APPENDIX III

Equipped for the Future
Introduction to Equipped for the Future

Overview: This lesson introduces the students to the Equipped for the Future (EFF) Framework. It provides a historical context for the development of the initiative. EFF’s power starts with a customer-driven vision by adult learners and continues through the development of the framework culminating in the Skill Standards. By using active learning activities the students become involved as stakeholders in the EFF process. They see how EFF provides key skills and knowledge to help them build their bridge to a better future.

Educational Goal: The objective of this lesson is for each student to (1) comprehend the historical development and importance of EFF, the EFF framework, and key concepts; and (2) respond positively (establishing a motivational foundation) to the value of the EFF Framework

Objectives: The student will

Cognitive: — Explain the development of the EFF process and the key elements.
— Summarize key elements in the process that are of particular importance.
— Predict how the EFF framework will provide the skills and abilities necessary to be successful at work, within the family, and the community.

Affective: — Discuss the value of the EFF Framework and the key elements.

Skill/Standard Connections: There are numerous skill connections within the EFF framework and standards. The EFF Framework makes logical common sense, and the students respond well to the opportunity to understand and discuss the intent of EFF. As far as the connection to Learning Skills, EFF provides an obvious connection throughout the framework.

Teaching Strategy: The lesson objective is to give the students a historical and motivational foundation for understanding EFF. Using the EFF Framework chart as a guide walk the students through the key elements

Time: 1 1/2 hours
Caution, since this lesson speaks directly to the student’s hopes and desires the time will go quickly because of the discussion. Teachers should be flexible. This lesson provides great fuel for future discussions as the course progresses.

Teacher Materials
— The EFF Framework Poster, Role Maps, and Skills Wheel
— Colorful butcher paper and color markers

References:
— The Core Messages About EFF
— How will Equipped for the Future help you?
— EFF Staff Talk to a General Audience, by Lisa Levinson, Director of EFF National Center
— EFF Talk to a Practitioner Audience, by Andy Nash, EFF Training Coordinator
of the EFF Content Framework. As adults the students are already familiar with the various elements of EFF because they use most of the elements in some form everyday. What they will learn from this lesson is how to intentionally use the framework to help guide them to success, and how the major elements of the framework link together. Students need to understand the specific concepts of the framework in order to better apply them. The lesson’s approach will be to use the students’ responses to the national adult literacy goal and the EFF Framework to build an understanding of skill connections to their lives and major roles of responsibilities. This lesson develops the students’ sense of pride and identification with other adult learners’ quotes (this work also prepares them for future “Thoughts for the Days”).

**Graffiti Chart:** Have the students write down their feelings about each major section of the framework (four purposes, three roles, common activities, and skill standards). Use a long sheet (10-15 feet) of colorful butcher paper to capture the student responses. Provide them with colorful markers also. The resulting student work of art will be inspirational and serve as an excellent teaching and motivational reference throughout the course. Initially, divide the chart into the major sections to allow for the responses to be associated with each key theme. Prepare the chart with the key elements a head of time. Use an unveiling (unrolling) technique so the student focus is only on the current element. Use the chart for student’s summaries of their insights, the EFF Framework, and what it means to them. Use the primary three questions:
1. What does it mean to you?
2. Why is it important?
3. How can you use it?

**Lesson Plan**

**Introduction**

**Attention:** Let’s take a closer look at Equipped to the Future (EFF). We will start by discussing a quote from another adult learner. “Without an education in the year 2000, we the people will be in serious trouble. Because now everything is moving forward fast, and without an education you will be moving nowhere.” —Brenda Harris, Jackson, Mississippi
Questions: What are your thoughts about this quote?
What is the author trying to say?
What does it mean to you?
Why is it important?
How can you use it?

Graffiti Chart: (Have the students write down their feelings about this major section of the framework to add to the chart now or later.)

Motivation: EFF is a powerful tool that has been developed by adult learners, caring teachers, business and industry leaders of organizations, government agencies, etc. By listening and participating in this lesson you will develop a better understanding of how this framework will help you to reach your goals. EFF speaks to the total person, not just a worker, parent, or student.

Overview: We will start our discussion with an adult student’s quote that really “says it all” about the future. We will then walk through how EFF was developed and why it is so important for us. We will learn about the four purposes, three adult role maps and broad areas of responsibilities, common activities, the skill clusters, and standards. Each step of the way you will write out your thoughts and feelings onto a long sheet of paper creating a graffiti chart. You can creatively express your thoughts and feelings through words, art, or symbols. Wait till you see the end product of what you will have learned during this lesson.

Body of Lesson

Main Point 1: Brief History of EFF Initiative
(Building upon the discussion of Brenda Harris’ quote, the teacher will introduce the Equipped for the Future initiative.) Let’s use the EFF Framework chart to guide use through the history and development of EFF.

Questions: What do the goals mean to you?
Why are they important?
How can you use them?

Graffiti Chart: (Have the students write down their feelings about this major section of the framework to add to the chart now or later.)
Main Point 2: Four Purposes (Student Driven Vision)
Let’s look at the four purposes that students developed in response to the national education goal and what it means to them. Sharing several adult learner quotes from EFF’s A Customer-Driven Vision for Adult literacy and Lifelong Learning, let’s discuss the four purposes and what they mean to you.

Questions:
- What are the authors trying to say?
- What do the four purposes mean to you?
- Why are they important?
- How can you use them?

Main Point 3: Three Roles
Let’s look at the three roles and what they mean to you. (Focusing on the three key roles, the teacher will ask the students to write and answer the question “What makes a good ___________ (Parent/Family Member, Worker, Citizen/Community Member?”)

Activity: (One great activity to provide the students with “Voice and Independent Action” after listening and having new “Access to EFF Information” is to have them prioritize the three roles for themselves. You can then discuss the results of the vote, allow students to express their values, and relate the discussion to understanding EFF.)

Activity: (Another variation of this prioritizing activity is to have the students write about their thoughts and feeling towards the three roles. This could be an overnight assignment.)

Let’s continue with answering our four basic questions.

Questions:
- What is the author trying to say?
- What do the three roles mean to you?
- Why are they important?
- How can you use them?

Graffiti Chart: (Have the students write down their feelings about this major section of the framework to add to the chart now or later.)
Main Point 4: Common Activities
Let's look at the common activities and what they mean to you. Do they make sense? Which of these activities do you do or want to do? Which ones would you want to learn more about? Use EFF Charts. Which activities do you use in class and at home.

**Questions:** What do the common activities mean to you?
- Why are they important?
- How can you use them?

**Graffiti Chart:** (Have the students write down their feelings about this major section of the framework to add to the chart now or later.)

Main Point 5: Skills & Standards
The skills clusters and standards are the essence of what students need to know and be able to do to fulfill their responsibilities as workers, parent and family member, and citizen and community member. These skills make common sense and we do them every day, but not as well as we should. Through the EFF standards process we develop a better understanding of how the performance points work together to accomplish key skills.

**Questions:** What do the skills mean to you?
- Why are they important?
- How can you use them?

**Take Home Activity:** (Have the students select an activity or event over night or over the weekend to analyze for the EFF framework. Provide the students with an EFF framework sheet. Explain that they will try to capture all of the framework elements they use during the selected activity. They are also to evaluate their effectiveness at using those framework elements. The key is to help them begin perform a self-analysis of their use of skills.)

**Graffiti Chart:** Have the students write down their feelings about this major section of the framework to add to the chart now or later.
Conclusion

Summary: (Have the students summarize the EFF Framework and Standards. Let them tell you how important the framework is and how they can use it. Have them link this understanding to their family, future job, and their community. How could these skills and approach make for a better future? They can use the graffiti chart they made as visual notes for the meaning of the framework.)

Re-Motivation: Now that you understand the EFF process and its key elements you can see how that knowledge can help you in your everyday life. Over the next weeks you will develop a better understanding of EFF and learn how to use it. You will be asked to take the information you learn and share it with your family, and work with co-workers, and may be even in the community. You can easily put it into action.

Close: EFF was made for adult learners who are lifelong learners. There are so many people and supporters behind its success and its continued evolution. You are playing a valuable role in furthering the initiative by participating in this course. Thank you for being a part of this important change.
EFF Standards for Adult Literacy and Lifelong Learning

- Use Math to Solve Problems and Communicate
- Use Information and Communications Technology
- Learn Through Research
- Reflect and Evaluate
- Take Responsibility for Learning
- Guide Others
- Resolve Conflict and Negotiate
- Advocate and Influence
- Cooperate With Others
- Plan
- Solve Problems and Make Decisions
- Observe Critically
- Listen Actively
- Speak So Others Can Understand
- Convey Ideas in Writing
- Read With Understanding
- Convey Ideas in Writing
- Read With Understanding

LEARNING SKILLS
Effective family members contribute to building and maintaining a strong family system that promotes growth and development.

**Parent/Family Role Map**

**Strengthen the Family System**
- Create a vision for the family and work to achieve it.
- Promote values, ethics, and cultural heritage within the family.
- Form and maintain supportive family relationships.
- Provide opportunities for each family member to experience success.
- Encourage open communication among the generations.
- To experience success.

**Meet Family Needs and Responsibilities**
- Provide for safety and physical needs.
- Manage family resources.
- Balance priorities to meet multiple needs and responsibilities.
- Provide for safety and physical needs.
- Give and receive support outside the immediate family.

**Promote Family Members' Growth and Development**
- Direct and discipline children.
- Support children's formal education.
- Foster informal education of children.
- Guide and mentor other family members.
- Make and pursue plans for the family unit.
- Family members meet the needs and responsibilities of the family unit.
- Family members support the growth and development of all family members.

**Broad Areas of Responsibility**
- Including themselves.

**Key Activities**
- Equip family members with the necessary skills for effective family functioning.
- Family members contribute to building and maintaining a strong family system.
Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

**Become and Stay Informed**
Citizens and community members find and use information to identify and solve problems and contribute to the community

- Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others
- Recognize and understand human, legal, and civic rights and responsibilities for yourself and others
- Figure out how the system that affects an issue works
- Identify how to have an impact and recognize that individuals can make a difference
- Find, interpret, analyze, and use diverse sources of information, including personal experience

**Form and Express Opinions and Ideas**
Citizens and community members develop a personal voice and use it individually and as a group

- Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community
- Learn from others’ experiences and ideas
- Communicate so that others understand
- Reflect on and reevaluate your own opinions and ideas

**Work Together**
Citizens and community members interact with other people to get things done toward a common purpose

- Get involved in the community and get others involved
- Respect others and work to eliminate discrimination and prejudice
- Define common values, visions, and goals
- Manage and resolve conflict
- Participate in group processes and decision making

**Take Action to Strengthen Communities**
Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them

- Help yourself and others
- Educate others
- Influence decision makers and hold them accountable
- Provide leadership within the community

**Broad Areas of Responsibility**
**Key Activities**
**Learning Skills**
Plan and Direct
Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth.

- Balance and support work, career, and personal needs
- Pursue work activities that provide personal satisfaction and meaning
- Plan, renew, and pursue personal and career goals
- Learn new skills

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands.

- Organize, plan, and prioritize work
- Use technology, resources, and other work tools to put ideas and work directions into action
- Respond to and meet new work requirements and job responsibilities
- Value people different from yourself

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success.

- Work within organizational norms
- Respect organizational goals and values
- Communicate with others inside and outside the organization
- Balance individual and organizational roles and needs

Work With Others

Workers interact one-on-one and participate as members of a team to meet job requirements.

- Communicate with others inside and outside the organization
- Give assistance, motivation, and direction
- Seek and receive assistance, support, and motivation and direction
- Value people different from yourself

Worker Role Map

LEARNING SKILLS

- Plan and Direct
- Do the Work
- Work Within the Big Picture
- Work With Others

BROAD AREAS OF RESPONSIBILITY

- Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.