2: Symptoms of Stress

Main Point 3: Controlling Stress

Main Point 4: Applying what you have learned
Title: *Document Your Stress*

Discuss with your family the stress factors in your life. Write down your family’s responses and be prepared to share with the class ways to cope with these factors.
Title: *Independent Study in Workbooks*

**Educational Goal:** The goal of this homework is for each learner to
1. Comprehend how independent study will help them to take responsibility for their learning and
2. Respond positively to independent study as it applies to their lives and goals.

**Objective:** You should be able to:

**Cognitive:** Comprehend/Understand by
1. Explaining how independent study can improve learning
2. Identifying appropriate work and level of work

**Respond:**
1. Predict how you can use independent study to take responsibility for learning.

**Overview:** The independent study homework is a time for you as an adult to take responsibility for your learning by practicing effective study skills. Your success is up to you. Take the time to work in your workbooks or continue writing on your papers. Either way, independent study allows you to take ownership of your education.

**Directions:** Study independently in your workbooks at home. Do as many problems as you want. Remember to check your work when you are finished. Write down any questions or comments about the independent study. Answer the following questions and be prepared to share what you’ve learned tomorrow.

1. What did you work on?
2. What did you learn?
3. Write down any comments or questions.
Learner Note Taker

Test-Taking Tips

Overview: The Test-Taking Strategies and Study Skills lesson is a review lesson that is one of the final parts to a developmental unit. The lesson unit focused on how you can improve your study skills, which in return improves test-taking strategies. It also links to the Goal Setting/Shewhart Cycle lessons. You were asked to use the Shewhart Cycle as a tool to better your study skills and test-taking strategies throughout the Learning Skills Course. This lesson reflects on what you’ve learned from this process and some new skills and strategies that can be applied in the future.

Main Point 1. Time Management

Main Point 2. Reading and Working in Textbooks/Workbooks

Main Point 3. Taking Notes
Overview: Speaking Essentials is a learning activity that will help you to understand the elements that will help you be an effective speaker. The lesson focuses on four attributes of a speaker, three factors that effect platform behavior, and three basic rules for becoming a good speaker. You will begin to see how effective speaking helps you to know what you need to be able to do in “order to carry out your roles and responsibilities as workers, parents, family members, and community members.”

Main Point 1. The Effective Speaker Has Four Attributes

- Integrity
- Knowledge
- Skill
- Self-Confidence

Main Point 2. Three Factors Affecting Platform Behavior

- Preparation
- Poise
- Mental Attitude
- Experience
- Physical Control
- Verbal Delivery
Speak So Others Can Understand

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.
Overview: This lesson will focus on learner preparation for the next class and how the next steps relate to the key concepts that have been introduced throughout the Learning Skills course.

Main Point (MP) 1. Positive/Negative Expectations

Main Point 2. Tools and Key Concepts
Title: Presentation Practice

Educational Goal: The goal of this homework is for learners to
1. Apply the Speaking Essentials through practice of
their presentation and
2. Value the practice of their presentations as it
   applies to their life.

Objective: You should be able to:
Cognitive: Apply the Speaking Essentials by
1. Practicing your presentation
2. Identifying your speaking strengths and
   weaknesses
Value:
1. Appreciating that you can do it

Overview: The Presentation Practice homework asks you to
begin using the speaking essentials that were
discussed today. Presentation skills are valuable
things that adults need to know and be able to do
in their lives as parents, workers, and citizens.

Directions: Use the speaking essentials and strategies to
practice your presentations. Record how it went, by
writing about your strengths and weaknesses.
Answer the following questions and be prepared to
discuss what you learned.

1. How did practicing your presentation feel?
2. What are some of your presentation strengths?
3. What presentation skills could you improve on?
4. What did you learn from this experience?
Title: *Presentation Practice*

**Educational Goal:** The goal of this homework is for learners to
1. Apply the Essential Speaking Skills by practicing their own presentations and
2. Value speaking skills as they apply to their life and goals.

**Objective:** You should be able to:

*Cognitive:* Apply/Use:
1. The Essential Speaking Skills to practice your presentation

    Value: Use speaking skills in other parts of your life.

**Overview:** The presentation practice homework is a time for you as an adult to be confident and motivated enough to speak in front of a group of people about a topic that you know and understand. Your success is up to you. Practicing your presentation will help to calm your fears about graduation day and will help you to know your paper better.

**Directions:** Present your research paper to your family or friends. If you don’t have someone to present it to, you can practice in front of the mirror. You may want to time yourself to see how long your presentation lasts. Adjust your presentation if needed. See if you can present your research paper without having to look at it word for word. Many people find it easier to memorize what they are going to say instead of reading it word for word. You can still use your paper as a guide, but you will keep the audience more intrigued by speaking with integrity and a strong knowledge and understanding of your topic. Practice as many times as needed, until you feel comfortable with it. Write down any questions or comments about the experience. Answer the following questions and be prepared to share what you’ve learned tomorrow.

1. How did it go?
2. What did you learn?
3. Write down any comments or concerns that you have.
Reflect and Evaluate

- Take stock of where one is: assess what one knows already and the relevance of that knowledge.
- Make inferences, predictions, or judgments based on one’s reflections.
Title: *Independent Study in Workbooks*

**Educational Goal:** The goal of this homework is for each learner to
(1) Comprehend how independent study will help her to take responsibility for her learning and
(2) respond positively to independent study as it applies to her live and goals.

**Objectives:** You should be able to:

*Cognitive:* Comprehend/Understand by
(1) Explaining how independent study can improve learning
(2) Identifying appropriate work and level of work

*Affective:* Respond:
(1) Predict how they can use independent study to take responsibility for their learning.

**Overview:** The independent study homework is a time for you as an adult to take
responsibility for your learning by practicing effective study skills. Your success
is up to you. Take the time to work in your workbooks or continue writing on
your papers. Either way, independent study allows you to take ownership of
your education.

**Directions:** Learners choose a workbook to practice study skills. The teacher should have
a variety of workbooks for learners to select from. You can take apart old
workbooks and restaple to make shorter books for learners to use.
Study independently at home in your workbooks. Do as many problems as you
want. Remember to check your work when you are finished. Write down any
questions or comments about the independent study. Answer the following
questions and be prepared to share tomorrow what you’ve learned.

1. What did you work on?

2. What did you learn?

3. Write down any comments or questions.
NAME ______________________________________________   DATE _____________________________

Critique

Learning Skills Evaluation

HELP US MAKE IT BETTER...WRITE IT UP

1. I Liked...

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. The information presented was

☐ Clear  ☐ Unclear  ☐ So So

I'm still confused about______________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. I didn’t like______________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

4. If I were running this workshop I would ____________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
5. Subject content is □ isn’t □ relevant because
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

6. And furthermore
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

7. Using the following scoring scale, please circle the number that best matches your impression, or response, to this workshop. Please take time to explain your response and provide me with specific feedback.

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<th>Scoring Scale:</th>
<th>POOR</th>
<th>MARGINAL</th>
<th>FAIR</th>
<th>GOOD</th>
<th>EXCELLENT</th>
<th>OUTSTANDING</th>
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**Overall Inservice:**

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Comments: _____________________________________________________________________________
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**Specifics:**

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<th>PRESENTATIONS</th>
<th>MATERIALS</th>
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Comments: _____________________________________________________________________________
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