Learning Skills

A Comprehensive Orientation and Study Skills Course Designed for Tennessee Families First Adult Education Classes

“Education is… lighting a fire.”
—William Butler Yeats
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Developed and Written by
Jim Ford
Jane Knight
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N O V E M B E R  2 0 0 1
The *Learning Skills* course is a comprehensive orientation and study skills course designed for Tennessee Families First adult education classes written by Jim Ford, Jane Knight, and Emily McDonald-Littleton of Knox County Schools, Adult Education program.

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It is our hope that other programs, teachers, volunteers, and adult learners will find the ideas and lessons of practical and motivational value.

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Introduction

Knox County Schools’ Adult Literacy Program
Learning Skills Course

A New Way of Learning for Our Program

The Learning Skills orientation course has evolved into one of those great things that happen when the best of everyone’s efforts combines to help improve an educational process to meet the needs of students, staff, and the total program. Since its creation the Learning Skills class has developed into a significant part of our adult literacy program. It is a classroom where a new student rediscovers the natural learner within himself or herself, works with inspiring teachers, and begins to comprehend not only basic skills, but higher-level thinking concepts. It is a supportive, positive environment where students can take advantage of an opportunity to light their educational fire and start on a lifelong learning journey. There has been a very positive response to the class by the students—more importantly, a belief in their growing abilities. This is captured best when they say, “I can do it this time.” The Learning Skills’ spirit is contagious and has a positive effect on the mood and motivation of our entire school. Jane Knight, the Program Coordinator, characterizes the Learning Skills course as what a 21st-century adult education class should look like.

This type of initial orientation, study skills course is not a new concept for certain institutions such as colleges, military, and some high schools. These courses are developed to inspire clear, purposeful direction and ensure that learners have the skills and tools necessary for educational success.

Course Purpose

The purpose of the Learning Skills course is to provide a comprehensive orientation and study skills course to receptive students. In turn, those students take responsibility for their learning and become excited about their potential in new ways. They take risks and face challenges that might have been debilitating in the past, but in this supportive student-centered environment, they try and succeed at breaking through previous barriers. Through an assessment process, students have a clearer, more realistic picture of where they are on the educational ladder and what they need to do to grow and succeed. Students enter their next-level class motivated, prepared to work, and ready to take charge of their educational journey.
Course Philosophy
The following is our evolving philosophical vision:

Vision
*Provide a comprehensive orientation course that is built on an educationally sound foundation for learning, workplace competencies, and personal growth.*

• The class is structured to start building motivated, responsible, and independent adult learners who are ready to take their place in our classrooms, in the workplace, and in the community.

• The *Learning Skills* motto is “You Can.”

• The *Learning Skills* instructors work hard to bring out the best in each student. The course promotes developing a vision of what students can be, establishing a clear set of goals, then applying skills to help them reach those goals.

Three Key Components of *Learning Skills*
*Learning Skills* combines three key components to achieve its success: student-centered learning and responsibility, motivated and knowledgeable teachers, and relevant curriculum with a common-sense approach.

1. Student-Centered Learning and Responsibility
Student-centered learning simply means that learning takes place in the student. The Instructional System Development model, Bloom’s Cognitive Taxonomy and Krathwohl’s Affective Taxonomy of Learning, are used to guide and measure student learning. Educational objectives with Measurable Samples of Behavior (MSBs) have been developed for each lesson. It is the use of clear action verbs that are the measures and samples of behavior changes in learning. The primary teaching method to transfer and measure learning is guided discussion with the skillful use of questioning by the instructors to lead students through the desired levels of learning. Continuous connections and reinforcement are used to link other lessons together. At all points the focus is on the student as the center of the learning process. Therefore, the instructors must skillfully balance the curriculum with student learning and use a variety of instructional skills to reach the educational objectives using student-centered learning. Norman Gronlund’s book, *Stating Objectives for Classroom Instruction*, 3rd Edition, is used to assist instructors in developing educational objectives and measurable samples of behaviors.
In order for the student to take full advantage of the Learning Skills approach, they start to accept themselves and where they are in their lives.

With a student-centered learning approach, the students’ thoughts become very important. This is a dramatic change for many students given their past school experiences. The classroom becomes a place where students can voice their opinions, beliefs, and what the specific learning means for their lives. This helps to make the learning real, as well as build needs and goals of the learners. This will increase the learners’ self-worth and foster self-leadership. Driving this process is the focus on student goals and how to reach them.

2. Motivated and Knowledgeable Teachers
A Learning Skills course and students thrive on motivated, knowledgeable, and supportive instructors. It works best when the teachers are excited by the learning process and have “spark plug” type of personalities. Learning Skills builds off of this excitement for education, and the instructors become role models. In our opinion, the closer the instructors are to having and overcoming the same obstacles and school experiences as the learners, the better. They are then able to honestly draw from numerous past experiences and make solid learning connections. The instructors emphasize that they are lifelong learners, and their interaction with the students helps a mutual learning process.

The Learning Skills classroom is an enjoyable, positive place to come and learn. Instructors also connect with the students through humor and a natural interest in the various hobbies and interest of the students. There is an honest curiosity and interest in the students and their lives. The team concept is emphasized so students begin to connect with one another, and the diversity of the team takes on a positive learning perspective. A natural humor takes over as students begin to relax. As time goes on positive commonalities emerge and differences are better understood.

Volunteer Support: Learning Skills also provides a unique connection with volunteers. Since Learning Skills is a very dynamic, wide-open, and student-focused classroom, the volunteers must be confident of their skills yet challenged by the opportunity to interact with people on a very personal level. In addition they need the following characteristics to work in a Learning Skills class: be very caring, believe in the potential of the learner, and be able to encourage and inspire the learners through discussions and activities.
The volunteers play several roles in the class. They can lead discussions, interview learners, assist learners in setting goals, serve as role models, share their experiences, and become team players with the teacher and the adult learners.

3. Relevant Curriculum With a Common-Sense Approach

The concepts are taught in a common-sense, usable way. The concepts have been simplified into an easily understandable process with models to enhance retention, recall, and use of the concepts.

_Equipped for the Future_ helped to bring a formal approach to how we use what we learn in our lives, workplace, home, and community. The framework provides a wealth of ways to connect to basic skills with real-life roles. The fact that it was inspired and created with the help of participating adult students adds to its credibility and acceptance. It becomes a wonderful way to wrap up any lesson with the phrase, “How can we use it in our lives?” Since the lessons and concepts are so important in everyday life, student responsibility is an obvious step. This is “where the rubber meets the road” for many students.

Core Curriculum: _Learning Skills_ uses a variety of lessons that support basic skills, study skills, and life skills related subjects. Each lesson has a Skill Connection that connects EFF, the GED, and Tennessee Knowledge, Skills & Abilities (KSAs) concepts to meet state requirements.

Modular Format: _Learning Skills_ uses a modular format to move students through the course work. This makes for an understandable progression of lessons. There are also increasing levels of responsibility and expectation for students to achieve as they move through the modules. Students physically move from a “Getting Started/Self-Discovery” table to the more advanced “Leadership” table. The more advanced students have the responsibility to be class leaders and role models for the newer students. They are expected to communicate key concepts and their own learning insights. They help to create a warm, friendly environment in which newer students can feel comfortable about where they are getting started and what they bring to the class. Clearly the advanced students are able to be effective role models. They demonstrate the attendance, attitude, and achievement necessary to be successful. The teachers are able to use teachable moments and the student’s input, as well as core concepts, to emphasize connections for educational success.
Module 1: Motivation and Getting Started
• Establish a positive (“I Can”) start to the learner’s educational journey
• Conduct initial assessment and background information analysis
• Start initial goal setting (Shewhart Cycle) and steps it will take to reach them

Module 2: Self-Discovery
• Begin the TABE review
• Conduct a learning styles inventory with adult learners
• Introduce learners to note-taking and test-taking strategies

Module 3: Lifelong Learning
• Introduce learners to team dynamics, time management, stress management, and thinking skills
• Learners participate in a Synergy Exercise and work as a team to invent a product
• Complete research paper and work as a team to practice presentations
• Continue to use the Shewhart Cycle to problem solve

Module 4: The Next Steps
• Present research paper to class
• Meet new teacher
• Complete requirements to graduate from Learning Skills
• Participate in graduation
• Evaluate the Learning Skills class

The curriculum is a combination of study skills, orientation topics, and adult workplace skills with an abundance of positive motivation laced throughout the lessons.

Atmosphere and Appearance of the Classroom
This is a high-energy class that builds on the possibilities of the learner. It is a class where learning is fun. There is a buzz in the air and activity in the room. The classroom is colorful with pictures, books, magazines, posters, tablecloths, and plants scattered throughout the room. There are computers, tape recorders, and TV/VCR available for learners to use. These things help create an environment that is exciting, inviting, and nonthreatening. In addition, illustrations of concepts that are taught are posted in the classroom. This makes the classroom become a learning tool for the student. At any time during a lesson the instructor can point to a picture or illustration on the wall to remind learners of concepts and processes taught. The learner’s work is also posted in the room. This
encourages the learners and serves as a benchmark for new learners who enter the classroom. If the right environment is created, when one enters the room he or she will feel the excitement in learning from the adult learners.

**Basic Skills and GED Preparation**

This curriculum was not designed for teaching basic skills. However, there are many opportunities for the learners to use reading, writing, math, and communication skills. *Learning Skills* was designed to re-introduce learners to education and help them renew their belief in themselves as learners. The course is designed to give learners the tools they need in order to effectively problem solve, think critically, make good decisions, and be able to speak and write effectively to successfully communicate their ideas.

In an orientation class will be some students who have problems with basic skills. When this occurs the teacher may want to use a volunteer to assist the learner with those skills. However, the teacher should make every effort to encourage the learner to continue to participate in the learning activities. The learners are not just students, they are parents and family members, workers and community members; therefore they can learn to be more effective in those roles if they focus on their communication skills, team work, goal setting and problem solving. Being willing to acknowledge areas of weaknesses and working to improve them is an example of adults who are willing to evaluate their skills, perform their work, and be proactive in their approach to challenges, changes, and their education.

**Final Thoughts**

*Learning Skills* has the potential to be a powerful model for adult education. It is a challenging and invigorating environment that requires high energy on the part of the teachers and students. The interaction between the students, teachers, and curriculum creates a dynamic learning environment. It is an example of a community of lifelong learners working together to achieve success. The importance of education and the student’s ability to pursue it take a front seat in the classroom and extend to other life roles. The *Learning Skills* course helps to pull numerous educational and real-life areas together for the students. For those who graduate, *Learning Skills* becomes one of those significant events that help the students shape their view of themselves, their abilities, and the world they hope to create for themselves and their families. It is a wonderful experience of education and life in action together.
How to Use This Book

The twenty-seven lessons and the various activities and homework assignments are presented in this book as they would be used in a four-week orientation course. They can be used in sequence as given or individually in various ways to meet the specific needs of the students.

All learner materials are presented in Appendix I and are reproducible. Teacher materials and Equipped for the Future materials are in Appendices II and III. Appendix IV is a report from five Tennessee Families First adult education programs that used the curriculum in spring, 2001. Various ways the programs used the materials are explained.

The following synopsis provides a brief overview of each lesson and its purpose. Viewing the four-week chart along with the synopsis will give you a visual overview of the curriculum.

**Week 1: Motivation – Getting Started**

Week One is a motivational week. It focuses on where the learner is when he or she enters the program. It enables learners to accept where they are in their lives and education. This week sets the tone for the rest of the course. Learners and teachers share their experiences, both positive and negative. This is the time when a sense of community is created.

**DAY 1**

**Lesson 1: Welcome and Introductions**

This lesson focuses on the student getting started on their educational journey. It provides a comprehensive overview of the course, key concepts, and the value of lessons to educational success.

**Lesson 2: Thoughts for the Day**

The “Thought for the Day” lessons start each day with a thought provoking statement or quote intended to inspire and motivate students. These quotes help students to examine their educational values, sets goals, and take action. These lessons combine reading, critical thinking, writing, and guided discussion.
Lesson 3: Goal Setting
This lesson helps students to identify important goals and ensure their goals are S.M.A.R.T. (Specific, Measurable, Achievable, Reasonable, and Timelines). Students will use the EFF Plan Standard as an organizing framework for putting their goals into action. Students will also be taught the Shewhart Cycle (Plan, Study, Do, and Act) and other goal-setting tools to use in the planning process.

DAY 2
Homework Review and Thought for the Day

Lesson 4: Take Responsibility for Learning
This lesson focuses on the Equipped For the Future Standard Take Responsibility for Learning (TRL). TRL is a foundational standard that can be found in all Learning Skill’s lessons. Students will learn that they are responsible for their learning and identify their strengths and weaknesses as a learner.

Lesson 5: Why We Assess
This lesson introduces the students to the assessment process and how it works. It is designed to make test taking a positive learning experience. Students are taught that assessments should be viewed as an important diagnostic tool to help direct their improvement and growth. The lesson examines how everyone (student, teacher, family, program, and community) benefits from a positive assessment experience.

Tests of Adult Basic Education (TABE) Locator
The student takes their initial TABE Locator assessment using a more relaxed approach to test taking.

DAY 3
Homework Review and Thought for the Day

Lesson 6: Reading Standard and Strategies
This lesson on reading and reading strategies specifically focuses on taking standardized tests. It encourages students to use reading strategies to improve their test taking skills, as well reading skills in general.

Tests of Adult Basic Education (TABE) Complete Battery
The object of this complete battery assessment is for each student to understand his or her initial reading, math, and language levels. It also provides a diagnostic perspective of student’s strengths and areas to improvement.
DAY 4
Homework Review and Thought for the Day

Lesson 7: Communication Process
This is a developmental lesson that teaches students to define the elements of effective communication and its process. It will focus on communication as a transaction between people in class, at home, and within their communities. The communication loop and internal and external barriers are introduced to improve the process.

Lesson 8: How We Learn
This lesson helps adults do better by understanding how learning takes place. The lesson covers basic learning concepts developed by leaders in the field of education. Through this process students are more in charge and in control of their own learning process.

Lesson 9: Weekly Review – What Have I Learned This Week?
The weekly review focuses on what a learner has learned. It also provides the teacher with a critical look at what knowledge and understanding the learner has gained during the week. The lesson also focuses on the value students place on their learning and how they use it in their everyday lives. The lesson reviews the week’s key concepts. Part of the review process is a writing exercise that reinforces learning.

Week 2: Self-Discovery
Week Two is framed around self-discovery and learning about others. Learners are encouraged to begin sharing with others and learning more about others. This week is the preparation for teamwork and leadership skills that follow.

DAY 1
Homework Review & Brief Discussion (lesson assignments)

Thought for the Day

Lesson 10: Learning Styles
This lesson introduces the concept and importance of learning styles. The students will take a simple assessment to identify their learning style preference. The results and student’s styles are discussed in reference to the student’s current educational journey. Students are encouraged to learn their children’s and family’s learning styles.
Lesson 11: The Writing Process
This lesson will focus on the writing process and how it relates to communication and classroom work. Students learn the writing process and how they can use it effectively.

DAY 2
Homework Review and Thought for the Day

Lesson 12: Johari Window
This 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 ourself. It is an important lesson on classroom dynamics.

Lesson 13: Listen Actively
This lesson is the third lesson in the Communication Skills unit. The lesson will provide the student with a clear definition of each communication skill, the elements of that skill and how the skills are linked. Equipped for the Future Content Standards are used to lead this learning.

DAY 3
Homework Review and Thought for the Day

Tests of Adult Basic Education (TABE) Complete Battery (continued)
The object of this complete battery assessment is for each student to understand where his or her initial reading, math, and language levels. It also provides a diagnostic perspective of student’s strengths and areas to improvement.

TABE Test Review
The objective of giving a test review is for learners to become aware of what problems they missed and what test taking strategies could help them to improve their test taking skills. The review is given after the complete battery has been given. Learners are asked to look back at the problems that they missed and figure out why they missed them. The review does not ask learners to learn the test, but encourages them to learn test-taking strategies.
DAY 4
Homework Review and Thought for the Day

Lesson 14: Note Taking Skills
This lesson briefly expands note-taking skills developed through the Academic Survival Guide and the daily thoughts for the Day. This note-taking lesson prepares the students to take notes on the graduation research speaking presentations.

Note: The Learning Skill's course was originally set up for two groups of students in Knox County to operate in the same classroom as the following diagram shows. Other implementation strategies for Learning Skills that work for urban, suburban, and rural programs are described in Appendix IV.

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The more experienced group in the classroom assumes a leadership role. The newer group begins to learn about the class and concepts. Therefore, at this point in the second week, the leadership group is preparing for graduation and making research project presentations. The new group participates by actively listening to the presentation, taking notes, and providing feedback.

Graduation Day (Use Lesson 27 if there is a group graduating now)
The day consists of other lessons but focuses on the graduating group. Again, the newer group participates by actively listening to the presentation, taking notes, and providing feedback. It is also a day for previewing and reflecting on learning to date.

Leadership Discussion: Before the day is over, the teacher holds a very serious, positive, and motivational discussion with the new group, who will become the leadership team. This is a transitional discussion on what is required, but using what the students has learned from the graduation group. The students discuss their strengths and areas to improve in order to assume the leadership role for the incoming new group.

Lesson 15: Research Project
This lesson formally introduces the students’ research projects that will lead to oral presentations on graduation day in two weeks. The research project con-
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sists of a written essay and an oral presentation of a student selected topic of interest. This project is a graduation requirement and is draws on previous lessons (such as writing process, communication, mind mapping, and thought for the day) and future lessons (independent study time, library research, and public speaking essential skills). It also uses EFF’s Learn Through Research Standard as a way to develop the project.

**Weekly Review: What Have I Learned This Week? (Lesson 9)**
The weekly review focuses on what a learner has learned.

**Week 3: Lifelong Learning**
Week Three requires learners to work as a team and to begin taking leadership of the class and their own education. Learners work in a group, self-assess one another, and evaluate their own learning.

**DAY 1**
**Homework Review and Thought for the Day**

*Note:* Welcome and Introductions (Lesson 1) would be repeated if there are new students entering the course.

**Lesson 16: Time Management**
This lesson provides some basic time management techniques that are helpful in the classroom and in everyday life.

**Lesson 17: Team Dynamics**
Teamwork is a key concept that is emphasized throughout the course. However, this lesson provides the basic concept of developmental team growth. These concepts are easily transferable to family, community, and everyday life.

**Independent work on Research Paper**
Off and on throughout the next two weeks, there will be time allotted for students to work on their research project. The classroom time allows for teacher assistance and guidance.

**DAY 2**
**Homework Review and Thought for the Day**

*Note-Taking Skills (Review or complete Lesson 14)*
This lesson expands previous short lessons on note-taking skills. This lesson provides some basic note-taking techniques to be practiced through a homework assignment.
Lesson 18: Thinking Skills
This lesson provides basic foundational information about critical and creative thinking skills. This lesson reinforces key concepts that have been talked about and used from the beginning of the course.

Lesson 19: Memory Skills
This lesson provides a basic look at how memory works, and how it can be improved by using some simple techniques.

DAY 3
Homework Review and Thought for the Day

Test-Taking Strategies Using the Plan-Do Steps of the Plan-Do-Study-Act (PDSA) Process
The objective of this activity is for the student to (1) briefly review test-taking general strategies, (2) review his or her specific test-taking strategies, (3) develop and implement a plan of action (Plan and Do steps of PDSA). The first TABE test review focuses on test-taking strategies using the Shewhart Cycle to create an action plan in order to improve learners' test-taking strategies. This lesson is adaptable to any adult education test.

Lesson 20: Orientation to the Computer Lab
The purpose of this lesson is to introduce students to the rules and procedures to follow in the computer lab as well as an introduction to the basic parts of a computer.

Improving Basic Skills using Technology
The objective of this activity is for each learner to (1) comprehend how to improve their basic skills using technology, and (2) respond positively to technology as it applies to their lives and goals as parents, workers, and citizens.

DAY 4
Homework Review and Thought for the Day

Lesson 21: Problem Solving Process
The Six-Step Problem-Solving Process is an easy approach to dealing with issues and problems. It is a simple, systematic way to approach a problem with clearly defined steps so that an individual or team doesn’t get bogged down in, “WHAT DO WE DO NEXT?” This lesson covers this process using a program example and a student-selected issue/problem.
**Lesson 22: Stress Management**
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 they can do to control the stress they may have in their life as workers, parents, and citizens.

**Weekly Review: What Have I Learned This Week? (Lesson 9)**
The weekly review focuses on what a learner has learned and includes a writing exercise that reinforces learning.

**Week 4: The Next Steps**
Week Four is the final week. Learners demonstrate their leadership abilities to the rest of the class, make their presentations, and complete requirements for promoting from Learning Skills. This is a time when learners reflect and evaluate themselves and the course. It is also a review time to prepare them to take the tools and skills they have learned into the next class or to the job site.

**DAY 1**
Homework Review and Thought for the Day

**Test Taking Strategies Using the Study Step of the Plan-Do-Study-Act (PDSA) Process**
The objective of this activity is for the student to (1) review (Study/reflect and evaluate) his or her action independent plan to achieve a short-term goal, (2) make adjustments to plan of action. This is the second TABE test review focusing on test taking strategies using the Shewhart Cycle.

**Write and Reflect on Test-Taking Strategies**
When learners have completed the study step of the Shewhart Cycle for test-taking strategies, this activity will have learners write what they have learned from using the Shewhart Cycle to improve their test-taking strategies.

**DAY 2**
Homework Review and Thought for the Day

**Lesson 23: Test-Taking Strategies and Study Skills**
The Test-Taking Strategies and Study Skills lesson focuses on how learners can improve their study skills, which in return improves test-taking strategies. It also links to the Goal Setting/Shewhart Cycle lessons. Learners are asked to use
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the Shewhart Cycle as a tool to better their study skills and test-taking strategies throughout the Learning Skills course

Lesson 24: Essential Speaking Skills
Speaking Essentials is a learning activity that will help learners understand the elements to 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.

Lesson 25: Next Steps after Learning Skills
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.

DAY 3
Homework Review and Thought for the Day

Test Taking Strategies Using the Act Step of the Plan-Do-Study-Act (PDSA) Process
The objectives of this activity are for the student to (1) act and implement general and specific test taking strategies (2) review pre-test, post-test, and student’s evaluation of progress on short-term goal, and (3) summarize entire PDSA test goal activity.

Lesson 26: Learning Skills Review – What Have I Learned in This Class?
This review focuses on what a learner has learned in the course. It also provides the teacher with a critical look at what knowledge and understanding the learner has gained. The lesson also focuses on the value students place on their learning and how they use it in their everyday lives. The lesson reviews the key concepts from the four weeks.

Makeup Hour
The objective of this activity is for each learner to (1) finish incomplete work, and (2) organize all work for their personal notebook, and (3) collect work for learner files.

Presentation Practice
The goal of this homework is for each learner 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.
DAY 4
Homework Review and Thought for the Day

Prep Time
The goal of this activity is for the learner to (1) complete all last minute details for graduation/presentation and (2) motivate themselves and others to do a good job during the presentation of their papers. The learners have completed all requirements of the Learning Skills course and are about to give their presentations to the class.

Lesson 27: Graduation Day
This is the last day of Learning Skills and perhaps the most meaningful to many of the learners. The graduates have succeeded by completing the course and have fulfilled all requirements. It is a day of review, preview, reflection, and evaluation. This lesson has been created for the learners that are in their 2nd week of Learning Skills and for those that have completed the course.

Graduating Class Presentations
The graduating students make the research presentation to the new group and invited guests. This is a very important threshold step for the student. It is the culmination of four weeks of work. The atmosphere is very energetic and exciting for the graduating students.

Class Visits
The goal of this activity is for each learner to be able to comprehend what the next class will be like and respond positively to the class visit.

Learning Skills Evaluation
The objective of this activity is for the graduating learners to (1) reflect and evaluate on the Learning Skills course, and (2) give feedback on how to improve the course.

Learners have completed the Learning Skills course.
## Learning Skills Course
### Overview of Week One and Two

### WEEK 1

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 1.</strong> Welcome and Introductions&lt;br&gt;Handouts: <em>First Day Packet</em></td>
<td><strong>Review Homework</strong>&lt;br&gt;<strong>Thought for the Day</strong></td>
<td><strong>Review Homework</strong>&lt;br&gt;<strong>Thought for the Day</strong>&lt;br&gt;<strong>Lesson 6.</strong> Reading Strategies&lt;br&gt;Handouts: <em>Learner Note Taker&lt;br&gt;EFF Standard Read With Understanding</em></td>
<td><strong>Review Homework</strong>&lt;br&gt;<strong>Thought for the Day</strong>&lt;br&gt;<strong>Lesson 7.</strong> The Communication Process&lt;br&gt;Handouts: <em>Learner Note Taker</em></td>
</tr>
<tr>
<td><strong>Lesson 3.</strong> Goal Setting&lt;br&gt;Handouts: <em>Top 10 Goals&lt;br&gt;Goals Worksheet&lt;br&gt;Learner Note Taker&lt;br&gt;EFF Standard Plan</em></td>
<td><strong>ACTIVITY:</strong> TABE Locator Test&lt;br&gt;<strong>Homework:</strong> Academic Survival Guide</td>
<td><strong>ACTIVITY:</strong> TABE Complete Battery&lt;br&gt;<strong>Homework:</strong> Academic Survival Guide—Note Taking</td>
<td><strong>Homework:</strong> The Communications Loop</td>
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<tr>
<td><strong>Homework:</strong> Bill Cosby Success Story</td>
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### WEEK 2

<table>
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<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
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<tbody>
<tr>
<td><strong>Review Homework</strong>&lt;br&gt;(see Lesson 2)</td>
<td><strong>Review Homework</strong>&lt;br&gt;<strong>Thought for the Day</strong></td>
<td><strong>Review Homework</strong>&lt;br&gt;<strong>Thought for the Day</strong>&lt;br&gt;<strong>Lesson 12.</strong> Johari Window&lt;br&gt;Handouts: <em>Learner Note Taker</em></td>
<td><strong>Review Homework</strong>&lt;br&gt;<strong>Thought for the Day</strong>&lt;br&gt;<strong>ACTIVITY:</strong> TABE Complete Battery (completion)</td>
</tr>
<tr>
<td><strong>Lesson 10.</strong> Learning Styles&lt;br&gt;Handouts: <em>Learner Note Taker</em></td>
<td><strong>Lesson 13.</strong> Listen Actively&lt;br&gt;Handouts: <em>Learner Note Taker&lt;br&gt;EFF Standard and Strategies of Listen Actively&lt;br&gt;EFF Standard Listen Actively</em></td>
<td><strong>ACTIVITY:</strong> TABE Review&lt;br&gt;<strong>Homework:</strong> Independent Study in Workbooks</td>
<td><strong>Lesson 14.</strong> Note-Taking Skills&lt;br&gt;Handouts: <em>Cornell Note-Taking form</em></td>
</tr>
<tr>
<td><strong>Lesson 11.</strong> The Writing Process&lt;br&gt;Handouts: <em>Learner Note Taker&lt;br&gt;EFF Standard Convey Ideas in Writing&lt;br&gt;The Writing Process&lt;br&gt;Logic Tree and “Hamburger” story examples&lt;br&gt;Logic Tree form</em></td>
<td><strong>Homework:</strong> Watch the World News</td>
<td></td>
<td><strong>Lesson 15.</strong> Research Project&lt;br&gt;Handouts: <em>Student Note Taker&lt;br&gt;EFF Standard Learn Through Research&lt;br&gt;Goals Worksheet</em></td>
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<tr>
<td><strong>Homework:</strong> Watch the World News</td>
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<td><strong>Weekly Review</strong>&lt;br&gt;(see Lesson 9)</td>
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<td><strong>Homework:</strong> Begin working on presentation using the Writing Process</td>
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<td></td>
<td><strong>Graduation Day</strong> (Lesson 27 can be used here if students enter every two weeks.)</td>
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</table>

**LEARNING SKILLS** 17
# Learning Skills Course

## Overview of Week Three and Four

### WEEK 3

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<tr>
<th>MONDAY</th>
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<td>Review Homework</td>
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<td>Thought for the Day</td>
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<td>(See Lesson 2 for Master Lesson)</td>
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<td>Welcome and Introductions</td>
<td>Welcome and Introductions</td>
<td>Welcome and Introductions</td>
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<td>(Repeat Lesson 1 if new students enter on this day.)</td>
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<td>Handouts:</td>
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<tr>
<td>• Student Note Taker</td>
<td>• Team Dynamics Analysis Worksheet</td>
<td>• Student Note Taker</td>
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<td>Homework:</td>
<td>Homework:</td>
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<tr>
<td>Team Dynamics Analysis Worksheet</td>
<td>Team Dynamics Analysis Worksheet</td>
<td>Putting It to Work</td>
<td>Document Your Stress</td>
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### WEEK 4

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<td>Review Homework</td>
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<td>Thought for the Day</td>
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<td>(See Lesson 2 for Master Lesson)</td>
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<td>Handouts:</td>
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<td>• Student Note Taker</td>
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<td>• Student Note Taker</td>
<td>• Student Note Taker</td>
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<tr>
<td>• EFF Standard Speak With Understanding</td>
<td>• EFF Standard Take Responsibility for Learning</td>
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<td>Homework:</td>
<td>Homework:</td>
<td>Homework:</td>
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<tr>
<td>Independent Study in Workbooks</td>
<td>Presentation Practice</td>
<td>Presentation Practice</td>
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Additional Suggestions for Using the Book

After you have completed the visual tour of the curriculum, read the Lesson Plan Model section. This will give you the information you need to understand the intent of the developers and how to use the lessons more effectively. The lessons are written as scripts but teachers should adjust the lessons to their own teaching style and supplement the material with resources that they have available.

The next step would be to read the Key Concepts Descriptions. The key concepts are used throughout the course. These concepts are the heart of the curriculum. They are designed to help the adult learner remember concepts and to provide tools that adults can use in class or on the job to help them successfully complete their tasks. These concepts provide the learner with transferable skills that can be used in school, at the workplace, or in the home.

Now review the “Thoughts for the Day.” This part of the curriculum pushes and demands that learners begin to think for themselves and to voice their own opinions. This a deceptively simple process, but at the same time it is complex and powerful because it forces the learner to develop his or her voice, independent action and thoughts, and envision a way or bridge to a better future. It demonstrates to learners that their opinions count and that they can make a difference.

Preparation

The lessons in this book have been developed to give teachers enough information to teach effectively. One way to prepare to teach the lessons is to follow these steps:

1. Review the first page of the lesson, focusing on the overview and the educational goal. The educational goal will tell you the desired instructional outcome of the lesson, learning activity, or project.
2. Read the objectives: This will provide you with action verbs that tell you the observable and measurable evidence of learner achievement.
3. Look in the sidebar for the approximate lesson time, equipment, and materials required to teach the lesson.
4. Check to see what key concepts are taught in the lesson, then copy them or duplicate the drawings on posters for your classroom. You will refer to these concepts and tools throughout the course. Once you have placed them in the classroom, you do not have to remove them before the next lesson. Leave them up. Remember, you are creating a classroom to use as a teaching tool.
5. What other resources will you need to teach the lesson? What must you adapt to fit your group?
6. Review the lesson plan point by point.
Skill Connections
Each lesson contains a skill connection. The tables in the Appendix give details on the key skill standards connections in the lesson. The curriculum uses the Equipped for the Future (EFF) model as the primary framework as well as the Tennessee KSAs and GED. The definitions for the KSAs are those developed by the curriculum team. Sondra Gayle Stein’s Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century (2000, Washington DC: National Institute for Literacy) and Dent C. Davis’s Keys to the Future: Knowledge, Skills and Attitudes for Work (September 1999, Tennessee Department of Human Services) are two books we recommend to effectively teach the standards.

Timing
This curriculum was originally designed for a four-week course, but we believe that it can be used in other timeframes as needed by a particular program. Appendix IV gives suggested uses by five Tennessee programs.

We realize that not every adult education program will be able to implement a Learning Skills course for a four-week period; however, any program should be able to take lessons from the course and adapt them to their program’s timeframe. We suggest that you review all the lessons and key concepts, then decide what is most valuable for your Learning Skills course.

You may also encounter a learner who wants to know what this has to do with the GED. Usually this learner is relating adult education to the traditional view of education, which was a remedial approach. This curriculum expects the learner to be able to think critically, evaluate information, and express opinions both verbally and in written form. If the teacher encounters this type of learner, the best approach is to work with the learner to honestly look at his or her skill levels, then directly and implicitly explain how Learning Skills will help this learner prepare for the GED.
The following lesson plan model format was developed to provide either a novice or experienced teacher with enough information to teach the lesson effectively. The lesson plan will read like a script simply to provide explicit detail for a better understanding of the developer's intent. The purpose of the detail is so each part of the lesson's approach and logic is made clear to the teacher. However, the teacher should translate and adjust the lesson into his or her own style and appropriate approach to style of the students. At the same time, we have tried to keep the lessons simple and logical. The lesson plan format has two sections. The first section provides lesson-planning instructions written to the teacher, and the second section is the actual teaching lesson plan that includes wording that can be used with students.

Title
The title is the exact description of the lesson, learning activity, or project.

Objectives
The desired instructional outcome of the lesson, learning activity, or project is stated. Educational objectives are usually stated in two formats: (1) level of learning objectives (learner will be able to know, comprehend, apply...), or (2) criterion objectives, which is a statement that specifies precisely what behavior is to be exhibited, the conditions under which behavior is accomplished, and the minimum standards of acceptable performance.

We used Bloom's cognitive and Krathwohl’s Affective Taxonomies, Gronlund’s Stating Objectives for Classroom Instruction, and other educational aids that relate to the cognitive and affective taxonomies. This approach builds an educationally sound and explicit hierarchy of objectives and supportive behaviors. It makes it easier for the teacher to assess if the student reached the expected outcome (action verb = behavior). It will be helpful to teachers or nonteachers to understand our lessons. We feel it is important to include the affective domain as part of our educational objectives. Learners retain and use information better when they have developed a positive attitude and value toward the learning. Several curriculum development models stress the use of this domain to design and conduct an effective teaching and learning experience. In fact it is the mutual relationship between both domains that work together to achieve the best results.
Measurable Samples of Behavior (also called Samples of Behavior): Behavioral statements (action verbs) provide significant, observable, and measurable evidence of objective achievement. The letter or word in parenthesis refers to the specific level of learning either in Bloom’s Cognitive Taxonomy or Krathwohl’s Affective Taxonomy. Two examples follow: the (C) represents comprehension and the word (respond) is self-explanatory.

Example: Measurable Sample of Behavior:
Cognitive: (C) Explain (1) What the author’s quote is saying.
(2) What the quote means to the learner.
(C) Predict (3) How can the learner apply the quote and her interpretation to her lives.
Affective: (Respond) Describe the value of quote and why it is important.

The Learning Skills lessons use three cognitive levels of learning
- (K) = knowledge
- (C) = comprehension
- (A) = application

and three affective levels of learning
- (Receive)
- (Respond)
- (Value)
The charts below depicts the cognitive and affective domains and the equivalent symbol or word.

<table>
<thead>
<tr>
<th>Cognitive (Levels of Knowledge and Understanding)</th>
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</thead>
<tbody>
<tr>
<td><strong>Level of Learning</strong></td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>Synthesis</td>
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<tr>
<td>Analysis</td>
</tr>
<tr>
<td>Application (A)</td>
</tr>
<tr>
<td>Comprehension (C)</td>
</tr>
<tr>
<td>Knowledge (K)</td>
</tr>
<tr>
<td><strong>Mental Activity</strong></td>
</tr>
<tr>
<td>Exercise of learned judgment</td>
</tr>
<tr>
<td>Create new relationship</td>
</tr>
<tr>
<td>Determine relationships</td>
</tr>
<tr>
<td>Use of generalizations in specific instances</td>
</tr>
<tr>
<td>Translate, interpret, and extrapolate</td>
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<tr>
<td>Recall and recognition</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Affective Domain (Levels of Attitudes and Values)</th>
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</thead>
<tbody>
<tr>
<td><strong>Level of Learning</strong></td>
</tr>
<tr>
<td>Characterization</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Valuing (Value)</td>
</tr>
<tr>
<td>Responding (Respond)</td>
</tr>
<tr>
<td>Receiving (Receive)</td>
</tr>
<tr>
<td><strong>State of Mind</strong></td>
</tr>
<tr>
<td>Incorporates value into lifestyle</td>
</tr>
<tr>
<td>Rearrangement of value system</td>
</tr>
<tr>
<td>Acceptance</td>
</tr>
<tr>
<td>Reacts voluntarily or complies</td>
</tr>
<tr>
<td>Willingness to pay attention</td>
</tr>
</tbody>
</table>

Lesson Plan Model

■ **Skill Standard Connections**
Provides a brief description linking the lesson. Details of the skills used in *Learning Skills* are in Appendix II.

■ **Time**
The time tells approximately how long the activity will take from beginning to end. Time may be adjusted to meet educational needs and students’ involvement.

■ **Preparation**
*(Materials, References, and Equipment)*
Materials and resources may include handouts, transparencies, Internet Web sites, and commercially produced materials. References list the primary publications used, but the teacher has the option to research and use other sources. Equipment—overhead projector, computer, VCR, tape recorder, flip chart, and markers.
  • Teacher materials
  • Student materials

■ **Teaching Strategy**
This is a brief “how to” approach to teaching the lesson. It uses the teaching pattern/organization of the lesson as designed by the developer. The teacher has the option to adjust the strategy and approach given to the various lessons to make it work for the students and classroom environment.

■ **Teaching Tips**
It may be difficult for learners to get started with analyzing the thought. Have the learners select the key words in the quote and ask the learner what do the words mean. Ask the learners to pick another word or way of saying the same thing, but in words they understand better. Learners may carry on a brainstorming discussion to develop easier-to-understand language for the quote. Just make sure the essence of the thought is not lost.

■ **Lesson Plan**
Again, the sample language for the lesson is provided for teacher understanding and should be translated and adjusted to meet student and classroom needs.

■ **Introduction**
There are three elements to the introduction portion of the lesson plan: **Attention, Motivation, and Overview**.

1. **Attention:** Use an introductory activity, statement, or question to help gain the student’s attention and focuses on the topic. This is a place to consider a
pre-assessment to learn what the students already know and what they would like to know.

2. **Motivation:** Describes the importance of the upcoming lesson and why the student should pay attention. This section should provide a general or common answer to the student question of “What’s in it for me?” (WIIFM) or “Why am I in this class?”

3. **Overview:** The overview provides a brief outline and description of what the lesson will include. It should cover the lesson’s objectives, key ideas, and provides a roadmap of what will be covered.

### Body of Lesson
The body of the lesson covers the essential elements, key points, and the development of those ideas. It is the logical development of the lesson using active learning techniques, skillful questioning and guidance by the teacher, and thoughtful work on the student’s part. It is presented with several Main Points.

### Conclusion
The conclusion has three parts: **Summary, Re-Motivation, and Close.**

**Summary:** Have the learners summarize what they have learned in a paragraph. The value of the student summary is that they put all of what they have learned together in a coherent and comprehensive manner. This type of summary allows the teacher to assess learning and provide appropriate remediation if necessary.

—*Post Assessment:* Consider assessing for what the students have learned about the topic.

**Re-Motivation:** This is a motivational statement that reaffirms the importance of what was learned, encourages the learner to put that learning into action, and encourages the learner to share it with others.

**Close:** This is a final statement that releases the students but also provides them with something to think about.

Again, this detailed lesson plan format is only a departure point for teachers to develop their own particular slant and style to each lesson to reach the educational objectives.
Key Concepts and Tools

Throughout the course of Learning Skills, key concepts and tools have been created to guide learners through their educational journey. Key concepts are themes that distribute themselves throughout the course. They are meaningful tools that a student can use for any learning experience. Key concepts build on a learner’s prior knowledge and should be easily retrieved to use by teacher and student alike. There are several key concepts that flow throughout the Learning Skills course outline. The key concepts and a brief description of each are listed below. The key concepts that are used in Knox County’s adult literacy Learning Skills Course were created to help learners achieve any goal that they may have in their lives. Key concepts are simple step-by-step tools that learners first hear and see in Learning Skills. Learners begin to understand how the concepts and tools can help to support them in their lifelong learning.

Throughout Learning Skills, learners begin to value these concepts and tools. They rely on them and are proud that they can apply them. Several of the concepts and tools are taught in college. Our learners are usually blown away by the fact that they are learning something that is taught in college. We keep the concepts simple and don’t get into much detail about them. This way the learner is using higher-level thinking skills without losing any of the motivation from becoming frustrated with a concept or tool being too hard. The purpose of all tools and concepts is to show learners that they can do whatever they put their minds to and that they don’t have to do it alone. They can gain support from others, tools and concepts, and even from themselves.

In many ways, our learners rely on the concepts and tools as something that they have retained, understand, and use. They become the leaders with the knowledge and use of these skills and begin to use the tools and concepts in their everyday language and lives. Most of our learners get excited when they are asked to explain a key concept or a tool. They know that several others haven’t heard of the concept or tool and they get the opportunity to teach it to another person. Part of our program’s goal is to ensure that these key concepts and tools become a “common language,” for our entire program. Like Equipped for the Future (EFF), using the concepts and tools builds on learners’ prior knowledge and gives them something familiar to work with when they move on to the next class.

**STAR Method**

The STAR method is an acronym that stands for *Stop, Think, Act, and Review*. It is a tool that reminds a person to stop and think before they act, so that they can make better decisions and realize that there are
choices and consequences to actions that are made. After a person has stopped to think and then acted, the tool then asks that the action taken be reviewed. The review step is valuable because it asks a person to reflect on what they did and to ask questions like: How did that go? Did I make the right decision?

**Examples using STAR:** When a student is taking a test, he or she can use STAR to stop and think about a test question before answering. Answering the question would be the Act step and then going back over the test questions and checking the answers would be the Review step. Another example could also be when a child is faced with a disagreement with another child. The child could use the STAR method to decide what to do instead of acting without thinking. The STAR method is an easy-to-understand tool that can be used in any person’s life, young and old.

**The Shewhart Cycle**

The Shewhart Cycle is a problem-solving process that is broken down into steps. It starts out with the planning step. Everyone should have a plan. Having a plan helps people to be better prepared for whatever it is that they want to achieve. We have used the Shewhart Cycle throughout *Learning Skills*.

**Example using the Shewhart Cycle:** We hope that you value it and see why it is important. You have had a plan even for today. You planned to write your paper, then you did it. Today you will present your plan and tonight you will probably reflect and evaluate on how the presentation went. This is the time when you will study what went well or what needed to improve. So that the next time you need to write a paper or give a presentation, you will know what to do better. The Shewhart Cycle is just a tool that anyone can use to improve a process. Some businesses, organizations, churches, programs like ours use the Shewhart Cycle to do things better. It is a tool that if kept simple can make a world of difference.

**The Five W’s and H** *(also known as the Socratic Method)*

The five W’s and H are: who, what, when, where, why and how. These are key words that help people to find or give information. Learners should be told that the key is to ask questions and get answers. They should know that asking questions is extremely valuable and that there are no stupid questions. Learners can use the Five W’s and H in any area of their life. One of the ways that *Learning Skills* uses this concept is through the writing process. Learners are asked to use this tool as a way to write their papers. They can ask questions about their topic and then find the answers.

**Read, Write, Discuss**

The read, write, and discuss model tool is a model that we use in *Learning Skills* and in all classes in the program. A “Thought for the Day” is given every morning of class. The read, write, discuss model is the tool that is used during this process. We ask learners to read the “Thought for the Day,” write about it, and then discuss it as a group. Learners
are asked to answer four questions about the thought for the day.
1. What is the author saying?
2. What does it mean to me?
3. Why is it important?
4. How can I use it?

These questions help learners think about what is being said, but more importantly, they help learners to understand what they are learning and allow them to predict how they can apply what they have learned to their lives.

**Critical Thinking**
Critical thinking is about breaking things apart and analyzing them. Learners are told that using critical thinking skills will help them to learn more.

**Creative Thinking**
Learners are told that everyone also thinks creatively. Creative thinking happens when a person is looking at things in a different way or when they are inventing new and different things.

**The Communication Process**
The Communication Process is a tool that is taught in college but it is also a process easily understood and used by *Learning Skills* participants. The Communication Process begins with a sender. The sender is the person that has information that needs to be passed on. The information that person is sending is called the message. If the message was clear enough, it is then passed on to the receiver. The receiver is the person that the message was intended to. If the receiver got the message, he or she can then choose to give feedback to the sender about the message received. If one part of this process is left out, the communication is considered ineffective. There may be things that get in the way of the process. These things are called *barriers*. Barriers can be avoided by staying focused, listening actively, and being open to giving and receiving a message.

**The Three A’s**
The three A’s is a tool that was created by a local high school principal. The A’s are used as a check-off list. Learners are asked to use the tool as a reminder of their *attendance*, *attitude*, and *achievement*. All three of the A’s combined equal success.
**Key Concepts and Tools**

**The Three A’s**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>+</th>
<th>Attitude</th>
<th>+</th>
<th>Achievement</th>
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<td>SUCCESS</td>
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**Attendance** – Learners are told that their attendance is very important. Let learners know about the Families First 90% a month rule. Tell them that if they are here at least 90% of the time, they will have a better opportunity to get everything that they need to learn. They are less likely to miss important information when they are here. Class members should be reminded that they are responsible for their education and part of this responsibility is coming to class.

**Attitude** – Learners are told that having a positive attitude is really the key to success. They are asked to check their attitude. The way someone feels affects how they do. If a person doesn’t feel like being here or doing the work, chances are he or she won’t be as successful. Tell learners that they should try to get interested in what they are learning.

**Achievement** – Learners are asked to try to achieve every day and to work hard and to try their best. Tell them that achieving something every day will push toward their goal, and it will give them something to feel good about.

All three of these A’s equals **Success**. If a person is willing to do these three things, they will be more likely to succeed.

**The Writing Process**

The Writing Process is used as a tool throughout our program. The process gives learners a step-by-step guide that helps them to improve their writing. The writing process has four steps.

- **Prewrite** – choose a topic, come up with a plan, brainstorm main ideas and supporting details. Think about who the audience is.

- **Rough Draft** – write the first draft, organize and record

- **Evaluate, Revise, and Edit** – evaluate your writing to see if it meets your purpose, then

  - revise your writing by revising 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.

- **Write Your Final Draft** – After writing 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.

- **Publish the Final Draft**

**Logic Tree**

![Logic Tree Diagram]
Key Concepts and Tools

ideas. Don’t be too concerned about spelling, grammar, or punctuation. Focus on what needs to be said.

· Self-Editing and Revising – After the rough draft is complete, go back over the paper and correct mistakes or make changes or adjustments where needed.
· Final Draft – Publish or present final draft.

The “You Can” Picture
The “You Can” picture is a visual tool that helps to motivate learners. It is used whenever the discussion of achieving goals, motivation, or self-esteem comes up. It is a simple reminder that anyone can do what he or she puts their mind to.

The Process Chart
The Process Chart is an improvement tool that asks learners to list all the things that went well and all of the things that need to be changed or improved. This tool is used in lessons that ask learners to reflect and evaluate how an activity is going.

The Equipped for the Future Skills Wheel
The Equipped for the Future Skills Wheel is used throughout the Learning Skills course. It is a tool that helps learners to understand what skills and standards they are using during a learning activity. The wheel helps learners to see the bigger picture of what they know and are able to do.

The Staircase
The staircase is a visual aid that is used as a tool to help learners understand that goal setting is a step-by-step process. It encourages learners to identify specific things that they need to do to achieve. It also helps learners to understand that achieving takes time.

Process Chart

<table>
<thead>
<tr>
<th>Achieves</th>
<th>Avoids</th>
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EFF Standards for Adult Literacy and Lifelong Learning

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<thead>
<tr>
<th>Communication</th>
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<th>Interpersonal</th>
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<tr>
<td>Guide Others</td>
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<tr>
<td>Convey Ideas in Writing</td>
<td>Work Together</td>
<td>Resolve Conflict and Negotiate</td>
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<tr>
<td>Speak So Others Can Understand</td>
<td>Learn through Research</td>
<td>Guide Others</td>
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<td>Listen Actively</td>
<td>Observe Critically</td>
<td>Take Responsibility for Learning</td>
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<tr>
<td>Observe Criticality</td>
<td>Solve Problems and Communicate</td>
<td>Reflect and Evaluate</td>
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<tr>
<td>Solve Problems and Make Decisions</td>
<td>Plan</td>
<td>Use Math to Solve Problems and Communicate</td>
</tr>
<tr>
<td>Use Information and Communications Technology</td>
<td>Reflect and Evaluate</td>
<td>Use Information and Communications Technology</td>
</tr>
</tbody>
</table>
Key Concepts and Tools

The SMART Goal
The SMART goal acronym stands for Specific, Measurable, Achievable, Relevant, and Timely. This mnemonic device helps learners to remember that their goals need to be specific; they need to be able to measure their own progress toward their goal. They need to also be sure that their goal is possible to achieve and relevant. Finally, the goal should include a timeline that may include long- and short-term goals or benchmarks of success.

Life and Education Connection
This visual aid helps learners to see how education is not separate from life, that life and education are connected; one doesn’t go without the other. It lets learners know that they can take their education and use it in their lives as parents, workers, and citizens. It also helps learners to understand that learning can occur anywhere in their life, not just in a classroom environment.

A Note About Visual Aids
The visual aids have assisted Learning Skills instruction. The visual aids have primarily been created by teachers and applied during any lesson. Using these visual aids throughout the course re-enforces the objectives and key concepts by providing easy-to-understand pictures that assist in learner retention.

Creating your own visual tools is important in order to connect the Learning Skills curriculum to every teacher’s ownership of the lessons. Our tools are merely a departure point to assist you, the instructor, and learners. Sometimes, the best visuals develop during instruction. So go for it—and get creative!
Learners’ Reflections

This portion of the book takes a look at students’ thoughts about Learning Skills. Many of their responses have been selected from the “What Have I Learned” lessons. Learners’ thoughts and feelings about Learning Skills are kept as documentation of what works and what doesn’t. Collecting student writing is one of the most effective ways of documenting and measuring their growth in knowledge and understanding. Many times their writing will show that they are using what they have learned in their homes, with their family, and at work, as well as their education. Below are excerpts from learners’ writings.

“One of the changes I have seen is that I’m more open-minded. I’m sometimes afraid to express my thoughts. I have always been an outgoing type of person so coming in the ABE program I can share some of my skills with others without being passive. I use the notes, the attitude to speak out but I would just stay to myself. I have refocused my mind. I know where I want to be in the next 5 years, which would be 2005. I’m in control of my education. What it will take to get where I’m going to be in my profession. I have accomplished the ability to stay focused. I use to let barriers get in my way. Now I just take my passport and open any door that needs to be to better my education and I don’t leave home without it. Adult Education shows me how I improve my learning skills such as the PDSA, plan, do, study, act which is a process you can understand where want to be in life. Take steps in doing what you need to do. Study your actions you take and then act them out to the fullest of your ability.”

“I feel that Learning Skills has been a life saver for me because I was at the bottom of my life but now with the help of this class I know now I am important and I can make something of myself. I love this class more than I can say. You can work alone but teamwork is much better. We work together now but sometimes we let things get in our way but if we talk to each other and really work together we can make a difference.”

“When given an assignment take it seriously but most of all listen to the instruction. We are here to learn.”

“In Learning Skills I’ve learned to retain the knowledge and how to apply it to my everyday life. I can take what I learned with me to my next class. When I go to the subject I’m learning I can take it slowly, go back, and review. If I don’t understand I can ask questions. I’ve also learned that it’s necessary to com-
“I have enjoyed my experience in this class. It has helped me to overcome my fears and tribulations in life. I know now how to communicate with other people in a positive way. Jim and Emily has made me feel so good about myself that when I go to take my GED that I will pass it with flying colors. You all gave me the determination that I can do anything that I set my mind to do and also that I am somebody and it is okay to make mistakes. We are ever life long learners. Never stop learning and reading. Life is a challenge for newer heights in life. Maya Angelou said it so well and I still rise.”

“Learning Skills has helped me to learn in new ways. It has helped me to see my future. Now I feel like searching out to my goal.”

“I have learned so much in this class that I don’t know how to begin. I love learning about the Laws of Learning and the Cognitive and Affective Domains of learning levels. Knowledge to me is really knowing what you have learned, what you are learning and hopefully what you’re going to learn.”

“Education is not the filling of a pail but the lighting of a fire.” Yeats is saying that the beginning of education lets us open up our brains and begin to explore them to see how far it will take us because there is no limit on education so if we plan it, do it, and study it, we will reach our goal.”

The first time I came into this class, I was scared and nervous but as the days went by I have started being happy and comfortable. The teachers made me feel comfortable. This class makes learning fun. I’ve also learned that you don’t have to be perfect just be yourself.”

This class has done a lot for me since I’ve been coming it’s only been 3 weeks and I feel like I can do anything: They have patience for people like me and that’s helped me a lot. I learned a lot from the STAR process, Power Thinking, and the Shewhart Cycle helped me a pretty penny. The Shewhart Cycle has helped me be more careful and how to go about doing things and getting things done. The STAR Process has helped me in many ways and I didn’t even know about it until I came to this class. It’s really helped me. The Power Thinking showed me that I can get anything done. I can put my mind to it and I will to better myself. I’m very thankful the lord gave me another chance to come to school and learn what I was cheated out of (education) and I also thank him for having supportive teachers.

“STAR means to stop, think, act and review. Before we start anything we should think about it very carefully and then act on what we have thought about and when we finish it we need to review.

“PDSA means to plan, do, study, and act. Before getting started on anything we need to sit down and plan much like we did the tower and study it carefully. Do it and put into action.”

“Learning Skills has helped me to learn in new ways. It has helped me to see my future. Now I feel like searching out to my goal.”
**W E E K  O N E**

**M O T I V A T I O N**

“Wherever we are is okay.”

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<th>WEDNESDAY</th>
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<tr>
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<td>Review Homework</td>
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<td>Thought for the Day</td>
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<td>Handouts: Learner Note Taker</td>
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<td>ACTIVITY: TABE Complete Battery</td>
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Welcome and Introductions

Overview: The “Welcome and Introductions” lesson is the first lesson that all new learners hear when they come into Learning Skills. This lesson creates a clear message to all learners starting the class. It focuses on getting started, the adult education system, the Learning Skills course, and getting to know the teachers and all learners in the class.

Educational Goal: The goal of this lesson is for learners to:
1) Comprehend where they are, where they are going, and what Learning Skills is about.
2) Value getting started back to school and how Learning Skills applies to their life and goals.

Objectives: Learners will be able to:
Cognitive — Explain what getting started means.
— Explain why Learning Skills was created.
— Identify some of the Key Concepts introduced.
Affective — Participate in class discussion—spark an interest, believe “I Can,” positive thinking.
— Predict how they will benefit from Learning Skills.

Teaching Strategy: This is one of the most important lessons that a learner will hear and should be thought of as the lesson that sets the tone for the entire course. It is a morning of getting motivated, feeling comfortable with where one is, and instilling the “I can!” attitude.

The environment of the classroom is set up so that students who have already been attending the Learning Skills course are seated at a different table from the new folks. This group will be called the “leadership table.” This allows the tables to work on two different lessons and subjects depending on where they are in the course. The teacher should begin the lesson by asking the leadership table to review their notes, reflect over their own thoughts about what they have learned, and reflect on some of the feeling that they may have had their first day of Learning Skills. The leadership table should be aware that all new learners will look to them for guid—
Welcome and Introductions

During the first half hour of class, the leadership table is kept separate from the new table. This allows them time to reflect, review, and plan what they are going to share with the new people when it is their time to speak. While the leadership table is reviewing, the teacher or teachers will then begin the "Welcome and Introductions” lesson by telling the new group a little bit about themselves, leading into what Learning Skills is, why it was created, and how it will help. The basic information that all new learners need is also addressed during this time. Learners need to know how the adult education system works. They also need to know that there will be testing and when. Basic things like the class schedule, telephone number, and attendance are discussed. The key to the first half hour is to be as clear and honest as possible. Being clear and honest will help the class to feel more comfortable about where they are while allowing them to feel open about their previous experiences in school. The teachers should share background information about themselves—why they became teachers, some of the struggles that they went through in school, that they are all learners, and that everyone is just trying to get better.

After the small-group discussion the entire class will be asked to join in on a whole-group introduction discussing key concepts, thought for the day, lessons taught, and any thoughts or feelings from anyone about Learning Skills and previous experiences.

The new people should also know that this is the first big step that they will have to take. Let them know that they have overcome whatever barriers that were in the way to be here today and we commend them for that. Help them to see that this day is about them and that it’s about taking ownership of their education for their life and goals. After the whole-group discussion, allow time for the new folks to summarize what they have heard during the introductions.

End lesson with a preview of the first “Thought for the Day.”
Lesson Plan

**Introduction**
Welcome to Learning Skills. My name is _____________. We are happy that you are here today.

**Question:** Have any of you heard anything about Learning Skills?

**Question:** How are you feeling this morning?

**Motivation:** Today you are beginning a big step in your life. You are preparing for your future by being here today. You have probably heard the saying, “Today is the first day of the rest of your life.” This is very true today. It’s going to be an exciting day. So let’s get started.

**Question:** Why did you decide to come back to school?

**Overview:** It is important for you to let us know why you came back to school. That is why we gave you the interview when you enrolled into our program. We want to know what you want and what you need so that we can help you to be successful and attain your goals. We are going to be very honest and open with you. We are here to help you in any way that we can, but first let me tell you a little bit about myself. This will help you to understand where we are coming from, why I became a teacher, and the experience that I had when I was in school.

**Body of Lesson**

Main Point 1. Welcome
It doesn’t matter how you got here. What matters is that you are here today. This is your time to achieve the goals that you want to achieve in your life whether it be for your family, a better job, or even to improve your community.

Let me tell you a little bit about myself.

**A. The Past**

**Question:** There are many different types of teachers. Some of us may have had some good experiences in school, while other times it may have been hard. Who remembers having some good teachers?

It is normal for many of us to have had some not-so-great experiences in school. Sometimes teachers made it hard for us. Sometimes other learners
made it uncomfortable. Maybe we didn’t fit in or the teacher didn’t see the potential that we had. Not all teachers or peers are great. Maybe it was we who held ourselves back. We may not have seen the potential in ourselves or we just didn’t care. That was the past.

**B. The Present**

As an adult, you probably see more of the value in your education and you see some things that you want and need. Today is the present and you are preparing for your future by being here. You can make whatever you want better. You have the abilities as an adult to get the most out of this experience. Your goals will lead you to your future. Today is about getting started and helping you to see what this class is about and how it will help you.

**C. The Three A’s**

The three A’s are a kind of check-off list that you can use to help you become successful.

1. **Attendance** – Your attendance is very important. We have found that if you are here at least 90% of the time you will have a better opportunity to get everything that you need to get out of this class. You are less likely to miss important information when you are here. We realize that you may have to miss. If you need to miss a class, just call our number and let us know that you will not be attending that day. It is up to you to ask for the things that you missed and to make up any missed work. Remember, as adults you are just as responsible for your education as anyone else. In fact, in many ways you are more responsible for your education. You have more freedom as an adult to do what you want. We cannot force you to attend or do the work. But realize that you will not get what you need out of this class if you do not take responsibility for your learning.

2. **Attitude** – Having a positive attitude is really the key to success. You will learn tools that will enable you to set goals and solve problems in your life. You have to believe in yourself. It is good to have support from others like family and friends, but it does come down to how you feel about yourself and your situation. Check your attitude. The way you feel will affect how you do. If you do not feel like being here or doing the work, chances are you won’t be as successful as you could be. We believe that learning should be fun. We will have fun in *Learning Skills*. Try to get interested in what you are learning. Interest will help you to retain and remember information that you receive. There may be times when learning isn’t easy. It may be challenging or somewhat difficult for you to grasp at times. Try to stay positive and remember that you can do anything that
Welcome and Introductions

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you want as long as you believe in yourself. Your attitude can also affect others. We want the class to be a positive environment. Staying positive will help others to do the same. If you ever do have a problem or a bad day, discuss it with the teacher first. He or she may be able to help you and hopefully lift your spirits. We don’t want to bring others down with us when we are feeling blue. Problems do occur in life, but just realize that this time in class is for you. Try to resolve problems outside of class. If they can’t be resolved, at least try to get the most out of the time in class that you have. Remember, “I CAN!”

3. Achievement – Try to achieve as much as you can. Work hard and try your best. When you have assignments, finish them on time. Asking questions is just as important. Get the most out of your class time that you can. Take notes, listen effectively, and learn. You will learn how to do all of these things throughout this course.

Main Point 2. Tennessee Adult Education System—How Does the System Work?
Wherever you are is okay. Some of us may have difficulty in some subjects, while we are good at other skills. Maybe I am a great reader, but I have difficulty when it comes to learning and doing math. The system helps us to place you into the appropriate class. After Learning Skills you will be placed in a class that will focus on the things that you want and need to learn.

The Levels
The Tennessee Families First adult education system is broken down into four main levels. When thinking about skills like reading, math, and language, skill level can range anywhere from a basic skill level to a GED level. A person may be really good at reading but have difficulty in math. This would place them on a basic skill level. Other people may be really good in math but need some help in language or reading. Some people are on the basic skill level for all subjects. It can be difficult for some people to remember all of those things that we had to learn in elementary school. We might have known certain skills at the time but when we don’t continue to use them, we can begin to forget certain skills. To give you an example, think of grammar and punctuation, a person may sometimes have difficulty remembering when to use a comma. This might be because we don’t go around talking about where commas go in everyday life. Skills are easier to remember if we have to use them in the real world. If we don’t use certain skills, it is easier to not retain them as well.

Teaching Tip
The testing procedure may be different for your program; change this discussion where needed.
A. Level One, 0-1.9, is called the Beginning Literacy level.

B. Level Two 2.0-5.9, is called the Basic Skills level.

C. Level Two 6.0-8.9, is called the Pre-GED level. This level begins to focus on higher-level skills and more subject areas and helps to begin a plan for the next level. Subjects like algebra and geometry begin here.

D. Level Three 9.0-12.9 is the GED level. The third level gives more intense study and focus devoted to practice of the GED.

You will not just take a test and that’s it. One thing that we do a little differently in Learning Skills is a test review. After you finish taking the entire test we ask you to go back over the problems you missed, review them, and take notes on why you missed a problem. This is another “Behind the Scenes” look at learning. What we’ve found is that many times a person just read the question wrong, was in a hurry, felt frustrated, or maybe just filled in the wrong answer by mistake. Many people are surprised when they find out why they missed a problem.

**Question:** How do you think that reviewing the test would help you?

Allowing you to review the test gives you more control over your education. If you know the specifics of what you missed you have a better chance of taking responsibility for your learning. Taking responsibility for learning helps people to no longer leave it in the hands of the teacher. The teacher can give you the information that you need and can help you, but she cannot do it for you. We feel that it is important for you to have just as much control and input as the teacher does.

Reviewing the test is not cheating. We give you a completely different test the next time you take it.

Everyone who enters our program is asked to take a pre-test. This is how we know what skills to help them with. You will hear more about how the testing works tomorrow, but it is important that you understand the process.

Everyone is also asked to take a post-test so that we can measure what you have learned since you’ve been a part of the program. It also tells us when to move you on to the next level. If you look at the bottom of each answer sheet on the poster, you will see the word “objectives” along with a list of other words. This is how teachers know what they should teach. Objectives
Welcome and Introductions

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are things that you need to know and be able to do. When you miss a problem on the test, we as a team will look for the number of that problem and see what objective it falls under. To give you an example, if you miss a question in the reading portion of the test, we can find that problem/question number and see what part of reading you might be having difficulty in. The problem could fall under “recalling information,” which could mean that you need work on remembering things that you read.

**Question:** What do you think so far?

Let’s look at the test answer sheets and see how they work. Each test area—math, reading, and language—has a separate answer sheet. When you finish the test we will open up the answer sheet together and see how you did.

To help you understand how these levels work, let’s look at a scenario.

**Scenario:** Sarah received her test scores yesterday. Her scores are:

- Reading ................. 9.3
- Math Computation ........ 3.6
- Applied Math ............ 2.2
- Language ................. 7.5
- Spelling ................. 5.9

Look at your adult education system handout and place all of Sarah’s scores.

**Question:** On what level is Sarah on in her reading?

**Question:** What level is Sarah on in her Math Computation?

That’s a pretty big jump in scores. Maybe she does a lot more reading than math in her everyday life, or maybe math was never easy for her. She may not have been interested enough in math.

It looks like her scores are in every level. After the test is complete, all of the scores for every skill area are averaged together for an overall grade equivalency. In order for Sarah to get to the GED level she needs to take a few classes that focus on the basic skill level and one that focuses on pre-GED language. Her lowest scores are in math. This will mean that Sarah will need to work really hard on math. She may even get a one-on-one tutor. For our program Sarah’s math and spelling scores need to be a 6.0 before she can leave the literacy level. Her scores need to be 9.0 in order to get into the GED program. Sometimes there are situations when someone’s scores are all on a GED level except one. If someone has high scores except in one subject, then that person would probably do intense work

**Teaching Tip**

Allow enough time for class to place all scores. Some questions may come up concerning the great differences in the scenario’s scores. Let the learners know that this score span could actually happen.

**Teaching Tip**

Many times a student will ask at this point how someone will be placed in a class with these different levels. This would be the time to explain how the levels work at the local program. Levels and benchmarks may vary within each AE county. The goal is to help learners understand whatever program they are in.
in the subject that he or she needs the most help in and be placed into the GED class. Looking back at the objectives and which ones Sarah is having problems in will help us to know what to teach, but just as important, reviewing the test allows Sarah to know where she is, what she missed, and what she really needs to work on. By doing all of these things, Sarah can take more responsibility for her learning.

This scenario is just one example of a student’s scores.

Over the next few weeks, you will begin to learn more about how the system fits with your test scores. All of this information will begin to make more sense after you begin receiving your test results. We will also continue to relate information to the adult education system throughout the course. This handout is your map through our program.

We will talk more about testing later today and tomorrow, but for now realize that you will be tested in several areas. We will give you a test in reading, math, language, and spelling. Remember, wherever you are is okay. Many times people have difficulty remembering a particular subject if they haven’t used it in a while. This may mean that you will have to review or even learn some new skills.

This is how you and your teacher will know what you need to learn. These tests help us know what you need to learn and they also show us what you already know. Testing is no big deal, but without it we would not know what you should learn. This would be a waste of your time if we taught you something that you already knew very well. Another thing that we do is a review of the test that you take. When learners are allowed to look back over the test, they find things that they did right and things that they did wrong. Many times they will discover that they didn’t take their time, they didn’t read the question carefully, or maybe they just filled in the wrong answer. Think about all the other times that you have taken a test. What if you only missed a problem because you filled in another answer by mistake? You could have scored higher if you had taken your time or read the question more carefully. These are called test-taking strategies. You will learn more about test-taking strategies later on in the course. After you have taken all of the tests, we will ask you to go back over each test individually and see what mistakes you made and why. We will ask you to take notes on the mistakes that you made so that you will be better prepared for the next time you take the test.
Questions and Answers
Are there any questions, concerns, or comments that you have about what you have heard so far?

Main Point 3. The Learning Skills Course
The Learning Skills Course was developed for several reasons. One was because we wanted to give you, the learner, a better idea of how the adult education system works, what is expected from you and us, and to help you see where you are and how you can be successful. We call it the “behind the scenes” look at learning. Learning Skills will help you to find the true learner in you. Learning never stops. As adults, we have had enough experiences and prior knowledge that we can learn some things much easier than when we were kids.

Learning Skills has been broken down into four weeks. Each day of instruction allows several lessons to be taught in one day. We have created it as a developmental course. You will hear a lesson and concepts more than once. We will continue to discuss and review everything that we have learned.

A. Let’s talk about some of the key concepts and lessons in this course.
Question: Who remembers learning about something in school but not really knowing why you had to learn it?

In this class you will learn why it is important to learn. You will also learn how to learn. There are certain steps that everyone must go through in order to really learn a subject. Knowing is not enough. We need to know certain subjects and skills and be able to use what we have learned in our life. Learning Skills will help you to see the connection between life and education. It’s not about doing the work while you are in school and then leaving it alone until the next school day. It’s about taking what you have learned in class, seeing its value, and understanding how it can make your life better. One of the questions that you will hear us ask is, “How can you use it?” When we ask this question it will allow you to predict how a tool, subject, or concept can be applied to your everyday life and goals. You will learn many things in Learning Skills that will help you throughout your life and educational journey. The things that we teach in this class will help you to be more prepared for your next classes.

Let’s talk a little bit about communication.
Question: Look at the Communication Loop on the board. Right now I am the sender, sending you a…?

Question: If I am the sender and I am sending you a message, what does that make you?

Question: How will I know if you received my message correctly?

Question: Does this make sense?

This is called the Communication Process or Loop and it is taught in college. As adults, we can think on a higher level. Understanding the Communication Process is not difficult if we keep it simple enough.

Question: Why do you think that it would be important to know how to communicate effectively?

We teach several concepts that are taught in college. But we simplify the concept. Learning Skills is an orientation class. We are helping you to prepare for this new experience and change while at the same time providing you with helpful tools and lessons that will help you to succeed. Others we teach in Learning Skills are Note Taking, Study Skills, Time Management, and the Writing Process.

Are there any comments or questions about anything we have talked about so far?

B. Many of the things that we have discussed are about how our education connects to our lives. We have talked about some of the ways that your education will affect your life. When we asked you about your goals, many of you mentioned your family or better jobs.

You see the value of knowing how to do things for yourself and others. There is a framework that we use in our program. It is called Equipped for the Future (EFF). Equipped for the Future is a framework that describes what adults need to know and be able to do in the 21st century. Many people helped to come up with all of the things that you see listed here. (See Appendix III for EFF Lesson.)
We also have the Knowledge, Skills, and Attitudes (KSAs). These are skills that have been identified as needed by the state of Tennessee. We will continue to use the EFF Standards and the KSAs throughout the course.

Main Point 4. Class Introduction

**Key Concepts.** Many things that Learning Skills teaches are based on several key concepts. Key concepts are important tools that can help you in this class, your next classes, and even in your everyday life. When you graduate from Learning Skills, some of the classes that you may be assigned to use the same key concepts. These concepts have become a common language for our entire program.

1. **The STAR Method** – The STAR method stands for **Stop, Think, Act,** and **Review.** Can you remember a time when you just acted instead of stopping to think about the consequences of your actions? I can remember several times when I acted without thinking. This can be dangerous. Many times people make mistakes because they didn’t stop to think about how they should do something or how to handle a situation. If some of us had only stopped to think about the importance of education, it might have prevented us from not caring about education. Think about how our families could benefit from this. If we could get our children to understand and use the STAR method, they would make better decisions. Can you think of a time when you could have used STAR?

2. **The Shewhart Cycle** – The Shewhart Cycle is a problem-solving process that is broken down into steps. It starts out with the Planning step. Everyone should have a **Plan.** Having a plan helps people to be better prepared for whatever it is that they want to achieve. Even coming here today you had to plan when to get up, what to wear, how to get here, how to get the children off to school, etc. Right now you are in the second step—the **Do** part of the Shewhart Cycle. You had a plan and now you are doing what you had planned to do today. The third step of the Shewhart Cycle is the **Study** step. The study step allows us to reflect and evaluate how our process is going. For example, this afternoon you will probably think about how it went today. This is the time when you will study what went well or what needed to improve. We all do these steps naturally in our everyday lives. We just haven’t taken the time to discuss it or even name what it is that we do. The last step is the **Act** step. You start with a plan, then you do, the you reflect and study what went well and what didn’t, and finally you act by improving the process for the next time you have to do whatever it is you need to do. Tonight you may think of a better way of doing this for tomorrow. Maybe you will discover how to manage your

**Teaching Tips**

Provide posters or handouts with all parts of the Equipped for the Future Framework listed.

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**Teaching Tip**

Now is the time to open up the discussion to the entire class, including the leadership table. The leadership table members should have reviewed their notes and thought about what they want to share with the new people. This should be an upbeat and motivating discussion with a lot of humor throughout. Remember to keep the discussion informative but light.
time more wisely, or perhaps you will choose a more appropriate time for homework. The Shewhart Cycle is just a tool that anyone can use to improve a process. Some businesses, organizations, churches, and programs like ours use the Shewhart Cycle to do things better. It is a tool that if kept simple can make a world of difference.

3. The Five W’s and H – The five W’s and H are: Who, What, When, Where, why, and How. These are key words that help people find or give information. Think about a news report. Journalists use the five W’s and H to describe what happened, where it happened, why it happened, etc. We can also use the W’s and the H to gain information about a particular subject. The key is to ask questions and get answers. It is very important to ask questions. Asking questions is extremely valuable. Never feel afraid of asking a question. If you don’t ask, how will you find the answer? There are no stupid questions, and chances are someone else has the same question. The Five W’s and H will help you to learn, and using it can also help you to teach others. Whenever you are writing a paper consider asking yourself the five W’s and the H. What are you writing about, why are you writing about it, etc. We will use the five W’s and H throughout Learning Skills and you will be expected to use it in other classes.

4. Read, Write, Discuss – Read, Write, and Discuss is a model that we use in Learning Skills and in all classes in the program.

Read. People are usually eager and able to read something they have just written. Since an issue may be emotionally charged, reading should be invited, but never mandatory.

Write. Depending on the writing level of the group, this may begin with a group language experience piece or may lead directly to individual writing.

Discuss. Discuss what you’ve read or written. The teacher may use mind mapping during this time, while facilitating the discussion.

Not only do people need to read and write, but they also need to voice and share what they have written. You may enter this model at any point. We will use the Read, Write, Discuss model every morning when we do the “Thoughts for the Day.” The “Thought for the Day” is just that. It is a thought that will be written on the board each morning that you come into Learning Skills. As a group, you will be asked to read the thought for the day, discuss some of the key words and thoughts that you have about it, and then write about the “Thought” by answering four questions about it. The questions will be the same for every “Thought.” They are:
1. What is the author saying?  
2. What does it mean to me?  
3. Why is it important?  
4. How can I use it?

These questions will help you to know what is being said, but more importantly, they will help your understanding of what you are reading and will allow you to predict the connection between what you are learning and how you can apply it to your life. You will have your first “Thought” this morning. The “Thoughts for the Day” ask you to critically think about things.

5. The Two C’s: Everyone thinks using two different types of thinking. They are critical thinking and creative thinking.

- **Critical Thinking** – Critical thinking is about breaking things apart and analyzing them. You will be asked to critically think about many things that you learn. Critical thinking will help to improve your thinking skills.
- **Creative Thinking** – Everyone also thinks creatively. Creative thinking happens when you are looking at things in a different way or when you are inventing new and different things.

Both critical and creative thinking are valuable and should be used.

There are many other key concepts that we will talk about later. Also know that we will always go back and review the key concepts. You will hear them many more times. This will make it easier for you to remember them.

**Main Point 5. Paper, Presentation, and Graduation**

During the *Learning Skills* class, you will be asked to write a three- to five-page paper about any topic that you choose to write about and then present it on graduation day. There are a few reasons why we ask you to do this. The first reason is so you can learn about the writing process and how to begin writing effective papers. If you plan to get your GED, you will be asked to write a 200-word essay. Using the writing process will give you the practice that will help you to be better prepared for the next time you have to write a paper. We also want you to write it and then present it. You will be asked to present your topic, research, and thoughts to the group on the last day of class. This will help you to feel more comfortable about speaking in front of others. It also gives you the opportunity to share your voice with others. Don’t feel overwhelmed by this. Many people come into *Learning Skills* having never written or presented a paper before. If they can do it, so can you.
6. **Graduation Day** – Graduation Day is a very special day. We will ask you to present your papers on that day and we will have a ceremony for you celebrating all that you have achieved in Learning Skills. Graduation Day is important because it proves that you started and completed the first and sometimes the most difficult step in your educational journey. Starting *Learning Skills* can be challenging, but if you can hold on and try your best, you will make it to graduation day. You just need to maintain the three A’s.

**Question:** What are the 3 A’s?

If you have good attendance, have a positive attitude, and try to achieve you will have a better chance of success.

**Question:** You have heard a lot of new information today, but how are you feeling about being here?

## Conclusion

**Re-Motivation:** We hope you are feeling better about *Learning Skills* now that you have heard the welcome and introductions.

**Question:** Do you feel that *Learning Skills* is something that will help you?

Remember, wherever you are is okay. Maintain that “I can!” attitude. If you have any questions, just ask. We are all here to help. Today is a good day. You are taking ownership of your education. We are proud that you are here.

**Close:** We will take it step by step. We will help you in any way that we can. Let’s get ready to prepare for the future.

We will begin your first “Thought for the Day” next. Great work!
LESSON 2

Thought for the Day – Master Lesson

**Thought for the Day**
“Education is not the filling of a pail, but the lighting of a fire.”
—William Butler Yeats

**Overview:** The “Thought for the Day” should motivate learners to examine their commitment to improving themselves through the lifelong journey of education. They will also learn that the journey to their goals is a step-by-step process.

**Educational Goal:** The objective of this lesson is for all learners to (1) comprehend the “Thought for the Day” and (2) value the “Thought for the Day” as it could apply to their lives and goals.

**Objectives:** Learners will be able to:

*Cognitive:*
—Explain what the author’s quote is saying.
—Explain what the quote means to the learner.
—Predict how learners can apply the quote and their interpretation to their lives.

*Affective:* —Describes why the quote is important.

**Skill Standard Connections:** This lesson has connections with the Tennessee KSAs – *Talk With Respect, Listen for Understanding, and Get Along With Others*; and with EFF Standards — *Listen Actively, Observe Critically, Reflect and Evaluate, Read With Understanding, and Convey Ideas in Writing.* (Appendix II.)

**Teaching Strategy:** “Thought for the Day” is a good way to start the day’s activities and focus the learners’ attention, thinking, and motivation towards specific topics and goals. “Thoughts for the Day” are also a great way to connect EFF Framework concepts to learners’ insights and reflections. There are no wrong answers because learners add their meaning and interpretation to the thoughts. The teacher can lead the learners toward the direction of what the author intended as well as toward the direction of course and lesson goals.

**Time:** 45 minutes to 1 hour

**Teacher Preparations:**
— Write the “Thought for the Day” along with the page number in the Learner’s Handbook on the classroom board before class starts.

**Student Materials:**
— Pencil and paper
Write the thought on the classroom board before the class starts along with the page number in the Learner's Handbook. Introduce the thoughts by having learners read them out loud. The process for the “Thought for the Day” is always the same, but the teacher may have to assist the process when learners have difficulty. Initially working by themselves, learners will read (Read With Understanding) the thoughts to themselves. The learner will then use the four key questions to reflect and evaluate on the meaning, importance, and use of the thoughts. The learner will write (Convey Ideas in Writing) responses to the questions. Allow approximately 15 minutes for writing. Learners will discuss (Speak So Others Can Understand, Listen Actively, and Observe Critically) their learning insights with each other (Cooperate With Others). Allow approximately 20 minutes for discussion. Use the final 10 minutes to summarize the discussion and make important connections to goals, the EFF Framework (other appropriate standards), and the world we live in. The thoughts have been selected to bring out the learners’ thoughts and feelings about various topics such as education, goals, success, determination, etc. The teacher will help learners understand their insights, feelings, and commitments in relation to future learning, course objectives, and their lives.

“Education is not the filling of a pail, but the lighting of a fire.” This quote by William Butler Yeats is telling us that the pursuit of education is a high-energy, inspiring journey. We know that journey is a step-by-step learning process that takes time. When we were young we saw education with limits (filling the pail) and not as an exciting lifelong journey. This quote speaks to a passion for learning and the fun of learning. Each teacher should develop individual insights to the quotes and personal examples to use to help the learners.

Lesson Plan

Introduction

Attention: We’re going to start by using our thinking skills along with reading, writing, speaking, and listening skills to analyze a “Thought for the Day.” This is a great way to get our minds going, sort through some very important feelings, and build some very important ideas and beliefs that will last you throughout your lifelong learning journey.

Question: Why have you returned to school?
Question: What would you like to achieve while here?
**Motivation:** The “Thought for the Day” is a great way to get your mind going, sort through some very important feelings, and build some very important ideas, skills, and beliefs that will last you throughout your lifelong learning journey. It will help with those reasons concerning why you are here and what you want to achieve. “Thoughts for the Day” are like a math problem: the first thought could be a 2, the second thought could be a 3, and by adding them together you get 5. It is the same way with your thoughts and feelings. They add up to form a strong foundation for your growth. So let’s work through the process, and we will see how it will help us put our goals and direction into clearer terms and actions.

**Overview:** You have made the decision to return to school to improve your education and achieve certain goals. This lesson helps to put into words the feelings and thoughts you’re starting with. This lesson also lays the foundation for future lessons and “Thoughts for the Day.” We will use a “read, write, and discuss” process using four key questions to help us develop new understandings to put into action. We will learn from one another and, over time, watch each other’s growth.

**Body of Lesson**

**Main Point 1. Read the “Thought for the Day”**
Read the quotes and begin to think about the meaning of the quote. Think about how to use the four questions to help focus their thinking.

1. **What is the author trying to say?**
First, put yourself in the author’s shoes to try to understand what he or she was saying. Why did the author use certain words to paint a certain picture? Help learners believe in their abilities to think clearly and answer the questions. There are no correct answers. They are the learners’ opinions, and their opinions and voices count.

2. **What does it mean to you?**
Once you understand what the author was trying to say, then ask yourself, “What does it mean to me?” Think about yourself, your goals, family, and community.

**Teaching Tip**

Understand the learners’ responses in order to relate them to their insights and feelings about the quotes later in the lesson.

This may initially take 15 minutes the first day. Once learners become more comfortable with the process, they automatically begin their work without much assistance. This may be new to them, but relate this process to taking the essay part of the GED.
3. Why is it important?
Now, place your own personal meaning to the quote and think about the importance of what it means to you. This is adding value to what you feel strongly about, which is a key step. If you feel something is important and place a value on it, you are more likely to use it in your lives.

4. How can you use it?
Think about how you can apply the concept to your lives. This is a critical step along with attaching a personal value to the quote. Start to identify specific areas in your lives where you can take action and improve.

Main Point 2. Write – Learners Write Their Responses to the Four Questions
(Allow approximately 15 minutes for the learners to write their responses. Their responses may range from a few sentences to a substantial paragraph depending upon their thinking and writing abilities. Take whatever you get, and each day encourage the learners to write a little more. In time they will increase their thinking and writing abilities substantially. The teacher should circulate among the learners, answering individual questions and offering encouragement.)

Main Point 3. Discuss – Learners Share Their Responses and Discuss Their Insights
(There are two ways to conduct this part. (1) Taking the first question, ask learners to share their responses. Continue question by question. (2) You can have each learner share all four of his or her responses at once. There are pros and cons to each approach. It depends on what is most comfortable for your class. Initially, the first process has worked best because the learners work through each question at the same pace. After a reasonable amount of time, ask for individual volunteers to share what they have written. Provide positive feedback and help relate the learners’ responses to the quote. Encourage crosstalk and feedback among the learners. A technique that works is to highlight the various choices of words to describe the quote. The teacher should write key words on the board as a visual reminder of learners’ ideas and for the final summary of the work. The teacher should work with the learners’ thoughts and insights.)
Conclusion

Re-Motivation: Education is so important for each of us and the people we care about that we all must develop an excitement and a passion for it. It can make such a difference in our lives that we cannot take it for granted nor avoid it as we might have done when we were younger. There is always something new to learn around us everyday. And we can help others develop that same excitement about education and learning.

Close: Education is really a lifelong journey that never ends. Lao Tsu, a Chinese philosopher and contemporary of Confucius said, “A journey of a thousand miles begins with the first step.” You have taken your first step today. Light the fire! Feel the passion! And don’t stop!

Teaching Tips

If learners have difficulty with this step, the key is to get them to write down what they are thinking. Use the Convey Ideas in Writing Standard to assist learners systematically through the process.

Use the Speak So Others Can Understand, Actively Listening, and Observe Critically Standards to assist the learners through the process.

Teaching Tip

Summary: Have learners summarize what they have learned by this process. The teacher should highlight that the learners have also demonstrated the Standard of Cooperate With Others. Teacher should work with the responses and link them to the quote, the lesson objective, and the broader goals that were initially shared by learners in the attention step. Learners should connect insights to previous learning, future lessons, and the course goals.
Goals Setting

Overview: This goals setting lesson helps the learners to clearly identify their goals, ensure their goals are SMART, and develop a plan to achieve their goals. The learners will use the EFF Plan Standard as the organizing framework for setting their goals. The learners will also learn several specific goals-setting tools to use with the planning standard. Learners will also use regression analysis to identify the steps and time period to achieve their goals.

Educational Goal: The objective of this lesson is for each learner to comprehend how to develop, plan, refine, and adjust a goal by using a systematic process to reach his or her goals.

Objectives: The learner will:
Cognitive: —Explain the goal-setting techniques and EFF Plan Standard
—Summarize how the goal-setting tools work
Affective: —Perform the goal setting and planning process activities
—Discuss the positive value of using these processes and tools

Skill Standard Connections: This lesson has connections with a Tennessee KSA – Planning; GED – To Achieve; and EFF Standard – Plan. (Appendix II)

Teaching Strategy: The lesson starts by focusing the learner on identifying his or her goals by using a goals worksheet. Assist the learners in filling out the form and narrowing down the goals they wish to achieve in the four areas. Teach the learners how to ensure their goal is a SMART goal. Help the learners by selecting their top 10 goals and using a prioritization list. Show them the value in answering the “why” question. Finally, use the EFF Standard of Plan to demonstrate how to systematically reach their goals. When learners have set and prioritized their goals, have them do a regression analysis. Regression analysis is a statistical process. While it is not used here as a statistical process, the principle is applicable to this lesson. Simply, it is a way of having learners look at the achievement of the goal and work backwards to the beginning, identifying all the steps they will need to complete to reach the goal.

Time: 1 hour
Learner Materials:
— Goals Worksheet
— Top 10 Checklist
— EFF Plan Standard
— Bill Cosby Success Story
(Use story from Internet. Suggested site: mrshowbiz.go.com.celebrities/people/billcosby.bio.html

S = Specific
M = Measurable
A = Achievable
R = Reasonable
T = Timeline
Lesson Plan

Introduction

Attention: We all have goals we want to achieve, but we often do not reach them because of lack of planning and follow through.

Question: How many have made a New Year’s resolution but failed to keep it?

Question: Why?

There are numerous reasons why we do not stay on track to our goals. One of the primary reasons is that we do not set a plan and follow through with it. It would almost be like trying to hit the bull’s eye on a target with a dart. So often we say the equivalent of “ready—fire —aim,” not “ready—aim—fire.” Aiming is the planning part: exactly when to release the dart, the path and angle it should take, and focusing on each element of the throw. Without aiming (or planning) we have little hope of hitting our target (or goal). It is the same way with planning; without it we have little chance of reaching our goal. Even when we have a plan, we have to make sure we stay focused on it and follow through with it.

Motivation: This lesson will provide you with some easy-to-use tools and a planning process from Equipped for the Future to help you reach your goals. You can also use these tools with other family members and friends. By paying attention to this lesson you will learn some valuable ways to help yourself and others.

Overview: We will first set goals using a goals worksheet in four areas of our lives. Next, we will use a prioritization list in case we have difficulty reaching a decision about the order of our goals. Then we will use the EFF Standard for planning to help us carry out the plan and reach our goal. Finally, we will use regression analysis or looking backward to identify the process of reaching our goals.

Body of Lesson

Main Point 1: Goals-Setting Worksheet

Use your “Goal-Setting Note Taker” during the discussion. We need to identify exactly what are the goals you wish to accomplish. Project Read from the San Francisco Library system developed the goals worksheet (at right) to help learners to identify their top goals.
Goals Setting

Lesson 3

Prioritizing: One problem everyone has is prioritizing the things they want to accomplish. We fail to clearly decide which comes first, second, third, and so on. We also often spend time focusing and working on the goals that are the easiest, because they are not as difficult to reach. There is a simple technique to prioritizing our goals.

Procedure: Start by making a list of your top 10 goals. Also ask a value question: “Why is it important and what is the payoff?” This question helps to focus the person into bottom-line payoffs. This task seems easy, but it will take time and a thoughtful evaluation process.

Main Point 2: SMART Goals
Once you have decided on your goals, you need to make sure that they are SMART. The SMART process is a step-by-step process to help think through and refine a goal into clear, concrete terms.

First, a goal should be S = Specific. We often make goals too general, e.g., lose weight or finish school. Goals need to be as specific as possible so the target is concrete, not vague. Examples: Lose 10 pounds over the next month and keep it off or take a math course needed to finish the GED.

Second, a goal should be M = Measurable. A goal should be able to be tracked in order to evaluate how it is going. Some goals are more difficult than others to measure, so the learner must set up appropriate or common sense checkpoints to measure progress. Examples: Weigh in to see the loss of weight on the way to losing 10 pounds; periodic assessment to show how close to mastering math and readiness for taking the final exam.

Third, a goal needs to be A = Achievable and R = Reasonable. Each person needs to step back from his or her goal and ask the question “Is the goal reasonable for me and is it achievable at this time?” We often set goals that are not reasonable or achievable for various reasons. Examples: Obtain a management position earning a good salary, complete GED in a month, etc. In order to reach a management position, a person must
start at an entry-level position. The management position is achievable with a reasonable view of where one must start and that it will take time to work up the ladder of responsibility. The GED goal is achievable, but given the amount of studying or work needed, it may be more reasonable with more time. There are some goals that are just not achievable given our talents, personality, and other characteristics.

Finally, a goal needs to have a clear **T = Timelines.**
A realistic timeline needs to be set to focus one’s energy and not to waste time. If a person never sets a timeline, then there isn’t a rush to achieve it. Timelines should be flexible, but they need to be set so a person can measure how they are doing and how close they are to achieving his or her goal. A timeline provides a finish line to race toward.

Main Point 3: Developing a Plan
Now that we’ve developed a SMART goal, we need to develop a plan to reach the goal. The EFF Standard for *Plan* will help with this.

**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

Let’s look at each step.
— **Set and prioritize goals.** Our first step of the lesson using the worksheet and priority list helped us to achieve this step.

— **Develop an organized approach of activities and objectives.** With this step we need to develop those activities and objectives that will help us reach our goal. *Examples: Some of the activities and objectives with our weight loss example could be getting a healthy diet, eating less, and starting an exercise program. With the GED example, it could be mastering math by first studying fractions, decimals, percentages, pre-algebra, and algebra.*

— **Actively carry out the plan.** Once we have our plan and the specific steps, we need to do it. This sounds easy, but it is the hard part. It will take motivation, determination, and discipline to follow through with our carefully laid-out plan. We have the advantage of a carefully laid-out plan
versus a vague, unrealistic plan. Just take it step-by-step and you will reach the goal. Do not focus on the ultimate end, but rather focus on reaching each objective. By achieving each objective, you will reach your ultimate goal, no matter how far off it seems.

— **Monitor the plan’s progress while considering any need to adjust the plan.** Keep track of how you are doing. If you set up a timeline chart or checklist, you can check off or color in when you have achieved certain objectives. This is a motivational way of keeping track of your progress and measuring how you are doing. It also allows for adjustments to your plan if it is not working well. Just do not quickly abandon the goal.

— **Evaluate its effectiveness in achieving the goals.** After you reach your goal, you should evaluate your plan and yourself. How did it go? How could you improve your process of goal setting? What were the difficult parts of carrying out the plan? How should you plan for difficult areas with your next goal? The more you analyze what you did, the better you will get at developing a goal-setting plan and carrying it out. Planning is a skill that goes beyond goal setting and will be very important in your everyday life with your family, work, and other areas.

### Main Point 4: Regression Analysis

Now that you have identified and prioritized your goals let’s take a look at an example of a person’s vision and how he or she achieve it. Regression analysis is a way of having you look at the achievement of your goal and work backward to the beginning, identifying all the steps you will need to complete to reach the goal.

*Example:*

A young girl in elementary school wants to play basketball for the Lady Vols. Her vision or goal is to be a Lady Vol. (Start with the vision at the top. *Ask:* What does she have to do to get there? Learners will usually say—She has to make good grades and practice basketball to get to college. *Tell learners that is true and then ask:* What does she have to do in high school to get to college? Keep working backward down the staircase until you are at the beginning of the steps when she is in elementary school. 

**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.
school. Write learners’ answers on the board and guide the discussion so that the learners keep identifying more and more specific actions that the girl will need to do to reach her goal. Learners should begin to see that reaching goals takes planning, practice, time, discipline, and focus.)

**Conclusion**

**Summary:** (Have the learners summarize this lesson and the tools. This will help their understanding of the tools and how to use them. Fill in any gaps. Get a feel for how this lesson went with the learners and encourage them to use these tools not only in their life but also with their children, family, work, and in their neighborhood.)

**Re-Motivation:** Goal setting is a critical skill for success. The more you use these tools and techniques to set, prioritize, and pursue your dreams, the more you will accomplish and obtain the things you want from life. By modeling these skills for your children and family, the more they will follow your example of how to take charge, follow a plan, and reach their goals.

**Homework Assignment:** Bill Cosby Success Story (in Appendix I).

**Close:** A goal is a dream ready to be made real through careful planning and hard work. If we use the tools at our disposal, there is no telling what we can accomplish.
Take Responsibility for Learning

Overview: This lesson is focused on the Equipped For the Future Standard Take Responsibility for Learning (TRL). This is a foundational standard that can be used in all Learning Skills lessons. Students will learn that they are responsible for their learning and identify their strengths and weaknesses as a learner. They will be asked to identify and use strategies to help them reach their goals and to monitor their progress toward their goals.

Educational Goal: The objective of this lesson is for each learner to (1) Comprehend what Take Responsibility for Learning is and how it works and (2) Respond positively to the standard and value it enough to see how it can be applied in their everyday lives and goals.

Objectives:
Cognitive: Learners will:
— Explain what TRL is and each of its components.
— Identify strategies to reach their goals.

Affective: — Participate in classroom discussion.
— Begin to see the value in taking responsibility for learning and predict how they can use it in their everyday lives and goals.

Skill Standard Connection: This lesson links to future lessons by introducing students to the skills they need in order to take independent action and learn how to learn. This skill will help prepare students to adapt in a changing world. Many learners come back to school without a full understanding of what it takes to become a successful learner. They need to understand that what they need to learn and what they do to learn are different. This lesson has connections to the Tennessee KSA – Do the Right Thing; the GED – To Achieve; and the EFF Standard – Take Responsibility for Learning. (Appendix II)

Teaching Strategy: Use the Read, Write, Discuss model to teach this lesson. Teaching students the skills they need to become lifelong learners links this lesson to future lessons.
This lesson will begin with a pre-survey to determine the students’ prior knowledge (in Appendix I). Students will be asked to tell what *Take Responsibility for Learning* means, why it is important and how they can use it. Learners will be expected to build on their prior knowledge and understanding while using their previous experiences and opinions about learning throughout the lesson. The 3A’s = Success visual will be used to focus students’ attention on attendance, attitude, and achievement. The visual should be posted in the room.

Introduce the topic and ask students to reflect on their past actions and practices associated with the standard. Give each student a copy of the Standard, *Take Responsibility for Learning* (in Appendix I). After a brief discussion, ask students to take turns reading portions of the standard and components. After each element has been read, allow time for discussion, input, and understanding. Learners will begin to see how learning is an independent effort as much as a team effort. Teachers and learners should work together to identify needed skills.

The Read, Write, and Discuss model will be used throughout the lesson. As student discuss the topic, write their comments on the board. Ask students to take notes about the topic.

Two of the EFF Purposes for learning—*Independent Action* and *Creating a Bridge to the Future*—are key concepts in this lesson. Learners should begin to see the importance of independent achievement and at the same time value guidance and support from others when needed and accepted. Continue leading learners through a guided discussion about the standard handout and what it means. End the lesson with learners’ giving a summary of taking responsibility with specific examples. Using the same questions from the pre-survey, give a post-survey to measure the growth in learning.
Lesson Plan

Introduction

Homework Review

Thought for the Day
“All rising to great places is by a winding stair.”

—Frances Bacon

The future is yours, so embrace it. You may not know what the road ahead has to offer, but you can prepare yourself to achieve. Remember to carefully and thoughtfully take it step by step. Reaching your goals can be challenging. You may encounter several twists and turns. But in the end you will have succeeded.

Attention: Today you will learn a skill that will allow you to become more independent and able to change as the world changes around you. In order to be successful as parents or family members, citizens and workers, we must be able to take responsibility for our own learning. This is a skill that you can use for the rest of your life.

Motivation: The EFF Standard, *Take Responsibility for Learning*, is an EFF Lifelong Learning skill. If we are going to keep up in the 21st century we need to set goals, identify our strengths and weaknesses, collect a series of strategies to help us acquire knowledge, use those strategies, monitor our progress, then try out the new things we learn in real-life situations. In order to keep pace with change, we must always be learning.

The skill we are learning today will build a strong foundation for your growth and independence. So, let’s look at the Standard, analyze what it means, then identify how we can use it.

Overview: You have made the decision to return to school to improve your education and achieve your goals. This lesson will give you the strategies to use to reach your goals. It also lays the foundation for your future. This is a skill that asks you to take action. If you take action you will become an independent learner who knows how to learn and who will be able to change as the world changes.

Teaching Tip

Begin each day with a review of the previous day’s homework. Allow 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”
Body of Lesson

Main Point 1. What Is Take Responsibility for Learning?

Taking responsibility is doing away with excuses for not performing. It is accepting that you must take action or make a change. In order to take responsibility for learning, adults need to be able to understand their learning style and the styles of others, value differences between individual styles, and learn from these differences. You need to be able to identify your strengths and weaknesses, identify strategies for learning, and know when existing strategies are not working or when they are challenged.

When learners take responsibility for their learning they are using all of the components listed above.

Question: Who is responsible for your learning?
— (Record student responses on the board.)

Taking responsibility for learning includes the learner as well as the teacher. It is always a good idea to ask, “What am I doing to learn as much as I can?”

Question: Can you think of a way that you have taken responsibility for your learning?

Those are all ways that we take responsibility for learning. The components that we read are a kind of check-off list that a person can use in order to see if he or she is doing everything possible to take responsibility for their learning. Let’s take a deeper look at the components.

Main Point 2. The Five Components of the Take Responsibility for Learning Standard

Now let’s take a closer look at the five components of the skill. (Read the components and discuss.)

A. Establish learning goals that are based on an understanding of one’s own current and future learning needs.

B. Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.

C. Become familiar with a range of learning strategies to acquire or retain knowledge. There are several different ways to learn something,
not just one. Example: If I asked someone how to get to Chicago, she could give me one way or several depending on where I am coming from. There are several routes to any destination. Just like traveling, learning something can be taught and received in different ways. There are options to how you learn something. Everyone learns in a different way. Just like no two snowflakes are alike, neither are people and their learning styles. We all require special and unique strategies. One person may learn best by looking at pictures, while another may need to simply listen to directions.

D. Identify and use strategies appropriate to goals, task, context, and the resources available for learning. Once you are aware of the different learning styles and strategies, choose one that is best for the learning situation that you are in. No one is better than another, but having several different learning strategies will ensure your growth and learning.

E. Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals. If we are not making progress, then we must ask the question, “Why not?” To achieve our goals we must control the things that might get in the way of our learning. Sometimes other people in our lives can become barriers. Sometimes we can be barriers to ourselves. Barriers might include negativity from others, low self-esteem, a teacher that doesn’t teach to different learning styles or even something as simple as hunger or time barriers. Once we identify what is wrong, we can make corrections in our strategies and get back on course. This requires that we focus on our goals and constantly check to see whether our strategies are working. In order for anyone to learn the best that they can, a person must monitor her progress and make adjustments when necessary.

F. Test out our new learning in real-life applications. Take what you learn in class and apply it in your family life, social life and community. You will want to be able to access your new learning and knowledge readily in a variety of settings and situations. Always try to connect your new learning to something that is significant and realistic to your life and goals. Reviewing what you have learned will help you to increase your ability to use what you have learned in other parts of your life. It is important that you not only understand what you learn, but also see how you can apply it to other parts of your life.

Teaching Tips

A. Ask students to identify their learning needs and list them on their Note Taker. Then ask if they have set a goal to meet that need. If they have set a goal, have them record it on their Note Taker. If they have not set a goal to meet their needs, ask them to set a goal now.

B. They will have a more difficult time identifying their strengths. If students have been tested, give them copies of their tests to review and have them identify their strengths and weaknesses on their Note Taker.

C. If students have not had a learning styles assessment, remind them that when they complete the assessment, they will know how they learn best and can begin to identify strategies that will help them acquire new knowledge. Discuss with them how they feel they learn best. Many students already know what works best for them.

D. You may have to help students identify learning strategies that will help them. Make sure that they understand you are available to assist them in identifying appropriate strategies. There are many books available to help students learn different strategies.
Main Point 3. Purpose of Taking Responsibility

Taking responsibility for learning (TRL) prepares us for the unexpected and for the future. The following are reasons for taking responsibility for learning.

A. Adapt to or prepare for change—Change is bound to happen throughout your educational experience and life. TRL can help you be proactive instead of reactive.

B. Respond to new challenges—Be motivated and up to the unknown. Resistance to change is almost always a dead-end street. Take personal responsibility for adapting to change.

C. Gain information—Try to get all the information that you can about the subject. Learn how and where to access it.

D. Help make decisions and take action—TRL will help you to make better decisions when solving problems or planning. TRL can help you to be in control of the situation.

E. Achieve goals—TRL can empower you to get where you want to be by helping you to realize where you are and what it will take to succeed.

F. Perform one’s responsibilities—You are the owner of your learning. What you will learn and be able to do is mainly up to you.

Conclusion

Give students the Post-Survey (in Appendix I).

Summary: Take Responsibility for Learning means that you have decided to take charge of your life and become independent. It means that you have: (1) Set goals, (2) are aware of your strengths and weaknesses, (3) have a range of learning strategies, (4) use those strategies, (5) monitor your progress and make changes when necessary, and (6) test out your new learning in real-life applications.

Re-Motivation: Take Responsibility for Learning is a very important skill to understand and be able to apply in order to become a more successful lifelong learner. When you take responsibility for your learning, you will become more aware of what you need to do to improve and can measure your own growth in learning. You will have entered the race with no finish line. But you now have the knowledge to help you have a successful race.

Close: Continue to learn about yourself, master yourself, and improve yourself. When you do this you will create your own future.
Welcome and Introductions

Lesson 5

Overview: This lesson introduces the students to assessment and test taking as a positive experience. Assessments should be viewed as an important diagnostic tool to help direct the student’s improvement and growth.

Educational Goal: The objective of this lesson is for each student to (1) comprehend assessment and testing as a useful diagnostic tool for improvement and (2) respond to the value of assessments as a diagnostic tool.

Objectives: The student will:

Cognitive: — Explain why students should be assessed.
— Explain who benefits from assessments.
Affective: — Participate in classroom discussion.

Skill/Standard Connections: This lesson has connections to the Tennessee KSA – Do the Right Thing, and the EFF Standards — Reflect and Evaluate, Plan, and Take Responsibility for Learning. (Appendix II)

Teaching Strategy: This lesson introduces assessment and testing as a positive experience. This is an easy topic to start a discussion around because everyone has had good and bad experiences with testing. The lesson starts with a general discussion of the students’ previous experiences.

Students will develop an appreciation of the value of assessments and testing by developing a mind map. The key questions will be: (1) Why take assessments? and (2) Who benefits from them? The students will use a brainstorming technique and the teacher will facilitate their language experience on a whiteboard. The teacher will use previous mind maps to demonstrate the common thread between the students’ work with other students’ products.

Time: 1 hour

Teaching Materials:
— Whiteboard
— Lesson Plan

Student Materials:
— Learner Note Taker
Lesson Plan

Introduction

Overview: We are going to take some time to discuss our experiences with test taking. However, we will spend some time discussing why testing is important. I will explain the assessment process. Finally, we will use a brainstorming process to identify the people who benefit from assessment and taking a test.

Body of Lesson

Main Point 1:
What are your past experiences with taking a test or assessment?
Let me start by asking everyone about their previous experiences either in school or outside with test taking or some form of assessment.

Question: What has been your experience with testing?
(Student responses will range from good to bad experiences.)

Main Point 2:
Is taking a test or assessment important?
Now that we have shared our past experiences with testing, let’s discuss whether testing is important or not.

Question: Whatever our experiences have been, is testing important?
(Student should acknowledge the importance of testing.)

Question: Why is it important?
(Student responses will vary. Write the responses on the board.)

Main Point 3: Assessment Process
Let’s take a few moments to discuss the assessment process within the Knox County system.

A. TABE (Testing Process):
1. The first step in the testing process is to understand why we assess.
   This is what we are talking about right now.
2. We will take the TABE Locator in the next hour to see what is the appropriate level test you should take.

3. On Wednesday we start the TABE Testing process. We will not be able to finish the test all in one day, so it will take several days. We test each Wednesday, so next Wednesday we should be able to finish up. This will be your first TABE test, which is a pre-test. Remember, it is okay wherever you are. What we are trying to do with your first test is identify your starting point. As you continue on in the ABE system you will take other TABE tests that will show how you are improving along your educational journey. These follow-on tests are called post-tests. Normally you take a post-test every 100 to 200 hours, depending on your progress and discussion with your teacher.

4. We then will start to do a test review so we can learn from what has taken place. We will actually set some goals and practice the planning process based around your testing.

B. Knox County Adult Education System and Placement

You will remember from the ABE system discussion you had on the first day, that your test scores help determine which ABE level you will be assigned to.

Main Point 4: Who Benefits From Taking a Test or Assessment?

Now that we have had time to discuss and share our feelings about testing and assessments, and also its importance, let’s think about who benefits from testing. I also want to show you a brainstorming tool called mind mapping that I will use to capture your thoughts.

Question: Who benefits from testing and assessment?

Anticipated Responses: — Student responses will probably start with themselves.

— Develop other beneficiaries to the students taking assessments.

Teaching Tip

Allow the students to explore the discussion about the importance of testing and assessment. Allow the students the freedom to question its importance. Be aware of the subtle distinctions with the students’ negative feelings. Try to separate out bad test administration or a particular person from the actual value of testing. Ultimately, lead the students back to the point of acknowledging that testing is important for the obvious reasons.

NOTE: The testing procedure may be different for your program, change this discussion where needed.
Below is a general format for how a mind map may be developed.

“Who Benefits From Assessment” Mind Map
Some programs may choose to administer the TABE Locator Test at this point.

Conclusion

Summary: So let’s review what we have learned about why we assess.

Remotivation: Assessment and testing are important to understanding where we are, where we want to go, and how we will get there. It serves as a diagnostic activity that helps you to get to your goal. It is a helpful, not harmful, activity.


Close: The more we learn about ourselves, the better we will be. Assessment is one of those tools that helps us.
ACTIVITY: Tests of Adult Basic Education (TABE) Locator

Objective: The objective of this assessment activity is for the learners to (1) comprehend which appropriate level of TABE assessments they will take, and (2) to respond to the value of diagnostic assessment.

The students have just completed the “Why We Assess” lesson that provided a better appreciation for diagnostic assessments. Now they will take the TABE Locator Test.

Procedure: The value of the TABE Locator Test is to identify the appropriate testing level and serve as a practice test. At appropriate times, the teacher should provide words of encouragement based upon the students’ efforts and convey a positive attitude towards the value of the assessment.

1. Follow the TABE Locator Test instructions in the Examiner’s Manual starting on page 11. Be familiar with the various instructions for preparing for the test, administering the test, and scoring the test.

2. At the end of the test, scoring provides the student with an understanding of how they did on the test. In EFF terms this is providing the student with access to information. Allow time for the student to review his or her results: what they answered correctly and what they missed. There is a value in allowing the students to review the questions they missed to see where they made their mistakes. There will be certain items that they do not know, but there will be other items that they missed because of a common test-taking mistake: hurrying their reading or math; misreading a word, sentence, or number; unintentionally skipping a word or number; and various other testing strategies.

Allow the student the opportunity to discover his or her own mistakes during the testing process. The teacher should simply frame the inquiry by asking, “What happened, why, and how can you fix it?” Allow time for the student to respond: “I didn’t take my time, I rushed through worrying about the time, I missed that word or numerical symbol,” and so on. The teacher should just let the student guide his or her own insights on improving. Allow time for the learners to write down what they have learned about their testing strategies and areas for improvement ONLY, not about test content.

End the assessment on a positive note, referring to the knowledge and insights gained through taking the TABE Locator tests. Reaffirm that it is okay wherever the student is starting the process.
Reading Strategies

Overview: This lesson on the reading standard and reading strategies will be specific to taking standardized tests. We all know that reading is a critical skill, but if adults are unable to use reading strategies to improve their test-taking skills, their performance will always be hindered.

Educational Goal: The goal of this lesson is for the learners (1) identify specific strategies that would improve their test-taking ability and (2) respond positively to the information and how it relates to their lives and goals.

Objectives:
Cognitive: — Define reading.
— Summarize reading strategies that would improve their test-taking skills.
Affective: — Receive and listen to the information.
— Respond to the value of the reading strategies.

Skill Connections: The learners will read with understanding, interpret written information, and identify strategies to monitor their comprehension. Learners will listen actively and ask questions. This lesson has connections with the Tennessee KSA – Reading, GED – Reading, and the EFF Standard – Read With Understanding. (Appendix II)

Teaching Strategy: The teacher will use a variety of reading material to demonstrate the different purposes for reading. There are many factors that can hinder a learner’s performance on a test. Often the learner does not understand the question that is being asked, or she is unfamiliar with the format of the test.

Lesson Plan

Homework Review: Academic Survival Guide

Thought for the Day: “If I try to be like him, who will be like me?” —Yiddish Proverb

Be yourself. Give yourself a voice as a worker, parent, and citizen. Don’t compare yourself to anyone else. No one is better than anyone else. Take independent action by focusing on what you do and how well you do it.
We all have our own unique learning clocks. We all have our own unique talents and skills. Be proud of who you are by being excellent in everything you do.

**Introduction**

**Attention:** We’re going to start today to look at how we can use our reading skills to improve our test-taking skill. This will help you to take tests in adult education, on college placement, or on the job.

**Question:** What is hardest for you when you take a test?

**Anticipated Responses:**

— I don’t understand the questions.
— They ask about things I’ve never heard of before.

**Motivation:** Most people do not like to take tests. Tests don’t always show exactly what we know, but they are used as a yardstick to measure performance for teachers and for employers. But the good news is that we can become better at test-taking skills. There are many factors that can hinder your performance on a test. These may include: not being familiar with the format of the test, being afraid, not understanding the questions or the directions, not knowing what to look at on the page, and not seeing the value of the test. Today you will learn a few simple strategies to help you become better at reading unfamiliar material.

**Overview:** Almost everyone has been tested at some time in his or her lives. Most of the times when you take a test, you are under pressure to perform at your best. This lesson lays the foundation for you to improve your test-taking performance by becoming aware of and improving your reading strategies. We will use different types of materials to discover the purpose for reading, and we will practice reading in many contexts to become familiar with the types of materials you may encounter when testing.

**Main Point 1. Determine the Reading Purpose**

The definition we are going to use for reading in this lesson is: **Being able to read means getting meaning from text and being able to combine new information with prior knowledge.** I am going to give you a variety of reading materials: telephone book, newspaper, television log, advertise-
ments, electric, cable or phone bills, map and children's books.

**Question:** What one way that all of these materials are alike?

(What you want the learners to discover is that all of these materials are reading materials. They all present information. Learners may be able to identify the point right away. If not, record all their thoughts on the board then ask them the question again.)

**Question:** What is one way that these materials are different?

(The learners will discover that all of the materials present different information and the purpose for reading the materials will be different.)

Look at the materials and say the purpose for reading them. Before you read anything you should determine the purpose for reading the materials. With familiar materials like we just used we determine the purpose without thinking about it. When we test, we may not stop to think about the purpose for reading. Let's look at some sample tests.

Main Point 2. Reading Strategies for Different Types of Questions

There are several types of questions on most tests. Let's look at some of these and identify a strategy to help answer the questions.

1. **Multiple-Choice Questions.** These questions require you to select one answer from several possibilities. First, read the question then read all the options before choosing an answer. If the multiple-choice question is about a story or long article, go back to the article and skim for information from the questions. If there are pictures, maps, or graphs on the page, be sure you understand what information you need to answer the question. (Show learners a sample of a multiple-choice question.)

2. **Main Idea Questions.** These types of questions usually ask about paragraphs that you have read. The main idea is the subject that you are reading about. The main idea can be stated or it can be implied. Sometimes you can find the main idea easily because it is stated in the first paragraph. However, if it is not stated, but implied, you will need to carefully read the entire passage. Use the **STAR** method. **Stop**—Slow down and relax. **Think**—Think it through. Think about each sentence. How are all the sentences related? **Act**—Skim the passage and ask what is the writer trying to say? Choose the best answer. **Review**—When you have completed the section, go back and quickly review your work.

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**Teaching Tip**

Explain the purpose of the lesson and move from familiar materials to test-taking materials. Learners may have very negative feelings about tests; however, this lesson comes after the mind-mapping lesson on *Why We Assess*. Link this part of the discussion back to the previous lesson. Allow time for learners to express their thoughts and feelings. Encourage questions and be ready to refer learners to additional materials that will help them with test-taking strategies.
3. Fill-in-the-Blank Questions. Read the sentence with each of the choices then select the one that makes the most sense.

4. Questions that refer to visuals. Read all the charts, maps, posters, diagrams, and pictures. Be sure to look for the most important information on the visual. There may be a lot of information presented, but try to narrow the information down to the most important. For example, if the visual is an advertisement from the paper, look carefully to find what the ad is about. Does the visual explain what the passage is about? Does the visual give you information that is not in the passage? You will need to understand what the question is asking. This will give you the clues you need to answer the question. You may have to take your answer directly from the visual or you may have to analyze the information on the visual in order to answer the question.

Teaching Tip

Give learners samples that require reading, math, graphs, questions about learning styles, language, spelling, etc. (Spectrum Test Prep, McGraw Hill is a source you might use.) Learners do not all need the same samples. Ask learners to look at the sheet they have and see if they can determine the purpose for reading the material. At this point some learners may become frustrated and insist that they are reading to find the answer and pass the test. This is true, but to be able to find the answer they must understand the directions in each section of the test and how to answer different questions.

Main Point 3. Monitor Comprehension and Adjust Reading Strategies

1. Be sure you understand the directions. Do not spend a lot of time with each question. If the question is too difficult, skip it and go to the next question. You can come back later and review the item you skipped.

2. In a test-taking situation you will have to be aware of your time as you work through the test. You can assess your reading strategies by asking, Do I know what information the question is asking? Am I in a hurry to finish? Am I sleepy or bored? Am I finishing the test before the time is up? Did I check my answers? Am I looking for those red signal words like always, never, choose all of the above, choose none of the above, and choose the best? Have I read the directions carefully? Am I aware of the key words in the section? Words like circle, read, write, underline, choose, solve, use, compare, describe, estimate, and explain are key words on most tests. Look for these words. They will help you to know exactly what to do.

3. When taking a test, how well you do depends on how well you can analyze the test information and make decisions about the information presented. When you read the information, break it down into parts. Look for ideas that are similar and restated throughout the passage. Look for information that is compared or contrasted and use your questions from the “Thoughts for the Day. What is the author saying? Why is it important? Sometimes you will find that a lot of
information is presented but is not important to answering the question. By breaking the selection down into its simplest parts you may be better able to answer the questions.

4. What do you already know about the passage or the problem? Have you ever read, heard, or seen anything like this before? Again use STAR to help you slow down and think about the question. Many questions are about real-life situations. Think about your experience.

Some questions will be subject related. Have you been introduced to this problem before? Combine what you already know with what the question is asking. Remember, what is the purpose for reading this section? Is it to solve a math problem? Or is the purpose to analyze a map and answer the questions based on the map?

Conclusion

Summary: Today we have looked at several reading strategies to use when you are taking a test. Now let’s review the different strategies and practice using them with different types of tests.

Re-Motivation: We have discovered today that we can be better at taking tests. One way to do that is to practice. Another way to improve is to become aware of reading strategies and to use them when taking tests. These strategies will help you with any type of reading that you do. You can teach them to your children and help them become better readers, and you can use them on the job to interpret and analyze information.

Close: “When your confidence goes up, your competence goes up at the same time.” (Good Stuff, Key Dooley Progressive Business Publications, 2000.) As you continue to learn and use these strategies, you will lose some of your fear of testing and your performance will improve.

Teaching Tips

Give each learner a sample of test questions from McGraw-Hill’s Test Prep and ask them to answer the questions. After they have completed the questions, ask them to identify the types of questions and the strategies they used to answer the questions.

This is a lot of information to present to learners, and they will need more than one practice to become confident with their test-taking abilities. Have several books available for learners to practice their test-taking skills throughout the course.

Some programs will spend the remainder of the day administering the complete TABE battery.
ACTIVITY: Tests of Adult Basic Education (TABE) Complete Battery

Goal: The object of this complete battery assessment activity is for the student to (1) comprehend his or her initial reading, math, and language levels; what he or she knows and needs improvement in; and (2) respond to the value of diagnostic assessment.

The students have completed the TABE Locator Test that provided some initial test-taking insights and identified the appropriate TABE test level. They performed some preliminary analysis of their strengths, areas to improve, and test-taking strategies. The TABE complete battery will provide greater insights to what they know, areas for further classroom instruction, and further development of test-taking strategies.

Procedure:
1. Follow the TABE Complete Battery Test Instructions in the Examiner’s Manual starting on page 50. Be familiar with the various instructions for preparing the test, administering the test, and scoring the test. Given the length of the complete battery series of test, decide how you will administer it with appropriate breaks.
2. In the Learning Skills course we start the TABE testing on Wednesday of the first week. Learners will complete the majority of the specific subject tests with only one or two tests remaining. We finish TABE testing on the following Wednesday.
3. Score each individual test. We circle the number of the test item missed so it is clear which educational objectives and questions need to be reviewed.

Summary: To conclude this activity, the teacher should ask the following questions of the learner prior to the review:
1. What have you learned about yourself and testing?
2. Why is that knowledge important?
3. How can you use it for yourself?

The teacher should guide the learners’ discussion towards reaching the activity objectives.
Communication Process

Overview: This lesson teaches learners to define the elements of effective communication and its process. It will focus on communication as the best way to convey meaning and introduce barriers to the communication process. Students will learn the communication process loop and its key elements.

Educational Goal: The goal of this lesson is for each learner to:
(1) Comprehend the elements of the communication process and
(2) respond positively to it and how it applies to their goals and lives.

Objectives:
Cognitive: — Define effective communication
— Explain the elements of the communication process, the best communication approach (transaction), and internal and external barriers.
Affective: — Describe the value of effective communication and its various elements.

Skills Connection: How it relates: Learners must talk with respect, listen for understanding, get along with others, and speak so others can understand in order to use the Communication Process effectively as it applies to their life and goals as parents, workers, and citizens. This lesson has connections with the Tennessee KSA – *Listen for Understanding*, *Talking With Respect* and *Getting Along With Others*; and the EFF Standards – *Listen Actively* and *Speak So Others Can Understand*. (Appendix II)

Teaching Strategy: The concepts of effective communication, the communication process, and overcoming barriers are all critical pieces to our ability to function in the world and cooperate with others and are all tied to our ability to communicate effectively. Learners were introduced to the communication process during the first day introductions.

The Communication Process Loop should be displayed in the room. Throughout *Learning Skills*, teachers can use this visual to review the communication loop and to help students remember the process.
The lesson is taught using the Read, Write and Discuss method. The teacher will begin the lesson by defining communication, identifying the elements of the communication process, and explaining why it is important. Direct learners to take notes from the board and draw the visual of the communication loop in their notes.

Teachers will facilitate the discussion by asking students to recall their experiences with communication and participate in a learning activity that demonstrates the problems that can occur with one-way communication.

Lesson Plan

Homework Review: Academic Survival Guide

Thought for the Day
“Education is our passport to the future, for tomorrow belongs to those who prepare for it today.”
—Malcolm X

Prepare for success today. Don’t procrastinate by putting things off. Get educated in order to create a bridge to your future.

Introduction

Communication is the process of sharing our ideas, thoughts, and feelings with other people and having those ideas, thoughts, and feelings understood by the people we are talking with. When we communicate we speak, listen, and observe.

The way we communicate is a learned style. As children we learn from watching our parents and other adults communicate. As an adult we can learn to improve the way we communicate by observing others who communicate effectively, learning new skills, and practicing those skills.

Attention: The ability to effectively communicate at work, home, and in life is probably one of the most important sets of skills a person needs. What would our life and world be like without communication? We cannot get along without it. It is also not easy, and we all have probably had experiences where our communication failed or ran into a barrier. So, if we can understand the communication process better and improve it, we will become a more effective and successful communicator.
Objective: (To demonstrate the many problems of misunderstanding that can occur in a one-way communication.)

Motivation: As you continue to reach your goals, specifically your educational goals, communication will become increasingly more important. The ability to effectively communicate is a primary skill. The more you become an effective communicator the more likely you are to achieve what you want. Over 80% of your waking life is spent sending or receiving information. Poor communication can waste time and energy and cause conflict between people. Let’s think of how you can benefit by improving your communication skills: You will have a clearer understanding of what people are saying to you, others will be less likely to misunderstand you, problems will be solved quickly, you will be able to identify others’ needs and you will be able to resolve conflict.

At another time we will take a more in-depth look at the EFF Communication Standards of Speaking So Others Understand and Listen Actively. At this point we are putting those communication skills into the larger context. This lesson provides a foundation for developing effective communication skills at work, at home with the family, and in our everyday activities.

Overview for Learners: This lesson will cover what effective communication is, the key elements of the process, the various ways we communicate, and a brief look at barriers that get in the way. Let’s begin by looking at the definition of effective communication.

Body of the Lesson

Main Point 1. Effective Communication
A good working definition for effective communication is to share meaning and understanding between the person sending the message and the person receiving the message. The key element is “understanding.”

Lead-off Question: How have you had a communication problem or failure to communicate?

Anticipated Responses: — Students will offer a variety of personal experiences that illustrate difficulty in communicating.

Follow-up Question: Was there a miscommunication because of a lack of understanding?

Anticipated Responses: — Yes, explore the student’s responses.
So in order to be an effective communicator, we must first and foremost be understood in our various communications.

Main Point 2. Communication Process

Now that you understand the purposes of effective communication, let’s take a closer look at the elements in the communication process. By analyzing the parts of the process, we are better able to understand the whole.

The communication process is a simple model that demonstrates all the factors that can affect communication. Communication is effective if the message that is received is the same one that is sent.

**Communication Process and the Key Elements:** Tell students to look at the communication loop. Explain that the Communication Process breaks down effective communication into the following steps:

**A. Sender** – The communicator or sender is the person who is sending the message. There are two factors that will determine how effective the communicator will be. The first factor is the communicator’s attitude. It must be positive. The second factor is the communicator’s selection of meaningful symbols, or selecting the right symbols depending on your audience and the right environment. Talk about a few wrong examples.

**B. Message** – A communication in writing, in speech, or by signals

**C. Receiver** – The receiver is simply the person receiving the message, making sense of it, or understanding and translating it into meaning. Now think about this for a moment: the receiver is also a communicator. How can that be? (When receiver responds, he is then the communicator.) Communication is only successful when the reaction of the receiver is that which the communicator intended. Effective communication takes place with shared meaning and understanding.

**D. Feedback** – Feedback is that reaction I just mentioned. It can be a verbal or nonverbal reaction or response. It can be external feedback (something we see) or internal feedback (something we can’t see), like
self-examination. It’s the feedback that allows the communicator to adjust his message and be more effective. Without feedback, there would be no way of knowing if meaning had been shared or if understanding had taken place.

Discuss that communication is a two-way process. The information goes out to a person on the other end. There is a sender and a receiver. Simply put, effective communication is getting your message across to the receiver. It is the sender’s responsibility to make sure that the receiver gets the message and that the message received is the one sent.

Communicating is not an isolated series of one skill, it involves several skills. For example, speaking involves not only getting your message across but also being able to listen and understand what others are saying (active listening) and observing the verbal and nonverbal clues in order to monitor the effectiveness of your message.

Main Point 3. Barriers
Have you ever been talking to someone and they misunderstand what you were saying? Why do you think that happens? (Give learners the opportunity to share their experiences.) At any point in the communication process a barrier can occur. Barriers keep us from understanding other’s ideas and thoughts. Barriers can appear at any point of the communication loop.

There are two types of barriers—internal and external. Examples of internal barriers are fatigue, poor listening skills, attitude toward the sender or the information, lack of interest in the message, fear, mistrust, past experiences, negative attitude, problems at home, lack of common experiences, and emotions. Examples of external barriers include noise, distractions, e-mail not working, bad phone connections, time of day, sender used too many technical words for the audience, and environment. Barriers keep the message from getting through. When communicating, watch out for barriers. Monitor the actions of the receiver. Watch her body language; check to make sure the message the receiver received is the one sent—ask questions and listen.
Main Point 4. Types of Communication

**A. Self-Action or One-Way Communication** is focused on getting the message to the receiver. Self-action treats communication as a manipulation of others. It is very message centered. There is no way to know if the meaning is shared between the sender and the receiver. (To demonstrate one-way communication, do the following activity with the class.)

**Procedure:** (Using the attached diagram, ask for a student volunteer from the class to assist in this demonstration about communication. Explain to the other students that the volunteer is going to describe something to them and their task is to simply follow instructions in sketching out exactly what is described.

Take the volunteer outside of the classroom to explain the following directions. Provide the volunteer with the diagram shown. Tell the volunteer to describe the diagram to the rest of the class. However, the volunteer must keep his or her back toward the rest of the class. There can be no eye contact. The volunteer can only use verbal communication to describe the diagram, i.e., no gestures, hand signals, etc. Further, no questions are allowed on the part of the other students. In brief, only one-way communication is allowed.

When the activity is completed, show the correct diagram to the students. Have the students show each other their drawings. Students get a laugh at their attempts and how they misunderstood the words they heard.
Teacher will indicate that the activity was constructed to prove a point, and only a few students ever come close to drawing the actual diagram. Explain how easy it is for miscommunication to occur.

**Discussion Questions:**
1. How many of us got confused and just “quit” listening? Why?
2. Why was the one-way communication so difficult to follow?
3. Even two-way communication cannot ensure complete understanding. How can we make our communication efforts more effective?

**B. Interaction or Two-Way Communication.** This approach recognizes the role of the receiver as a communicator through feedback. It is message centered and is a very simplistic view of the communication process. Feedback allows senders to see if their message got across.

**C. Transaction.** This approach focuses on meaning and sharing by accounting for all other factors in the communication process. It is concerned with the barriers that might affect the communication. Transaction is best described as effective communication. This is when the communication process is applied and carried out completely. The sender gives a message that is passed on to the receiver. In return, the receiver can give clear feedback that allows the sender to know whether or not the message was perceived as intended. If the message wasn’t received as intended, then the sender will continue the communication process again in order to ensure effective communication.

Now that you know all three types of communication, we can reflect and evaluate our own communication approaches in different roles and situations. Knowing the three approaches to communication will help us to be aware of our types, when they occur, and how to improve our communication and create clear transactions.

**Conclusion**
Effective communication is a major part in achieving your educational goals. Effectively communicating with your teachers and peers is essential when it comes to your learning. Many times your instructor is the sender. Her job is to send you messages that include information about the skill you need to learn. Your instructor’s messages might include lectures or handouts for you.
Your peers can also be the senders of a message. Many times learners are asked to work together as a team. You might be asked to work on a specific activity that would require you to receive messages from other team members or an appointed leader. Sometimes you may be asked to be the sender. Remember that communication involves speaking, listening, and observing.

**Summary:** Communication is a two-way process that involves getting your message across and understanding what others have to say. Communication involves active listening, speaking and observing. Now that you have learned the communication process, you can begin to evaluate your communication skills. Begin to watch yourself in action. Each time you communicate observe what you do, how it went, what went well, and what could have been better.

**Re-Motivation:** The ability to effectively communicate is a critical skill. The more you become an effective communicator the more likely you are to achieve what you want. Remember, you can improve your communication skills by observing people who communicate effectively, learning new skills, and practicing those skills. Acquiring effective communication skills will help you be a better student, parent, family member, worker, and citizen.
How We Learn

This lesson serves as a foundational grounding in adult education theory. Adults do better when they understand how learning takes place. The lesson covers basic learning concepts developed by leaders in the field of education. Through understanding how we learn, the learners will be more in control of their learning process.

**Educational Goals:** The goals of this lesson are for each learner to (1) comprehend principles of learning and (2) respond to the value of the learning process in our everyday life.

**Objectives:** The learner will:
*Cognitive:* — Explain the various learning processes covered in class.
— Give examples of the various learning processes in action.
*Affective:* — Provide positive feedback to the value of the learning processes.

**Skill/Standard Connections:** This lesson has connections to the Tennessee KSAs – *Do the Right Thing* and the EFF Standard – *Take Responsibility for Learning.* (Appendix II)

**Teaching Strategy:** It is very important for all adult learners to understand the basics of how learning takes place. They need to understand how to acquire knowledge and move that knowledge up the levels of learning as well as attaching value to it to ensure its use. They need to understand that there are some basic concepts and laws that govern learning, so they can use it for self, family, work, and in everyday life. As EFF Content Framework’s first of the four Purposes identifies, access to information is critical for the beginning of empowerment. This lesson will help to show adult learners a common-sense approach to learning that they can configure into the best way to understand, value, and apply to their life and that of their families. Using a common-sense approach the teacher will lead an interactive discussion between the learners on these basic learning principles. Using the Read-Write-Discuss method, learners and teacher will alternate reading, taking notes, and discussing the following:
1. Some basic statements and a model for the process of learning.
2. Bloom’s and Krathwohl’s *Cognitive and Affective Domains of Learning.*
3. Thorndike’s *Laws of Learning.*

**Time:** 1 hour

**Student Materials:**
— Learner Note Taker
— Comparing Cognitive and Affective Domains of Learning Handout
With this new basic understanding of learning students can approach each day’s learning by identifying and measuring how well they are “getting it.” They now have a rather sophisticated tool put into a more approachable framework.

Lesson Plan

Attention:

Question: How many of you have ever had a course on “how we learn” in school?

Question: Would a course on “how we learn” have been important to have in school?

Question: Why would this type of course been important?

Anticipated Responses: Responses will vary, but the bottomline will be that a learning course would’ve helped the learners to understand more, retain what was being taught, and actually use it in their lives.

Overview: This lesson will introduce you to the process of learning in a very common-sense and easy-to-understand way. We will take our time to make sure everyone understands each concept and idea because they are very important if you are to reach your goals. We will use the Read, Write (note-taking), Discussion method that we use with our “Thought for the Day.” We will also try to think of everyday examples of the principles we are talking about. We will start with some basic statements about the process of learning and how learning takes place in a series of interrelated and connected steps. Finally, we will look at some basic laws of learning that over time have proven themselves to be good rules to follow. Once you understand these concepts and principles, you will have the keys that will unlock the door to learning.

Body of Lesson

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

Let’s start by reading the following statements about the process of learning and see if they make sense with what you already know.

- Learning is a process, not a thing that can be seen.
• Learning is an activity that involves the total central nervous system with the brain as the main processing and control center.

• Learning is the process of acquiring information, knowledge, wisdom, and skills.

• Learning occurs as a result of interaction with the person’s environment.

• Learning takes place in response to the stimulus received through the senses.

• Learning is a dynamic process. It is going on constantly, both consciously and unconsciously.

• New experiences provide new information; all information must be interpreted and processed on the basis of the old information that is already in the memory bank.

Basically, there are three kinds of learning:
• Sensuous (through the senses)
• Intuitive (which means to know or sense as if by instinct without conscious reasoning)
• Reflective (serious, thoughtful thinking).

Learning takes place in a series of interrelated and connected steps.
Information must be:
1. Accessed by our senses and directed to our brain, then
2. Organized (processed/integrated) and moved into memory, then
3. Stored, accurately and orderly, so it can be
4. Retrieved, so it can be used for a specific purpose.

The following diagram will help to understand the steps:

<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 Analyzing Comparing Integrating Questioning Sequencing Organizing</td>
<td>Short-term memory &amp; Long-term memory</td>
<td>Recall Remembering to perform</td>
</tr>
</tbody>
</table>
Main Point 2: Bloom and Krathwohl's Taxonomies of Learning

Next, you are going to learn about Bloom's Cognitive Domain of Learning and Krathwohl's Affective Domain of Learning. I will keep it simple, and you will be surprised at how much common sense it makes. Let's start with the cognitive domain. Domain simply means area or range of control, territory, field, or interest. Taxonomy means a category or classification based on common characteristics. As we go through each level, these terms will make sense.

A. Let's first look at the Cognitive Domain of Learning. Cognitive simply means how we acquire knowledge and develop understanding. It is what goes on in our mind with learning and understanding. Bloom's cognitive theory talks about a change in thinking and understanding that take place in the learner. Learning can be measured in terms of behavior, but the behavior only represents learning. So the way you see learning change is through our behavior. Think about it. When you don’t know something, you act a certain way; but when you know it, you act much differently.

The easiest way to understand it is to think of stair steps. In fact, draw a series of six steps.

Here are some easy definitions to help remember what each of these words mean:

- **Knowledge** – The ability to remember and recall in the same way it was taught.
- **Comprehension** – The development of understanding to translate (put into your own words), interpret (explain or clarify the meaning), and extrapolate (to infer unknown information from known information).
• **Application** – The ability to use the learned information in new and concrete ways.
• **Analysis** – The ability to break down complex things into smaller parts.
• **Synthesis** – The ability to put parts together in a new way or to form a new pattern.
• **Evaluation** – The ability to judge how well something went or met a standard goal or objective.

B. **Now let’s look at the Affective Domain of Learning.** Affective domain deals with emotions, attitudes, values, etc. It deals with the importance we place upon what we learn. Think about those things that make sense to us and that we can use. We value them, remember them, and use them. But the things we do not value go in one ear and out the other.

Krathwohl’s Affective Theory talks about how we build our value system based on our learning and experiences. This learning is a little more difficult to measure, but it is still measured by our belief and value systems and our actions.

Again an easy way to understand this domain is to think of stair steps. In fact draw a series of five steps.

![Affective Domain of Learning](image)

**Affective Domain of Learning**
- **Receiving** – Paying attention to someone or something.
- **Responding** – Taking action, giving feedback, obtaining satisfaction.
- **Valuing** – Acceptance, appreciation, preference, commitment to something because of its perceived worth or value.
- **Organization** – Adding new values or beliefs to your own value system. Starting to organize your daily life around a set of values.
- **Characterization** – The integration of values into your life style or philosophy. Start to live it naturally. It becomes a part of your life.

**Teaching Tip**
Let the learners develop an example that relates to themselves or their children, family, or at work or school.
C. The interrelationship between cognitive and affective learning.
There is a back-and-forth relationship between the cognitive and affective domains of learning. When we place a value on something, we learn it and use it. We are more open to things that make sense to use.

A simple way to see this interaction is to put both series of steps together and connect them up.

Simply, in order to gain knowledge there is an interaction between receiving the information. This interaction helps to build the interaction between comprehension and responding and on to application and valuing the information. Obviously, there is individualized adaptation depending on how the student learns best, the classroom experience, and outside experiences.

Main Point 3. Thorndike’s Laws of Learning
In 1933 Edward Thorndike developed the Laws of Learning, which are simple, easy-to-understand principles that we can use to help our learning, as well as the organizing, storing, and retrieval of the learned material.

Let’s walk our way through the six laws using our Read, Write (note taking), Discussion method.

Law of Readiness: People learn best when they are ready to learn.
(This is a pretty straightforward law so you can ask the learners for an example of it. An obvious example is their returning to school. The learners would talk about being mentally and physically ready to learn.)
Law of Exercise: People can enhance their memory through repetition, based on drill and practice. Those things repeated are best remembered. Repetition will help us to retain and retrieve information. What it does is provide us the numerous opportunities to work with the information. The more we work with the information the more we understand it, organize it, store it, and are able to retrieve it.

So we can practice recalling important information, reviewing it, restating it in different ways, practicing it, and actually doing it in different situations.

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. (This is a great law to use for past school experience as the focus for the discussion. If the Learning Skills environment is a positive, nonthreatening one, the learners will have a great comparison to talk about. The next step to understanding is to have the learners think about their children or other family members. What is their situation or environment like? How can they help to change it? This goes to involvement in PTAs, community groups, etc.)

Law of Primacy: First impressions are often strong, almost unshakable. Things learned first stay with us longer. This goes to the old saying, “You never get a second chance to make a first impression.” It also goes to the heart of why it is difficult to let go of many things that were taught or happened in school. Those negative feelings stay with us. (For teachers this means we need to present information in a clear, systematic way that builds on the learners’ previous knowledge. We must create an environment that expects all learners to learn and achieve results.)

Law of Intensity: Learners learn more from doing the real thing than a substitute. (For teachers this is always the task to find real direct simulations, practice, examples that support the actual real focal point of the learning.)

Law of Recency: This law basically means, all things being equal, things most recently learned are best remembered. We remember things we have recently done but have difficulty remembering things we did a week or two ago. This law helps to re-enforce why repetition is important.
Teaching Tip
Have learners summarize the lesson using their notes and translating the information into their own words.

Conclusion

Re-Motivation: The ability to learn is critical for adults. The more adults understand about how to learn, the more they will be in control of their future and empowered to take action.

Homework Assignment: The Communication Loop (in Appendix I)

Close: We never stop learning, and we hold the key to our future.
Overview: The weekly review focuses on what a learner has learned during the week and more importantly, gives the teacher a critical look at what knowledge and understanding the learners have gained. It also helps to see if they value what they’ve learned enough to use it in their everyday lives. The lesson focuses on key concepts, changes in learners’ perception of themselves, and lessons that have been introduced and discussed throughout the course. After the review, learners are asked to write about what they have learned that week. There are no wrong answers. The writing exercise is a helpful tool to gain feedback from learners. It also allows learners to use the EFF Standard of Reflect and Evaluate. There may not be time for both review and the writing exercise. If there is not enough time, learners should be asked to write about what they have learned for homework that night. Learners write whatever they feel is important learning to them.

Educational Goal: The objective of this lesson is for learners to (1) comprehend what they have learned this week and (2) respond positively to what they have learned and how it applies to their everyday life and goals.

Objectives:
Cognitive: — What they have learned this week.
— Any changes that they see in themselves.
— What it means to them.
— How the learner can apply what they have learned to their everyday lives.
Affective: — Describe why what they have learned is important.

Skills Standards Connection: This lesson has connections to the KSA skill – Evaluate Information and to the EFF Standard – Reflect and Evaluate. (Appendix II)
Teaching Strategy: Key concept visuals that can be used for this lesson are the staircase and the STAR. Reflecting and Evaluating is an important skill/standard that all adults need to do in order to reach their goals and improve their life. The weekly review and writing activity helps learners to retain the knowledge that they have received and to see how it affects their education and everyday lives. Even in the first week, learners will begin to describe what they have learned and more importantly what changes they are seeing in their motivation, confidence, etc. The lesson also leads to a preview of things to come for next week. Depending upon what weekly review it is, learners will have learned several different key concepts and lessons. The first component of the EFF Standard of Reflect and Evaluate directly connects to the “Wherever you are…” Learning Skills motto. The lesson also requires learners to see the value in what they’ve learned and asks them to predict how they will use it in their lives.

The teacher should begin this lesson by focusing the learners on key elements that they remember from the week. The goal is not to get learners to look through their notes but to see what they can remember. Whatever they remember learning is the most valid and clearest picture of where they are as learners.

The communication loop could be used in this portion of the lesson as a visual. The teacher should begin the lesson by explaining the educational goal, objectives, and the overall purpose of the writing activity. It should be explained as a valid way of gaining feedback from them. The teacher should also ask learners to put all of their work aside in order to discuss what they remember learning. The lesson begins with the EFF Standard of Reflect and Evaluate. Discuss the standard with the class, what it means, and why it’s important. Learners should know that they are applying the skill of reflect and evaluate throughout this lesson.

Next, introduce a brainstorming session that stimulates the mind and gets learners to critically think about what has been learned throughout the week. Allow learners enough time to think out key concepts as a team while recording their thoughts on the board. Also refer to the EFF Standard Skills’ Wheel (Appendix III) so that learners can see all of the things that they have been able to learn and do.
Lesson Plan

Introduction

Attention: Now that we have almost completed this week, let’s take some time to reflect and evaluate about the week and what we’ve learned.

Question: Why is it important for us to stop and think about what happened and what we learned in class?

Motivation: Being able to stop, think, and reflect about all of the things you have heard this week is very important. Reviewing and reflecting helps us to retain what we have learned and to increase our awareness of what happened. There is always room for improvement. As a group, we also need to think about what kinds of things we could improve. Maybe I could have taught something better or maybe you could have studied more on a particular subject. These kinds of reflections lead to evaluating how it went, what went well, and what needs improvement.

Overview: We are going to reflect on what we’ve learned and evaluate how well it went. At the end of this lesson we want you to be able to:

• Explain through discussion and writing what you have learned this week and any changes that you see in yourself.
• Explain through discussion and writing why what you have learned is important;
• Predict how you will use it.

Body of Lesson

Main Point 1: What Is Reflect and Evaluate?

A. Let’s take a minute to review the components of the EFF Standard, Reflect and Evaluate. The first component says that we need to take stock of where we are, assess what we know already, and see the relevance of that knowledge.

Question: What do you think the first component is saying?

In order to know how it went this week, we need to be able to assess where we are, what we have learned, and if what we have learned is important.
B. Predict – The next component of the standard says… (Allow a volunteer learner to read the component) that we should make inferences, predictions, or judgments based on one’s reflections. Those are some pretty big words.

What is a prediction? Who can give a definition for prediction? Maybe, we should look it up. (Allow time for learners to look up the word in the dictionary.)

Question: Give me an example of predicting what might happen next week?

Predictions are things that someone can assume might happen.

Question: Why would it be important for us to predict what might happen next week?

Whenever we ask the question, “How can you use it?” we are allowing you to make a prediction or a judgment based on your own reflections. We use what we have learned in life when the learning is important to us.

Main Point 2. What Have We Learned?

Now let’s look back on all of the things that we discussed and learned this past week. Without looking through your notes, what are some things that you remember discussing and/or learning? (Begin recording responses on board.)

It sounds like you have learned a lot of important things.

Question: Was everything always easy and fun to learn?

A. Not everything that you learn is going to be easy and fun. We will try to make it as fun as possible but sometimes learning can be challenging. Learning may not be occurring if something is too easy. Learning something new is challenging, but if we can make it interesting it will not only make more sense but it will also affect us as a person.

B. Many times when a person is learning, she will begin to see changes in themselves. Maybe her confidence goes up because she begins to realize that she can do it or she may want more challenges. Learning does affect how a person feels.

Question: What other kinds of changes have you seen?
C. One of the main things that we want you to get out of *Learning Skills* is that connection between life and education.

We want you to know and be able to use what you learn as workers, parents, and citizens. It is just as important that you let us know when you have used what you have learned. Telling us what knowledge you have applied gives us the feedback that we need as teachers. Feedback will help us to know what went well and what we need to do better. I want you to do this with me. Hold up one hand and say, “This is education.” Bring your hands together with fingers interlocked. They are combined and not separate parts of your life. Your life affects your education and your education affects your life.

Main Point 3. Why Is What We Learned Important? How Can We Use It?

We have discussed a lot of things that we learned this week. Now I would like you to “Reflect and Evaluate” independently. I want you to write about what you have personally learned. I also want you to write more about some changes that you might be seeing in yourself. Finally, I want you to also include how you have or will use what you have learned in your everyday life and goals.

*Are there any questions?* You will have 30 minutes to write. There are no wrong answers. We are not concerned with your spelling or punctuation right now. We are focusing only on your thoughts about this week, this class, and how it is affecting you.

Now that we have all finished writing, let’s share what we have written.

Main Point 4: Preview of Next Week

Now that we have reviewed this week, it’s time for us to preview next week. We will continue discussing several of the key concepts that we hit on this week. We will always continue to use the key concepts throughout *Learning Skills*.

Week Two will focus on discovering more about yourself and others. This week was about First Steps and Getting Started. Now that you have begun your educational journey, we are going to take the next step by comparing our personal learning styles with others’ learning styles. We will continue to work as a team and get to know one another better.
You’ll start the Writing Process by creating a rough draft of your research paper that you will present on Graduation Day. You will be encouraged to push yourself to be better. We will continue to challenge you with lessons and activities. Remember to attend as much as possible, achieve something everyday, and keep a positive attitude.

**Conclusion**

**Summary:** Let’s think about what we learned while doing this lesson now that we have all shared what we learned this week and how we have used or can use it. Just in this last hour of class you learned some new things. We were introduced to the Equipped for the Future Standard of *Reflect and Evaluate*, and we discussed its components and what they meant. We also used the standard to reflect and evaluate our experiences in class as a group and personally. We used the read, write, and discuss model throughout the lesson. You were asked to write about what you’ve learned and share it with all of us. Through the read, write and discuss model you proved that you can explain what you’ve learned, why it’s important, and how you can use it.

**Re-Motivation: Preview of Next Week.**

Now that we have reviewed this week, it’s time for us to preview next week. We will continue discussing several of the key concepts that we hit on this week. We will always continue to use the key concepts throughout *Learning Skills*. It’s going to be an exciting week! You’re going to the next level. So be prepared!

**Close:** The next step is for you to continue learning more and valuing what you learn enough to see its purpose in your life and goals.
## Week Two

**Self Discovery**

“Get to know yourself and others.”

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<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Homework</td>
<td>Review Homework</td>
<td>Review Homework</td>
<td>Review Homework</td>
</tr>
<tr>
<td>Thought for the Day (see Lesson 2)</td>
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<td>Thought for the Day</td>
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<td><strong>ACTIVITY:</strong> <strong>TABE Complete Battery</strong> (completion)</td>
<td><strong>Note-Taking Skills</strong></td>
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<td>Handouts: Learner Note Taker</td>
<td>Handouts: Learner Note Taker</td>
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<td>EFF Standard Convey Ideas in Writing</td>
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<td>The Writing Process</td>
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<td><strong>Homework:</strong> Begin working on presentation using the Writing Process</td>
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**Graduation Day** *(Lesson 27 can be used here if students enter every two weeks.)*
Learning Styles

Overview: This lesson introduces the concept of Learning Styles. Learners will take a very simple assessment to identify their learning style preference. The learners will discuss the results, their style, and their classmates’ styles. The lesson will finish with a brief introduction of a more comprehensive inventory available on the World Wide Web.

Educational Goal: The goal of this lesson is for each learner to understand her particular learning style and the value of that knowledge.

Objectives: The learner will:

Cognitive:  — Identify his or her particular learning style.
— Explain how this style can help to improve the learning process.
— Discuss learning styles as it can relate to his or her family, work, and in the community.

Affective:  — Respond to the value of knowing her learning style.

Skill Standard Connections: The learner’s knowledge of her learning style preference will provide a powerful tool to guide her learning. Learners will be able to use this knowledge to adjust to specific learning situations to be successful. They will be able to pass this knowledge on to their family, co-workers, and friends in the neighborhood. This lesson has connections to the Tennessee KSAs – Listen for Understanding and Self-Awareness and the EFF Standards – Take Responsibility for Learning, Reflect and Evaluate and Listen Actively. (Appendix II)

Teaching Strategy: The strategy is to provide learners with insights into themselves. With this newly found knowledge learners become excited about learning a valuable tool that will help them in future situations. Have the learners take the Barsch Learning Style Preference Form to identify the specific learning style. Post each learner’s style on the board and begin an open-ended discussion on the results. Lead the learners through three primary questions to refine their new knowledge to (1) meaning, (2) importance, and (3) useful applications. Complete the lesson by sharing Dr. Felder’s Index of Learning Styles (ILS) categories. Ideally, you may find the time during the course to have the learners visit Dr. Felder’s Web site to take the

Time: 1 hour

Teacher Materials:
— Barsch Learning Style Preference Forms or similar inventories (Can be found on the Internet. Suggested site: lac.smtc.net.LS/htm
— Index of Learning Styles Inventory. Web site: www2.ncsu.edu/unity/lockers/users/f/felder/public/RMF.html

Learner Materials:
— Pencil
— Learner Note Taker

References:
2. Dr. Richard M. Felder and Barbara A. Soloman, Index of Learning Styles (ILS) Web site, North Carolina State University, June, 1999. (felder@eos.ncsu.edu)
inventory. If they do, provide time to reflect and evaluate on this new knowledge.

Lesson Plan

Homework Review: The Communication Loop (in Appendix I)

Thought for the Day:
“I seem to have an awful lot of people inside of me.”

We all have different things that happen in our lives that create different feelings inside of us. Get to know yourself well enough that you can identify what you’re feeling when you are feeling it. Learn to voice what you are feeling to share.

Introduction

Attention: Let’s take a look at our style. What is your style? What is your educational style? What type of learner are you? How do you learn best? What type of teachers or trainers do you learn best from?

Motivation: We all learn differently and we have our own particular style of how we learn best. This lesson will help you to understand the different learning styles and identify your style. It will also help you understand the styles of your classmates. You can use this insight to look at your family and their learning styles.

Overview: We will start this lesson by taking a learning style preference assessment. We will score the preference assessment and identify your learning preference. We will share our feelings about our style and see if the assessment is accurate.

Body of Lesson

Main Point 1: Learning Styles Preference
Okay, let’s start by taking an assessment. This is no big deal. It is just a way to discover more about ourselves. Just relax and answer the questions as honestly as possible.
Learning Styles

Lesson 10

Learning Skills

VISUAL LEARNERS

The Observer
• Watches what goes on; wants to see things
• Remembers visual images
• Likes shapes, colors, patterns, maps, pictures, diagrams
• Can recall words after seeing them
• Doesn’t like lectures
• Daydreams – a word, sound, smell causes one to remember something, mind wanders
• Can describe the details of a scene very well

The Reader
• Would rather learn by reading, not listening
• Reads during free time; reading material always available
• Magazine subscriptions, book clubs
• Would rather see new information in print
• Studies by looking at text quickly
• Excellent memory of material that has been read
• Good at homework assignments
  — Prefers to study alone
  — Remembers addresses or phone numbers better if they see it in writing
• Likes to work on puzzles and workbooks

AUDITORY LEARNERS

The Listener
• Prefers lectures to reading assignments
• Good at remembering verbal directions and instructions
• Likes listening to stories, poems, music and tapes
• Does not like taking notes or writing things down
• Often repeats what has just been said—talks to self
• Talks “under breath”—no one else can hear
• Often moves lips while reading
• Likes to study with noise or music going
• Usually has a good “ear” for music
• Likes attending plays, music events

The Talker
• Would rather talk about ideas
• Often repeats or restates out loud what has just been said
• Ask immediately after an assignment is given, “What’s our assignment?”
• Remembers an address or phone number by saying it out loud
• Often needs to think out loud—thoughts must come out of mouth
• Needs a chance to think about what was learned
• Likes brainstorming
• Likes performing
• Likes social activities, parties

TACTILE/KINESTHETIC LEARNERS

Tactile: Touching
• A “toucher”; hugger
• In touch with self and feelings
• Needs to touch, handle, work with materials and objects—especially while studying or listening
• Good at drawing designs
• Often doodles while listening
• Often “hugs” self while listening or thinking—strokes hands or arms or clothing
• Likes computers
• Stands close during conversation
• Often adventurers, hikers, joggers

Kinesthetic: Movement of Muscles
• The “Doer”
• Needs to get up and move around often in order to understand information
• Reads with finger or a card under words, underlines
• Talks with hands, whole body
• Good at reading body language
• Likes charades, acting
• Good at sports, mechanics, using tools
• Nondesk types
Main Point 2: Reflect and Evaluate on the Learning Style Results

Now let’s take a closer look at your results, using the charts and descriptions.

**Bottom Line:** The bottom line is to learn to use all three styles to understand information. Once we understand what our strength or preference is, we can begin to strengthen our weak areas in order to make ourselves stronger. Being able to interpret information in various styles gives us access and power to understand that information.

There are other learning styles inventories that are very useful and enjoyable for the learners. The Internet has various free inventories for learning styles and other preference assessments.

### Main Point 3: Index of Learning Styles:

**Dr. Richard M. Felder and Barbara A. Solomon**  
**North Carolina State University**

These two university researchers developed an instrument to assess learning preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, sequential/global). This instrument provides you with a broader view of the style and preferences you have in learning. Let’s take a quick look at what each category means.

- **Active Learners:** These learners understand and retain information better after they have done something with the information.
- **Reflective Learners:** These learners understand information best when they have time to think about it.
- **Visual Learners:** These learners are able to learn best by seeing the information. They do better with pictures, diagrams, flow charts, timelines, films, and demonstrations.
- **Verbal Learners:** These learners are able to learn best by hearing the information. They benefit from discussing the information.

### Teaching Tip

The Index of Learning Styles Inventory can be found on Dr. Felder’s Web site: www2.ncsu.edu/unity/lockers/users/f/felder/public/RMF.html  
If you and your learners have access to the Web, Dr. Felder invites everyone to take this instrument on the Web.

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<table>
<thead>
<tr>
<th>Learner’s Name</th>
<th>Visual</th>
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<tr>
<td>Sarah</td>
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<td>Ralph</td>
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</tbody>
</table>

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### Teaching Tip

Administer the Barsch Learning Style Preference or any learning styles inventory of your choice. Help the learners if they need it. While the learners are taking the assessment, create a results table on the board using the format at the right.
Learning Styles

Lesson 10

LEARNING SKILLS

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Sensing Learners: These learners are able to learn best when the information is presented in concrete terms, facts, data, and with detailed explanation.

Intuitive Learners: These learners prefer to deal with innovation and theories. They are comfortable with abstractions, which they connect to their prior experiences and learning.

Sequential Learners: These learners’ preferences are to learn in a logical, orderly, and step-by-step process. They are more comfortable moving from general to detailed and complex concepts.

Global Learners: These learners are able to see the “big picture” and how everything fits into the whole.

Bottom Line: Again, we must develop the ability to understand and use all of the styles to fit any given situation. Never limit yourself by the way information may be presented. Take the responsibility to ask questions and gain access to the information in the learning style that best fits you.

Main Point 4: Using Learning Styles in Your Other Adult Roles

A. Parent/Family Member Role. You can use the learning styles inventory to help and educate your family and loved ones. By passing on this type of learning you can help people in your life understand how they learn and what strategies to use to help them learn successfully. Everyone likes to find out interesting things about themselves. What a wonderful gift for you to teach them something that can really help them in their everyday life.

B. Worker Role. Your ability to understand how you learn on the job could be the key to your success. You will be able to understand the training you receive from your supervisors and mentor in a new way. You will be able to ask questions that help these individuals to meet your needs for understanding. You may find that this brief lesson on learning styles is more training than other workers and supervisors have had. Your understanding and application of your learning style will be a valuable tool for your success in any career you choose.

C. Citizen and Community Member. Just think of all the information, direction, and instruction we participate in outside of the home and work. By having a better understanding of your learning style, you will

Teaching Tip

This is a place to look at the EFF Role Maps (in Appendix III) to support teaching Main Point 4.
have an advantage to gather, analyze, and use information in a new way to meet your purposes. You will be amazed at how you will see things a little bit differently than your friends with what you know now.

**Bottom Line:** Another important part of knowing your learning style is that you use it in the various areas, situations, and roles you fill in life. The more you use the information in this course in all areas of our life, the better we become as a person.

*You can teach your children about learning styles, so they will be more successful in school. This is one of those easy-to-do fun things that you can do with them.*

**Conclusion**

**Summary:** During this lesson you discovered what your learning style is and if it fits with what you know about yourself. I would like you to tell me what you feel about that new insight and how you can use it. How can you use this information to help your family? Can you use it to help in your community?

**Re-Motivation:** By understanding yourself you become a better person and worker. You need to take action to put this new knowledge to work for you.

**Personality Activity:** Personality also has an impact on learning style. Peoples’ personalities are developed through many varying experiences—family, culture, and so on. When we better understand the traits that makes up our personalities, the better we can control our attitudes, feelings, and actions. So often personality can get in the way of the learning process. (There is a simple personality activity to help students begin to discover and discuss what are the traits that make up who they are. This activity can be found at: http://users.ren.com/zang.interport//personality.html)

**Close:** We are all different, but by better understanding ourselves we become a better parent and family member. We also become a better worker. We become a more informed person. We identify our strengths and weaknesses as a learner, we identify strategies to use to increase our learning, and we take responsibility for our learning.
The Writing Process

Overview: This lesson will focus on the writing process and how it relates to communication. Learners will be taught what the writing process is, its parts, and how they can use it.

Educational Goal: The goal of this lesson is for each learner to:
1. Comprehend the writing process
2. Respond positively to the writing process

Objectives: The learner will:
Cognitive: — Define elements of the writing process
— Explain the writing process
— Outline a topic for a research paper
Affective: — Learners will contribute to the class discussion

Skill Connection: This lesson has connections to the Tennessee KSA – Writing and the EFF Skill Standard Convey Ideas in Writing. (Appendix II)

Teaching Strategy: Learners were introduced to the Communication Process on the first day of class. The writing process is the second lesson in the Learning Skills communication unit. Learners will continue to learn new strategies that help to clarify the importance of communication. Use the EFF Skill Standard, Convey Ideas in Writing. Give learners a copy of the EFF Skill Standard Convey Ideas In Writing (in Appendix I). Read the four components of the Standard with the learners. Link this lesson back to the previously taught Communication Process lesson. Clarify the objectives of the lesson for the learners.

Learners will be asked to read each component of the writing process in order to learn the meaning of each step. Then they will be asked to focus on the plan step of the process. The planning step will begin a discussion on how they will brainstorm their research papers. Learners should begin thinking about a specific topic that they will write about for their research/presentation. Ask them to use the planning stage as a checkoff list for the homework. At the end of the lesson they should be able to summarize their learning by
defining the purpose and meaning of the Writing Process and how they can use it.

Conclude this lesson by assigning learners the planning stage of the writing process. Tell them to listen to their local or world news and be able to tell the main points and supporting details using the Logic Tree. This is an easy exercise for learners to do with their children.

Lesson Plan

Introduction

**Attention:** Why do you think writing is important? (Listen to the learners and record their answers on the board. Depending on what they say, make the point that whether or not they write much now, at some point in their lives they will need good writing skills.) You will need good writing skills to pass the GED, apply for a job, get a job, and keep a job. Having good writing skills is not an option, it is vital if you are not going to be left out of the mainstream of society. Think of all the ways that you need to use writing. Even computers have made writing a critical skill, because you can communicate quickly and efficiently on e-mail if you can write.

**Motivation:** Writing is a very important skill. Think what would happen if you needed to make a call but the telephone number was written incorrectly or you were going to pick up your child after school, but the address was not complete. Poor writing skills can cause problems, but learning to be an effective writer can help you avoid those problems.

**Overview:**

**Question:** Have you ever written a research paper or an essay?

**Question:** If you were asked to write a paper, how many of you have a topic you would like to write about but don’t know how to get started?

Today we are going to learn some steps that you can always use to help you write a successful paper. I will be giving you two tools that you should file in your notebook and keep to refer to as you complete your education. One tool is the Writing Process and the second is the Logic Tree.

The Writing Process breaks down the writing activity into easy steps. We will look at the Writing Process, discuss the steps, and discuss how we can use it.
The Logic Tree is an easy way to quickly outline your topic, main points, and sub-points.

Once you have completed a Logic Tree you are ready to write. The Logic Tree is the first step in the writing process. It is the pre-write or plan.

As we learn the writing process, remember:
• Writing is not a natural talent; writing skills can be learned.
• Writing takes practice and patience; with practice your skills will improve.
• Good writers follow a writing process.

Even people who write for a living need time to think about their topic, what they want to say, and how they will say it. They will make many drafts before they have a finished product. Remember, no one can write a perfect paper without any preparation and several revisions.

Body of Lesson

Main Point 1: What Is the Writing Process?
The Writing Process is a series of steps to help you write a paper. It is like using a map to get to an unfamiliar place. Give the learners the Writing Process and the Logic Tree (in Appendix I). The Writing Process has five steps.

Step 1: Pre-Writing. Begin by brainstorming ideas for topics, organizing an outline, and developing a plan. After you have selected a topic you can use the Logic Tree to outline your topic and prepare for Step 2.

Step 2: Writing the First Draft. Using your Logic Tree, write a strong topic sentence. The topic sentence is a simple sentence that sets the stage and tells the reader about the subject. In the topic sentence you tell your audience what you are going to talk about.

Next develop an introduction to the topic, your main points and supporting details, and write a concluding paragraph. Be sure to use facts, examples, and details to back up your sentence. Your main points will be several sentences that...
The Writing Process

Lesson 11

LEARNING SKILLS

support and give further explanation to your topic. When you write the concluding paragraph you are summarizing the main points in the body of the paper.

**Step 3: Evaluating, Revising, and Editing.** Read your paper carefully. Many times people skip this step. When you begin to evaluate and edit your paper, change from the role of writer to the role of a critic. Try to examine your paper through the eyes of a reader who does not know anything about your topic.

— Have you explained everything fully?
— Have you included enough facts and examples for the reader to understand?
— Are there spelling errors?

Read your paper out loud to make sure that it makes sense.

After you have made improvements you may want to have someone else read your paper and make comments. When writing you may go through Step 3 several times before you are ready to write a final draft.

**Step 4: Write Your Final Draft.** When you have corrected all errors including spelling, punctuation, and grammar, you are ready to write your final draft. When you have completed the final draft, proofread again to make sure you did not miss any errors, such as spelling, punctuation, and paragraph indentation.

**Step 5: Publish the Final Draft.** Present it.

**Main Point 2: What Is the Logic Tree?** The tree is a diagram that can help you to organize your thoughts. It can serve as a reminder of what you want to say in your writing. It helps you to organize your thoughts. It includes three main steps. Tell learners to look at the Logic Tree handout.

**Step 1: Topic and Thesis Statement.** What you are writing about. This should be written on the first line.

**Step 2: Main Ideas.** The important points you want to include.
Step 3: Supporting Details. Specific examples that support your main ideas. The tree takes you from the general topic to specific details.

Main Point 3: How We Will Use the Writing Process and the Logic Tree
Use the sample tree of how to make a hamburger (in Appendix I) to demonstrate how to use the tree. Walk learners through the Logic Tree and the sample paper. Tell them that we will use these tools to write the paper and present it. Remind them that they can use these tools throughout their education journey, with their children and in their jobs.

Conclusion

Summary: Today you have learned about two new tools that can help you be a successful writer. You will begin using the Writing Process and the Logic Tree to create your papers. Ask learners if they have any questions or concerns. Assure them that we will take it step by step and work on the paper together. After you have worked with the process you should begin to see how the tools are helpful.

Re-Motivation: Writing is very important in our everyday lives. Now you have some tools for your toolbox that will help you not only in your school experience but also in your everyday life. Remember, poor writing skills can cause problems and good writing skills can help you avoid those problems. Using these tools will help you write without fear. (Ask the learners how they feel about writing their paper. Listen carefully for their comments and reassure them if needed.)

Homework Assignment: Watch the world news.

Close: The next step is for you to begin the process. Tonight your homework is to choose a topic and complete the first step of the process. What will you do first? (Learners should indicate that they will use the Logic Tree to outline their topic. Tell learners to bring their outlines to class tomorrow if they have questions. Learners tend to put this step off or to rush through the plan stage. Tell them that they have the rest of the week to work on this stage. The planning stage is the most important step because it is the foundation of the writing process. Encourage learners to bring their outline and drafts in to discuss with you until they are ready to write their final draft.)
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 ourselves.

Educational Goal: The goal of this lesson is for the 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 ourself better and how others view us.

Skill Standard Connections: As people learn and work with one another over time, we reveal things about ourselves, whether directly or indirectly. In becoming part of a team we need to be open to communicate. We need to be open to how other people see us. The same openness and learning should also take place in the home with family and friends. This lesson has connections to the Tennessee KSA – Self-Awareness and the EFF Standard – Take Responsibility for Learning. (Appendix II)

Teaching Strategy: The strategy for the Johari Window is to talk the learners through the various quadrants of the grid. They begin to gain insights to how they view themselves but also how they reveal more than they know to other people. They begin to have a better appreciation for what other people feel and see. Use the class as an example of how we reveal only certain things about ourselves initially, but as time goes on and we open up, we reveal more about “who” we really are. As the class provides feedback to one another, learners start to see themselves through the eyes of the other classmates. As time goes on and they bond, they become more and more open.

Lesson Plan

Homework Review: Watch the world news

Time: 1 hours

Materials:
— Lesson Plan
— Introduction
— Learner Note Taker

Teaching Tip
Begin each day with a review of the previous day’s homework. Allow 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”
**Thought for the Day**

“One doesn’t discover new lands without consenting to lose sight of the shore for a very long time.” — Andre Gide

Allow yourself to go to new and higher places. Don’t be afraid to accept the challenge of success. Don’t allow yourself to fall into the comfort zone. Be willing to try new things that will help you to create a bridge to your future.

**Attention:** Have you ever had someone say that you were good at something, but you did not feel that about yourself? Over time, however, more and more people told you the same thing. An example could be teaching others, listening, or counseling others on the right way to do something. As time went on you realized that they were right.

They saw something in you that you did not recognize. How did they know?

**Motivation:** This lesson will show you a simple but true concept of how we view ourselves and how others view us. It will help us to be open to the insights of others and be more open about who and what we are.

**Overview:** We will slowly walk our way through the concept of the Johari Window and discuss how it applies to ourselves.

**Body of Lesson**

**Main Point 1: Background on the Johari Window**

The Johari Window is a model for getting and giving feedback. It is a communication model, and we can see it working in the classroom, on the job, and at home. Two psychologists, Joseph Luft and Harry Ingrham, originally developed the window.

Let’s draw a window with four windowpanes. These windowpanes represent our personality. Let’s take a look at each windowpane and see if it makes sense.
Main Point 2: Arena

The arena is the information that you know about yourself and that others also know. It is the obvious things, e.g. race, name, height, weight, etc. It is those things that you told others when you introduced yourself to the class. It is also those feelings that you have shared during the “Thought for the Day,” learning styles, communication process, and the personality lessons. It is all of that information that you wanted other people to know. This is an area that is very open for all to see.

As time goes on will you tell and reveal more about yourself to the class? Why?

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**Teaching Tips**

Draw on the board the model above with the labels on the side.

Write in Arena in the first windowpane as you cover that main point. Continue to add words as you progress.
Main Point 3: Hidden Area
The hidden area contains all that information that we don’t want others to know about us. It’s that closet of feelings, insecurities, and not-so-great experiences. It’s the private information.

Main Point 4: Blind Spot
The blind spot is the information that others know about you, but you don’t know about yourself. A funny example is the female student whose husband told her she snores. She didn’t think she did, but he knew she did. What are some things that people have said about you that you didn’t know?

There are also positive things such as being a good listener or talker. We may feel that we are not a good listener or talker, but our friends may feel differently.
Main Point 5: Unknown Area
The unknown area contains information that you don’t know and others don’t know. It could be abilities and potentials that you have not discovered about yourself yet. An example could be that you might be a great salesperson or customer service representative, but for now you don’t know whether you have that ability or not.

Main Point 6: Putting It All Together
Information can move from one pane to the next as you develop mutual trust, share hopes and dreams, and find similarities and things in common. We get over our differences and start to trust each other as classmates and teammates. It is the same way on a job with other co-workers. As time goes on and we begin to trust each other we start to tell more and more information about ourselves. We start to expand the arena. Look back at the first day, how open were you? Not much—only what you needed to say. So your window might of looked like this.
As we started to relax and feel more comfortable, we shared more information about ourselves. Our arena became bigger.

**Exercise:**
Take out a piece of paper. I want you to split it into twos. I want you to write about what you see in another person in the class. After you finish I want you to share with the other person what you see in them.

How many were surprised about what the other person saw in you? How many learned something new about themselves?

It is surprising what other people see in us and know about us. We don’t even realize that we are communicating that information. This goes back to the communication process where we are always communicating something whether it is verbal or nonverbal. We can not NOT communicate.

So, as we get new information from others our blind spot starts to shrink and the arena becomes larger.
Look at what is happening to the hidden and unknown areas as we open up and receive feedback from others. They are shrinking. It is the same thing at work. As we begin to trust and get along with our co-workers, our arena grows.

- **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?

**Conclusion**

**Summary:** Okay, I want you to summarize this lesson and review the key concepts.

See how well you did. This is another one of those easy lessons you can take home and teach your children and others.

**Re-Motivation:** The importance of learning more about ourselves is critical to our success in the world. It is also critical to reaching our goals, becoming independent, and building a bridge for the future. We need to become more open, confident, and comfortable with who we are. We need to build our self-esteem because we have a lot to give to the world and our families. Everyone is not out to get us, and in fact they may have good feedback for us if we are open to it.

**Close:** Life is about learning and growing. Aha! Lifelong learning.
Listen Actively

Overview: This lesson will provide the student with a clear definition of each communication skill, the elements of that skill and how the skills are linked.

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

Objectives:
Cognitive: — Define Listen Actively
 — Identify appropriate strategies to use with each 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. This lesson has connections to the Tennessee KSA – Listen for Understanding and the EFF Standard – Listen Actively.

Teaching Strategy: This lesson will focus the learners’ attention on the communication skill—Listen Actively. Point out to learners that this skill happens simultaneously as people communicate with one another. The teacher will define the skill using the EFF Skill Standard, Strategy Chart, and the Talking Heads visual. Learners will be given a copy of “How to Improve Your Listening Skills” as the reading material for this lesson. Methods of instruction will include: lecture, question-and-answer, and group discussion.

Lesson Plan

Introduction

Attention: To be effective parents, workers, citizens, or students we must be effective communicators. We are going to begin today to use our listening skills to help us understand the message that other people are
sending to us. We learned when we studied the Communication Loop that communication is the process of sharing ideas, feelings, and thoughts with other people and having those ideas, feelings, and thoughts understood. Today we will look more in depth at a communication skill and identify strategies to help us improve our ability to communicate effectively.

**Motivation:**

**Question:** What would happen to your family if you were unable to communicate with them?

You can see that being unable to communicate can cause many problems. Yet even with the ability to communicate sometimes misunderstandings occur, feelings are hurt, and things go wrong all because people did not communicate effectively with us or we were unable to effectively communicate with them. Today we will learn that when we communicate there is a constant flow of information and that by using communication strategies we can obtain the information we need, solve problems, and be confident in our ability to communicate with others.

**Activity:**

Do the following activity with your learners. You will need to have distracters such as a penny, nickel, and dime. Using the distracters, hold each one up as you say a name in the following story.

Say: Jerry’s mom and dad had three kids. The first child’s name was Abraham (hold up penny). The next child’s name was George (hold up the nickel). What was the third child’s name (hold up dime)? Wait for learner responses. Usually you will have to repeat the story. They will ask you to tell them the story again. Most of the time learners will say a president’s name because they are focusing on the coins instead of what is being said. Every time you tell the story, emphasize Jerry’s name. Some of them will usually get the story after the third time.

*The answer is Jerry.*

**After this activity say to the class:** Listening is more difficult than you may have thought. You were focusing on the coins, which were a distracter and not useful to the meaning of the information. The distracter changed your focus. This can happen at any point in the communication process. Remember the communication process? Point to the process in the room and specifically to the barriers. Barriers are those things that interrupt the message.

**Overview:** This lesson will build on the basic concepts of communication that you have already learned and help you become aware of strategies that you can use to improve your communication skills. You will use the booklet, “How to Improve Your Listening Skills” and the EFF Skill Standard to develop a new understanding of listening and observing. So let’s begin by looking at an essential communication skill—*Listen Actively.*
Body of Lesson

Main Point 1. Why Do People Listen?
People listen in order to:
• Increase knowledge or to learn
• To gain understanding
• For general reasons
  —To respond appropriately to what we hear
  —To gain information about work or school—it gives us details about what to do, how to do it, when and where to do it.
  
  Example: When is the first break? How do you know?
• To gather data to make decisions
• To be more effective in our interpersonal relationships: When children return home from school and it has been a “bad” day or when your spouse had a “hard day” at work.

Turn to page 2 in your “How to Improve Your Listening Skills” book. Let’s read pages 2 and 3 to find the definition of listening and why it is important. Turn to page 5 in the book and take the listening inventory. When you finish, score your paper. You can use this inventory later to determine what skills you need to work on.

Main Point 2. Importance of Listening
Listening well is critical to our ability to become an effective communicator. Listening is one of the most used communication skills and one of the most neglected communication skills. How many of you have ever had a course in how to listen? Listening is not as easy as it sounds. When you are listening actively, you are focusing on what the other person is saying in order to understand what they mean. This requires energy and effort.

Main Point 3. Effective Listening Means Hearing, Comprehending, and Remembering
It takes all three elements to be an effective communicator. Let’s look at each element.

A. Hearing—hearing is not the same as listening. Have you ever heard your spouse or child tell you something but you misunderstood their message? To really hear the message takes energy. It means paying attention physically, asking open-ended questions, maintaining eye contact, and focusing on what the speaker is saying.
B. Comprehending is understanding the message. It means being able to interpret what the speaker is saying. It also means being aware when you are not understanding the message and adjusting your listening strategies so you can comprehend the message. Some ways you might do this are to ask the person questions, paraphrase what the person said, try to understand the other person's point of view, or watch the person's body language. Turn to page 4 and let's ready pages 4, 6 and 7.

C. Remembering—once you have heard the message you will need to remember it.

Main Point 4: Tips for Effective Listening and Ways to Improve Your Listening Skills

Before Listening
- Take responsibility for comprehension. Your teacher can make sure that you hear but only you can be sure that you understand.
- Get ready to listen; focus your attention on the speaker.
  - **Physically**
    1. Try to tune out physical distractions such as noise, hunger, being hot or cold.
    2. Try to remove things that may distract you as you listen in class.
       *Example:* pagers, cell phones, materials on desk, etc.
  - **Mentally**
    1. Resist mental distractions; actively focus on the speaker.
    2. Review what you already know about the subject.
    3. Review your notes.
    4. Try to find an area of interest within the subject.

During Listening
- Listen for the main ideas.
- Listen to understand rather than to argue or find mistakes.
  - Hear the person out before you respond. You are listening to gain information, not necessarily to agree with it.
  - Don’t be critical. Don’t tune out on the information because you don’t see the value in it.
- Keep an open mind.
  - Control your emotions. If your emotions take control then you have created a barrier. Try to maintain balance.
  - Judge content, not delivery.
- Be mentally agile. Most people speak at about 200 words a minute, but the mind processes words at around 400-500 words per minute. During the mind’s spare time it can easily wander. Be alert.
Listen Actively

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• Feedback/paraphrase to check understanding—ask questions and put the information into your own words.
• Take notes—you can always reread but you can never re-listen.

Ways to Improve
• Work at listening—active listening is understanding. It takes energy to concentrate on what the speaker is saying and not what you want to say next. You will need to be aware of the verbals and the nonverbals. When you are communicating with others you must become a people watcher. Look at their nonverbal communication. What are their facial expressions? What is their stance? Are their arms folded? Do they ask you questions? Are they playing with their hair, jewelry, or clothing?
• Practice effective listening—put yourself in situations that require effective listening. While you are in class take notes and ask questions when you do not understand what is being said. (Give students a copy of the EFF Standard—Listen Actively. Read the Standard with the students.)

After reading the Standard ask the following question:
Question: What does the Standard Listening Actively say we must do in order to communicate effectively?

• Stop talking—“I never learned anything while I was talking” (unknown sage). You can't hear if you are talking. Don't interrupt; let the speaker finish. A good listener will maintain eye contact with the speaker, not be doing other things, and not talking when the speaker is talking.

Main Point 5: Monitor the Effectiveness of Your Communication
In order to be an effective communicator you must monitor the effectiveness of your communication at all times and adjust your strategies to increase understanding, overcome barriers, and respond in the right way. Give students the Skill Standards & Strategies Chart (in Appendix I). Ask the students to look at each skill standard and the strategies to use with that skill. Ask students to give an example of a time when they would use that strategy.

Teaching Tip
Have learners give specific examples of what “attend to oral information and visual information” means. Check to see if they can identify listening and observing strategies. If they cannot identify strategies, tell them that they will get a handout that will help them identify these strategies.
Conclusion

**Summary:** This lesson builds on the basic concept of the communication skill that you have been using in daily life. You learned that poor communication skills can cause conflict and that effective communication can eliminate many problems at home, school, or on the job. You also learned that listening and observing work together.

**Re-Motivation:** Becoming an effective communicator will help you to achieve many of the goals you have set. You can improve your communication skills by assessing yourself on a daily basis. You can also ask teachers and friends or family members to give you feedback on how you are doing. Practicing your skills daily will make them become habits. At the beginning of this lesson you took a listening inventory—use that to help you decide which skills you will work on.

**Close:** Activity: Tell the students the following story. Ask them to listen closely and answer your question.

You are driving a bus. At the first stop five people get on the bus. At the next stop three people get off the bus and two people get on. (Usually at this point students will begin to try to solve a math equation. Let them do it.) At the next stop ten people get on the bus and six people got off. What was the bus driver’s shoe size?

Usually students will say, “How am I supposed to know?” or give you a math problem. At this point ask the students to listen closely while you retell the story. Sometimes one or two students will get the answer after hearing the story three times. This story seems to be more difficult than the Jerry story. (The answer is: You are the bus driver. What is your shoe size?)

**Homework Assignment:** Listen Actively. Assign students to listen to the radio or television, take notes on what they saw and heard, and report back to the class.
Objective
The objective of this activity is for the student to (1) review his or her performance on the TABE Test, comprehend what is known and what needs further improvement, (2) identify specific test taking strategies, (3) respond to the value of diagnostic assessments, and (4) set a short-term goal using the Plan-Do-Study-Act model. This final activity connects to the student taking responsibility for their learning using available resources, independent study, and teacher assistance.

The students have completed the TABE Test complete battery and are ready to see how they have done. The review process is a simple one. It depends upon the program having enough versions of the TABE test.

Procedure
TABE provides various versions of a test so a diagnostic review could be accomplished without test compromise. The time between tests and various versions should negate any possible test item recall. Plus the easiest and best way for a student to master any items is to simply learn how to do it.

1. **Provide each student with the results of his or her tests.** Be sure to re-emphasize that this pre-test was conducted with no preparation or support through in-class instructions. It is just an indicator of where the student is starting his or her educational journey. So, it’s **okay** the results are only a baseline to improve upon with hard work. The teacher should use appropriate words of encouragement, a positive attitude about improvement, and a realistic view of the effort it will take to be successful. The important part of having this knowledge is that the student sets some goals and develops a plan to achieve them. Reassure the student that at the end of the review there will be an opportunity to set goals and develop a plan to achieve them using the Shewhart cycle and the EFF planning standard.

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**Homework Review:** Listen Actively

**Thought for the Day**
“What may be done at any time will be done at no time.”  
— Scottish proverb

Things do not get done when we continue to put them off. Prioritize what you need to do. Prioritizing means, first things first. Don’t let others or yourself stop you from doing what should be done. Accomplishing and finishing the challenging things is half the battle.

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**ACTIVITY: Tests of Adult Basic Education (TABE) Review**

**Objective**

The objective of this activity is for the student to (1) review his or her performance on the TABE Test, comprehend what is known and what needs further improvement, (2) identify specific test taking strategies, (3) respond to the value of diagnostic assessments, and (4) set a short-term goal using the Plan-Do-Study-Act model. This final activity connects to the student taking responsibility for their learning using available resources, independent study, and teacher assistance.

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**Teaching Tip**

Begin each day with a review of the previous day's homework. Give 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”
2. Each student reviews test items he or she missed or had a question about. The teacher should allow the student to discover his or her own mistakes by having the student try the problem again. Observe closely how they do the problem to understand where the student is making the mistake. Once the pressure of the “clock” is off the student, they can figure out the problem. If that is the case ask the following questions: “What happened, why, and how can you fix it next time?” These questions will help the student to reflect, evaluate, and learn from the process. Have the student write down the strategy or principle they learned on his or her test-taking worksheet. Again, they should focus on the technique and strategy used not the specific content of a question. Continue this throughout the complete battery. You will be surprised at the outcome of the techniques and strategies the students come up with. Reinforce the learning through positive motivation and encouragement. Also use the student’s learning insights to show if they hadn’t made certain test-taking mistakes they would have had a better score.

3. However, if the student continues to make the same mistake, the teacher has to decide if it is a quick fix or detailed in-class instruction is needed. Also, there are some numerical operations or concepts the student has not been taught yet, this will require classroom instruction.

4. The bottom line is—the student needs to understand what can be attributed to faulty test taking strategies or gaps in his or her knowledge. They need to know that they can do it with effort, motivation, and discipline.

In Learning Skills we have found faulty test taking strategies as a primary culprit for student’s missing numerous test items at appropriate testing levels. Numerous teachers have confirmed this conclusion. When the student is not under the proverbial “clock” they relax and perform better. Once they understand that they know the information, they can then employ certain strategies to become better at taking a test. End the review session on a positive note, referring to the knowledge and insights gained through taking the TABE tests.

**Summary**

To conclude this activity, the teacher should ask the following general questions of the student.

1. What have you learned about yourself and testing?
2. Why is that knowledge important?
3. How can you use it to guide your learning?

The teacher should guide the student’s discussion towards reaching the activity objectives.

Another option for test item review is taking generic subject (grade appropriate) standardized tests. Several publishers print grade-level subject tests that can be obtained at local school supply stores. The fact is practice test items can be an effective learning tool for pro-
viding understanding, practice, and building student confidence. Throughout the process the teacher should control any guided review.

**Homework**

Given what the student has learned about their test-taking skills and areas for improvement, these insights should be turned into a short-term goal-setting activity. Homework Activity with **Independent Study in workbooks** helps to support this.

**An alternative TABE Review is found following Lesson 19.**
Note-Taking Skills

Overview: This lesson adds to the learners’ note-taking skills. This is a lesson that can be repeated on Tuesday of Week Three or can be taught in two segments. Learners have been encouraged to take notes since their first day in class, during lessons, and with their readings. The “Thought for the Day” encourages the learner to take notes and use them for discussion purposes. This note-taking lesson re-enforces note taking during a speaking presentation, which will be practiced during the graduation presentations. It also presents the Cornell Note-Taking Method and Professor Walter Pauk’s five R’s of note taking. Finally, this lesson concludes by introducing the SQ4R study method, which is a systematic method of reflective study techniques.

Educational Goal: The goal of this lesson is for each learner to (1) comprehend the elements of note-taking techniques; (2) apply note-taking techniques to graduation presentations; and (3) value how note taking will help capture the wealth of information he or she is exposed to daily.

Objective: The learner will:
Cognitive: — Explain the elements of note-taking techniques.
— Apply note-taking techniques to graduation presentations
Affective: — Appreciate how note taking will help capture the wealth of information he or she is exposed to daily.

Skill/Standard Connections: This lesson links to past lessons taught in Learning Skills. The lesson has connections to the Tennessee KSAs – Writing and Listen for Understanding and the EFF Standards – Convey Ideas in Writing and Listen Actively. (Appendix II)

Teaching Strategy: This note-taking lesson starts by introducing the Cornell Note-Taking Method and introduces a helpful form. The main point to this method is the refinement of class notes into key words and phrases, as well as adding reflection and summarization to the process.
Lesson Plan

Introduction

Homework Review: Workbooks, Independent Study

Thought for the Day
“If you really do put a small value upon yourself, rest assured that the world will not raise your price.” — Anonymous

Things do not get done when we continue to put them off. Prioritize what you need to do. Prioritizing means first things first. Don’t let others or yourself stop you from doing what should be done. Accomplishing and finishing the challenging things is half the battle

Attention: Let’s talk about note taking.

Question: Why do we need to take notes?

Motivation: Note taking is an important study skill that helps us do better. We need it to call up important information, to review information, and to store that information so we can use it later.

This lesson will briefly show you some more techniques to use with taking notes and studying.

Body of Lesson

We will learn an easy method of note taking called the Cornell Note-Taking Method.

You will actually get a chance to use the Cornell method. Learners have been encouraged to take notes since their first day in class, during lessons, and with their readings. The “Thought for the Day” encourages the learner to take notes and use them for discussion purposes.
Main Point 1: The Cornell Note-Taking Method
College study guides say that one of the most common and obvious deficiencies in learner’s study methods has to do with taking notes and the use of notes.

We would like to show you a method that will help you see the key elements note taking should include. It isn’t easy to change old habits so you will have to see whether this system, another system, or a combination of methods works best for you.

The Cornell method uses a simple three-step process. First, you need to take class notes: main ideas, supporting details, examples, etc. This may be what you already try to do, so this element is familiar to you. Secondly, you identify and pull out the keywords, key ideas, etc., that are the main focus. Finally, after the class is over, you should thoughtfully reflect on the meaning of what you learned, summarize it, and take action on the material. Taking action means to see how you can use the new insights.

This method is a step-by-step process that brings results because you are working with the information in several ways, not just writing it down and putting it away.

Notes do not have to be perfect; they belong to you. You get better with more and more practice.

The Cornell method is only one way of note taking; there are many. You may already have your own style of taking notes, or you may have not really settled on a method. You need to take a hard look at all the methods and use one that works for you. We offer this method to get you started.

<table>
<thead>
<tr>
<th>Cornell Note-Taking Method</th>
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<tbody>
<tr>
<td><strong>Keywords</strong></td>
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<td><strong>Key Ideas</strong></td>
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<tr>
<td><strong>Etc.</strong></td>
</tr>
<tr>
<td><strong>Class Notes</strong></td>
</tr>
<tr>
<td><em>(Main Ideas, Supporting Details, Etc.)</em></td>
</tr>
</tbody>
</table>

**Teaching Tip**

Work with the learner responses and feelings about note taking. Reinforce the bottom line that note taking is an important study skill that will always be needed on a successful journey in education, work, and home, as well as throughout the rest of your life.
Main Point 2: Five R’s of Note Taking
Professor Walter Pauk of the Study Center at Cornell University describes five essential elements to note taking. He calls these elements the five R’s of note taking.

1. **Recording:** Writing down key words, phrases, facts, main ideas, and key concepts.

2. **Reducing:** This step reduces the learner’s notes into summary form for quick studying and preparation for a test.

3. **Reciting:** Learners should review and rephrase their notes as soon as possible after class putting the notes into their own words. This step makes notes easier to understand their own thoughts and meaning.

4. **Reflecting:** Something that many learners don’t grasp is that notes (concepts, ideas, and keywords) should be thought about. It is easy to fall into the trap of reciting notes by rote. The key is to think about the concepts, their meaning, and implications. Through this thoughtful process, learners are getting the most of out of note taking and classes.

5. **Reviewing:** Learners should periodically review to keep the information fresh in your mind. One real secret of successful studying is to know when, how, and what to review. Like an accomplished performer, it is the quality of the review that makes a difference. Reviewing is an intentional, intense, and active process, not a passive process.

Take a hard look at all these elements and use the ones that work for you. Again, we offer these five elements to help get you started.

Main Point 3: The SQ3R Study Method
Another popular technique, which matches the five R’s, is the SQ3R method. This method has five steps and must be done in the proper sequence for the best results. This approach is primarily for reading textbooks but can be used for classroom discussions.

1. **Survey:** This simply means to scan the written material. This quick review should reveal the general content and structure of the concepts. Scan the headings, subheadings, topic sentences of paragraphs, graphics, and pictures. This will provide a clear overview of the information to be covered.
2. **Question:** Develop questions concerning what the materials are about. As the learner scans the material, generate questions to be answered later by careful reading.

3. **Read:** Read all of the material carefully and look for the answers to the questions that were developed. Learners should take notes as they read the material, which expands on the concepts and answers to the questions.

4. **Recite:** Learners should rephrase notes into their own words as is done in the five R’s method.

5. **Review:** Again as in the five R’s, learners should periodically review their notes to keep the information fresh in their mind.

Again, there are many study methods and this method is only one of many. We offer it to add to your toolbox.

**Conclusion**

**Re-Motivation:** Note taking is an extremely important skill that is underestimated. It is critical for learners to master note taking for school, work, and life in general.

**Close:** A good reason to take notes is that you can never re-listen to a speech or a presentation. You must take every opportunity record and keep information so you can use it later.

**NOTE:** If students enter *Learning Skills* every two weeks, Lesson 27, “Graduation Day,” can be used at this time (i.e., on the last day of the second and fourth weeks of the four-week curriculum).
Research Project

**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”) 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 an 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:** Identify a topic of interest
  - 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

**Skill/Standard Connections:** This lesson has connections to the Tennessee KSAs – *Evaluate Information, Write, and Talk Respectfully*; the GED – *Applying Information in a Concrete Situation, Interpreting Information, and Assessing Information Prior to Evaluation*; and the EFF Standards – *Learn Through Research, Convey Ideas in Writing, and Speak So Others Can Understand.* (Appendix II)

**Teaching Strategy:** This is a special developmental lesson that pulls together all the elements of communication, taking responsibility for learning, and other learning skills concepts. It is a clear application of the learners’ ability to stay focused, set a goal, work towards that goal, and believe in themselves and all of what *Learning Skills* is about.

This lesson is presented more as a relaxed conversation (guided discussion) between the teacher and learners to create a comfortable attitude about the work.

**Time:** 1 hour

**Materials:**
- Learner Note Taker
- EFF Standard *Learn Through Research*
- Goals Worksheet
• Over the next few weeks learners will research and develop a written essay on a topic of interest. Learners will develop a written essay on a topic of their choice. They will deliver a 3- to 5-minute public speaking presentation on the topic and answer questions from the audience.

• On the final day of their fourth week they will present their essay to the class using their public speaking skills. The learners will select the topic and begin to use their writing process skills to refine their topic for presentation. The reason this activity takes the form of an essay is to show learners that through systematic hard work they can accomplish a somewhat difficult task. This lesson and project promotes research skills, in its simplest form, independent action, self-reliance, public speaking skills, and a positive learning experience.

• The teacher should slowly work with the learners in a systematic way so the learner gets the most out of the process. At appropriate steps the teacher should provide guidance and support.

• The learners have numerous lessons to draw upon in the development of the research project, such as mind mapping, writing process, communication, etc.

• The learners will pick a topic of interest. It can either be something they are familiar with or want to learn more about. Learners will use the tree diagram to organize their topic into key elements or main points along with obvious supporting sub-points for homework.

• Learners learn more about their topics by visiting the school library, browsing the Internet, and tapping other sources of information. They will brainstorm and organizing their topic using the writing process. They will write an essay using the information they have gathered. Ultimately, they will present their topic to fellow learners. They will use the information from their essay to deliver a 3- to 5-minute speaking presentation.

• As the schedule permits the teacher should introduce the learners to the library and other school resources.
Lesson Plan

Introduction

Attention: What do you think about doing a presentation on a research topic? How many of you have worked on something like this before? When was the last time you wrote an essay or delivered a speech to an audience?

Motivation: You already know it is important to be able to communicate. Now we are going to start to work on your research project and essay. You will eventually, in two weeks, present that topic and essay to other learners. You can do this. It will be a great learning experience.

Overview: We are going to have a conversation about the research project, the EFF Standard Learn Through Research, and other lessons that will help you. This will be a fairly simple subject, but it will be the discussion of what you think and how you feel that will be most important.

Body of Lesson

Main Point 1: Introduction of the Research Project

Let me explain the research project to you and answer any questions you have about it. I want you to select a topic that you will write about and eventually tell the class about.

Select a topic (within reason) that is of interest to you. It could be something you are familiar with like a hobby, work, family, etc., or something you want to learn more about. It is a wide-open opportunity for you to pick what you want. Pick something that you will be comfortable writing about and speaking about.

This project pulls together all of the elements of the communication lessons into a very real-world practical application. It will be similar to what is expected of you during the GED essay, except you will have a longer time to develop, write, and prepare this essay.

A lot of this project will be independent work that will take place at home. We will give you time in class, but the bulk of the work will be
done on your own time. So you will “take responsibility” for your learning and the work you must do to reach your objective. This project starts your leadership phase of the Learning Skills course. You will have to stay focused on your goal, work toward that goal, and believe in yourself. You will learn a lot and have fun doing it.

**Question:** What might be a topic you would like to work on? What would be the key elements you would want to cover?

You will have several weeks to research and develop a written essay on a topic of interest. We will help you develop your information from the library, Internet, or other resources. We will work together using the writing process to organize and develop the essay. We will all work together as a team on it. During the last week of class we will go over a lesson on speaking essentials, which will help you prepare to speak to the class on your topic. You will have time to practice with your graduating classmates.

You will deliver a 3- to 5-minute public speaking presentation on the topic and answer questions from the audience. We will do this on graduation day two weeks from now.

**Main Point 2: EFF Research Standard – Learn Through Research**

Let’s take a moment and review the EFF Standard, *Learn Through Research*. The key elements of that standard are (1) pose a question to be answered or make a prediction about objects or events; (2) use multiple lines of inquiry to collect information; and (3) organize, evaluate, analyze, and interpret findings. With your research project you will be finding out more about a specific topic.

**Question:** What are some examples of using multiple (or many) sources of inquiry to collect information?

Explain what organize, evaluate, analyze, and interpret findings means and how it applies to this research project.

This will be only the beginning of many research projects to learn new things in your educational career. These are great skills to have and share with your family, at work, or in the community. Why?
Main Point 3: Briefly Review Previous Lessons for Connections to This Project

Let’s spend some time reviewing the lessons that will help you.

**Conclusion**

**Summary:** Okay, so you have your project and some initial thoughts about the topic, key elements, and what you would like to write about.

**Homework Assignment:** The Writing Process. I want you to take a blank tree diagram and (like the hamburger example) write out some key main points and supporting details about the topic you are thinking about. It is important to start putting your ideas down on paper.

**Re-Motivation:** This project will show you that you can understand and accomplish a research/essay project. It will also show you how to connect and use the ideas and techniques you are learning in this class. It will help you in the future to put your ideas together, communicate them to other people, and feel good about what you have accomplished.

**Close:** Being able to take an idea or topic and communicate it to other people in writing or speaking is a mark of a bright, intelligent person. That person is you!

**Weekly Review – What Have I Learned This Week and Changes**
*(Refer to Lesson 9 for instruction)*
“Take responsibility for your learning.”

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Time Management

Overview: This lesson is taught to help adult learners reach their goals and priorities. This is a developmental lesson that will be reviewed again as part of the lesson on test-taking strategies.

Educational Goal: The goal of this lesson is for each learner to (1) comprehend the importance of time management skills and (2) value time management as it relates to the student life, family, citizen, and worker roles.

Objective:
Cognitive: — Define time management.
— Take a time inventory.
— Summarize strategies to improve test-taking skills.
— Explain how they can use time management to reach their goals.
Affective: — Describe why time management is important.

Skill Standard Connection: This lesson has connections to the Tennessee KSA – Manage Time and to the EFF Standards – Plan and Take Responsibility for Learning. (Appendix II)

Teaching Strategy: The lesson will be taught using a Read, Write, Discuss format. Learners will read the Scriptographic Booklet, “Managing Your Time.” They will discuss the information in the booklet and use the information to fill out a daily appointment log for the day. Give learners time to think and talk about their own time-management style. They will take a time inventory, identify their priorities and set time-management goals.

Lesson Plan

Introduction

Homework Review: Note-Taking Skills and Research Paper

Thought for the Day
“Look at a man the way that he is, he only becomes worse. But look at him as if he were what he could be, and then he becomes what he should be.”
—Goethe
Allow others to be better. Don't limit others’ potential. Expect that others can become excellent.

**Attention:** How many of you try to manage time? How successful are you? (Listen for learner answers and build your discussion from their answers.)

**Motivation:** Why is time management important to you?

Overview: Today we discuss time management, what it means, and how we can use it to help us meet our goals. What is time? It is the amount of hours we have available each day, each week, each year. We measure it by our watches, birthdays, holidays, and events. Webster’s dictionary defines time as “a continuum in which events succeed one another from past through present to future.” So now we know that time is a series of events. If we can learn to better manage those events, then maybe we can be more successful. Let’s look in our booklet on page 2 and read the description of time management. (Have students turn to page 2 in “Managing Your Time” and read the page. Discuss with the learners the definition of time management and why it is important.)

**Body of Lesson**

**Main Point 1: Take a Time Inventory**

(Ask learners to read pages 2-4 and discuss as a group. Show them how to take a time inventory and give them a handout to take home and one to use at school. Be sure that each learner understands how to keep a time log. Give them the time log for school and ask them to keep the log for the rest of the day, while they are at school. Assign the home time log for homework.)

**Main Point 2: Setting Goals to Manage Time**

What were your goals when you came back to school. (They will have been in class long enough to have completed an assessment and a goal-setting lesson. Some learners may have changed their goals or made more specific goals during this time. List the learners’ goals on the board. After all learners have responded, ask each person to identify their goal as a long-term goal or a short-term goal. Place an L or an S beside each person’s goal.) Read pages 6-7. What is the definition of long and short term? Does anyone need to change his or her goal definition. (For example, if a learner has a goal of getting a GED, but her scores indicate that she is at a...
literacy level, then this goal would be designated long term. Discuss with
the learners what would be short-term goals to work toward that long-
term goal. Remind learners of the stair steps and how we have to move
forward one step at a time.) Write your long-term and short-term goal on
your Note Taker.

Read page 7. How can we choose our priorities? Look at your goals and
answer the following questions: Is this goal really important to me? Will I
spend time to reach this goal? What will I give up to achieve this goal?
(These types of questions will help them determine whether the goals they
have listed are priorities. Encourage learners to be honest and ask ques-
tions or talk about any doubts they have. Remind them that there are no
stupid questions and that it is important to be honest with themselves.) It
is okay to discover that the goal you wrote down is not really a goal
because it is not that important to you.

Now that you have your priorities, it is time to plan how to go from
where you are to achieving your goal.

Main Point 3: Planning to Reach Your Goals
(Have the class read pages 8-9 and discuss as a group. Be sure to cover the
three main points; the rewards of good planning, aids to good planning,
and tips to good planning.)

Let’s practice planning. Gather the following tools: calendar, daily planner
sheet, list of goals, and paper. You can use the Shewhart Cycle to begin the
planning process. The purpose of using the Shewhart Cycle (PDSA) is
that it provides adults with a tool to monitor progress toward a goal.
While the other tools are helpful in keeping on track, the Shewhart Cycle
provides the monitoring and readjusting that is sometimes needed when
working toward a goal.

Choose one goal and using the PDSA plan how you will work toward that
goal. When you have completed the PDSA take out your calendar and
write in your class schedule for the month. Make a list of activities that
you need to do today. After you have completed the list, prioritize each
task by placing a 1, 2 or 3 beside each activity. Look at the daily plan sheet
and mark out the time you will be in class. Now look at the hours
remaining and schedule when you will do today’s activities. If you have
scheduled too many activities you may have to put them on the to-do list
for the next day.

Teaching Tip

Make your own list of
questions. There are
many time-management books
to use as resources. Choose
some easy to read books and
place them in the classroom
for learners to use.
Look at your lists. Where are the activities relating to your goals? If you did not include an activity specifically related to your goal you need to ask yourselves if this goal is really important. If not, take it off the PDSA and choose a goal that is important. In order to reach your goals you should include some activity daily that pushes you toward that goal.

Main Point 4: Time Thieves
All of us are probably guilty of saying, “I’m going to do…someday.” Or maybe you are one of those people who are always saying, “If I only had more time…” (Read out loud the following story by an unknown author to the learners.)

If you had a bank that credited your account each morning with $86,400 that carried over no balance from day to day, allowed you to keep no cash in the account, and every evening cancelled whatever part of the amount you failed to use during the day, just what would you do? Draw out every cent, of course.

Well, you have such a bank, and its name is TIME. Every morning it credits you with 86,400 seconds. Every night it rules off, as lost, whatever part of this sum you have failed to invest to good purposes. It allows no overdrafts. Each day it opens a new account for you; each night it burns the record of the day. If you fail to use the day’s deposits, the loss is yours. There’s no going back; there’s no drawing against tomorrow. You must live in the present…on today’s deposits. Invest it so as to get from it the utmost in health, happiness, and success.

Now, ask yourself: How—exactly how—am I using my time in relation to my personal goals and the goals of my family? Read pages 10-11 and look at the time thieves. After reading the pages ask learners to list other time thieves that are not in the book.

Main Point 5: Time Tips
Read the remainder of the book. How can we manage our time? Look back at the list of activities that you have to do today. Are there things on the list that you could delegate to family members? Do you need to ask your family or a friend for help? What rewards have you planned for yourselves when you achieve results? Rewards should not wait until the goal is met; rewards can and should be planned all along the journey.
Conclusion

**Summary:** We may fool ourselves into thinking that time does not matter. But it is the only thing that matters. If you set a goal to get a GED because you can get a better job, yet you put off doing what needs to be done to get the GED, then you are fooling yourself. Learning to manage your time is one of the most important skills that you can develop. It will help you get the things that really matter to you.

**Re-Motivation:** Why is time management important? The world around you is changing. This is nothing new except today it is happening faster than ever before. If you continue to do what you have been doing to this point you will let precious minutes pass that you will be unable to make up for. In fact, your opportunity may pass you by and you will be one of those people who says, “If only…”

**Close:** Only you have the ability to make a change and take control of your life. Make it happen today by taking one small step. Learn to manage your time and you will learn to manage your life.

**Teaching Tip**

The time thieves in the book may not relate to your learners’ lives. Be ready to assist them in identifying time thieves in their lives. Ask learners to identify time thieves at school.
Overview: Teamwork is a never-ending lesson in the Learning Skills classroom. Teamwork starts from the very first day when the new learners bond at their table—until the final day when they make their presentations. The elements of this lesson are taught throughout the course, but this lesson focuses on the elements of group and team development and roles that are required.

Educational Goal: The goal of this lesson is for each learner to understand the usual development of group and team dynamics.

Objectives: The learner will:

Cognitive: — Explain the stages of team development and be able to give an example of each stage
— Explain the process of team development
— Predict the benefits of working together in a team

Affective: — Appreciate the benefits of working together as a group or team

Skill/Standard Connections: This lesson has connections with the Tennessee KSA – Getting Along With Others and the EFF Standard – Cooperate With Others. (Appendix II)

Teaching Strategy: The Learning Skills classroom is purposefully constructed to build teamwork between all learners in the class.

The first part of this lesson starts by using the “Synergy” exercise to have small groups work together toward a goal. The “Synergy” activity is a fun way for learners to begin to work together to solve a seemingly insurmountable task. The synergy portion of the lesson develops the concept of “the whole is greater than the sum of its parts” and power of teamwork. The great thing about this activity is that it works by the sheer numbers of people—increasing from an individual to a group to the entire class. Be observant and use the learner insights for the discussion points.

Using this exercise and the class development, the teacher should have numerous examples of team growth.

Time: 2 Hours

Synergy Materials:
Teacher—
— Science fair display board or a large screen
— 50 assorted items

Learners—
— Pencil and paper.
— Team Dynamics Analysis Worksheet

References:
1. Stephen Covey, 7 Habits of Highly Effective People
The second part of this lesson specifically introduces the Tuckman model of Stages of Team Growth by pointing out the stages of team growth the learners have gone through. The learners will review their time spent in Learning Skills and identify and understand the five stages of team growth (forming, storming, norming, performing, and transforming) and the feelings and behaviors associated with each stage. Have the learners use examples of how the class bonded through working together as a team. Have the learners predict how their team development will continue over the next two weeks till graduation.

The lesson has an assignment for each learner to view their family and identify the stages of team growth around an issue, goal, or problem. There is a team dynamic stair-step analysis form to help learners with the assignment.

Section 1: Synergy Activity

Attention: We are going to spend some time discussing teamwork and how groups of people work together. But before we start let’s do an activity to help us put teamwork in perspective. First, what is Synergy?

Let me write the definition on the board.

   Synergy = The whole is greater than the sum of the parts.

Another way to look at this is: $1 + 1 = 3$.
(Teacher note: Allow time for the learners to respond and use those responses to focus the lesson.)

Overview: This lesson is a little different. We will walk our way through the activity, and then discuss what we have learned. Let’s see if $1 + 1 = 3$.

Body of Lesson

Let’s try an activity that gets us right to the heart of teamwork. It is called SYNERGY or $1 + 1 = 3$. 

Teaching Tip

This list of items on the next page is only a suggestion. Create your own.

Prior to class, set up your Synergy items on a table that is off to the side and hidden from the view of the class. A screen shielding the items works best. Make sure no one looks at the items prior to the activity.

Develop your own list that somewhat reflects your personality and those of your learners.
1. The definition of Synergy is “The whole is greater than the sum of the parts.” Let’s see how that works. The concept of Synergy comes from Stephen Covey’s book called *7 Habits of Highly Effective People.*

Behind this screen I have 50 items that I want you to view for 35 seconds. Try to memorize as many items as you can. I will bring you up to view the items in groups of threes; however, you cannot talk to anyone once you have seen the items. Just come up and look for 35 seconds and return to your seat and write down on the piece of paper as many items as you can remember. Once you have finished, just put your pencil down and keep trying. Remember, *No Talking!*

(Put learners in groups of three and provide them with a piece of paper and pencil and the following instructions. Have each group view the items and allow time for each person to remember as many items as she can. Ask them to count how many items they were able to remember. Take the highest and the lowest numbers and calculate the percentage of each. The high and low numbers serve as the range the group obtained.)

---

3. Pine Cone 17. Scissors 32. Toy Figure 43. Ring
5. Tongue Depressor 19. Refrigerator magnet 34. Small Plaque 45. Cameo Pin
13. Empty McDonalds Fries 27. Plastic Fork
working as individuals. Write these figures down on the chart. Then provide the next step of instructions.)

\[ \begin{align*}
H &= \_\_\_ \text{%} \\
L &= \_\_\_ \text{%}
\end{align*} \]

**1st Step**

2. Now, I want you to work in your triads. I want you to consolidate your three lists into one. Now count how many items you have. You just worked in a team using each other’s memory to improve your numbers.

\[ \begin{align*}
H &= \_\_\_ \text{%} \\
L &= \_\_\_ \text{%}
\end{align*} \]

**2nd Step**

Take the highest and the lowest numbers and arrive at the percentage of the total items. Write these figures down on the chart. Then provide the next step of instructions.

3. Now let’s see how many items we can remember as a total class. I want the group with the highest number to list the items they have.

\[ \begin{align*}
H &= \_\_\_ \text{%}
\end{align*} \]

**3rd Step**

(4. Continue to go to all the groups to see whether they have any more items that can be removed. Take the final number and arrive at the percentage of the total items. Write this number down on the chart. Allow time for the class to try to recall any other items through a collective-memory process of association by shape, color, and description. Once they have exhausted their guesses, remove the final items slowly. The reaction of the learners should be the sign of the success of the activity.)

This activity will prove the point that we gain strength from a team effort. The key is that people tend to remember different items, so the number is bound to increase, proving the whole is greater than the sum of the parts. At each step the range of items will increase, showing that as we work together we increase our potential (1+1=3).
Question: So what did we learn from this lesson?

Anticipated Response: — Synergy happens in teams.
— We get “1 + 1 = 3”
— We really gain more strength when we work in teams.

Teaching Tip: Work with the answers you get from the learners.

Synergy Conclusion

Summary: Any high performance and successful person, family, community, team, and workplace uses the power of teamwork and synergy. If they don’t, you now know how to bring it to them. It is the same way with our families. Do they work as a team supporting each other? How can we get the concept of synergy to work for them also? What about the neighborhoods and communities? Can they work closer together? (Ask the previous family and community questions as open ended to get some feedback from the learners. Let them know that they will learn some really great things that they can use at home and in their neighborhood. Encourage them to be aware of their surroundings and people when they leave to catch synergy in action.)

Synergy Re-Motivation: If we are able to understand how synergy works in a given situation, we should be able to use it in other situations like at home with our family or at work with our co-workers. So, now that you know this—think about being a person who can help to make it happen at home, in class, and in your community. Synergy works. We can cooperate and get along with other people for mutual benefits so everybody wins.

“Teamwork is the ability to work together toward a common goal. With that nothing is impossible.” — Anonymous
Section 2: Team Dynamics

Attention: Now building off of what we have learned about Synergy, let’s take a closer look at how groups work together to become a high-performance team.

Question:

How many saw the movie Independence Day? How did you like it? Name the different groups or teams that were in the movie. (Instructor: pick some other common frame of reference movie, television show, or something that connects for your adult learners.)

Anticipated Response: White House staff, television station staff, Marines fighter squadron, scientist working with alien and spacecraft, etc.

Follow-Up Question: What were the circumstances and events that placed these individuals, groups, or teams together?

Follow-Up Question: How did they work together?

Follow-Up Question: Did they go through growing stages of being a team?

Motivation: Teams go through stages. As future leaders it is important for you to understand those stages, how they work, and what you can do to help that process along. This session will focus on those stages of growth. It will also help us to build on what we learned about each other and the concept of Synergy.

Overview: We are going to look at five stages that teams go through: Forming, Storming, Norming, Performing, and Transforming. Each stage has its own unique features. Dr. Bruce Tuckman, a social scientist, developed this concept of the Stages of Group & Team Development.

Our goal of this unit is to understand the stages that a team goes through. Let’s take a look at these stages and see if your past experiences relate to these specific stages and the behavior connected with them.
Body of Lesson
(For each of the five stages have
• learners offer a working definition.
• teachers read the descriptions of feeling and behaviors associated with this stage.
• a discussion about this stage bringing in the learners’ and teachers’ experiences.)

Stage 1: Forming \( \text{characterized by testing and dependence} \)
Forming includes these feelings:
• Excitement, anticipation, and optimism
• Pride in being chosen
• Initial, tentative attachment to the team
• Suspicion, fear, and anxiety about the work ahead

Stage 2: Storming \( \text{characterized by conflicts} \)
Storming includes these feelings and behaviors:
• Resistance
• Sharp fluctuations in attitude
• Arguing
• Defensiveness
• Questioning on being together

Stage 3. Norming \( \text{characterized by developing unity and cohesion} \)
Norming includes these feelings and behaviors:
• Open constructive discussions
• Acceptance of each other
• Relief that things will work out
• Attempts to achieve harmony
• Friendliness and confidence in each other
• Sharing personal insights

Stage 4. Performing \( \text{characterized by the getting down to the real work} \)
Performing includes these feelings and behaviors:
• Better understanding of each other’s strengths and weaknesses
• Good insights into how the team and the people work
• Everyone feels good about the team’s progress
• Team has the ability to prevent and work through its problems
• There is a close attachment between the team members

Teaching Tip
Hand out copies of the “Team Dynamics Analysis” worksheet and perform the following steps stage by stage.
Stage 5. Transforming *(characterized by ending and closure of the team’s existence)*

Transforming includes these feelings and behaviors:
- Sad and awkward period
- Difficulty or avoidance of ending and saying good-bye

Activity Review:
1. Have the learners look back at the Synergy exercise and identify and describe the stages of their team growth.
2. Have the learners look back at their experience in *Learning Skills* as a team. Have them identify and describe the stages of their team growth.

Conclusion

Summary: We learned that there are stages that a team goes through as it grows together to reach a goal. As members of a group, team, or family, it is important for you to understand those stages, how they work, and what you can do to help that process along. Each stage is unique. We had a chance to try an activity and identify some of those stages in action. Now that you understand these stages, watch other teams and try to identify what stage they are operating at.

Homework Assignment:
*(Team Dynamics Analysis Worksheet:* Have the learners use this form—in Appendix I—to identify and analyze the various stages of a group or team growth within the class, their family, or community. Have them select a specific event, issue, goal, or problem that shows the stages of team growth.)

Re-Motivation: By understanding Synergy and the stages of team growth, you are starting to build important skills that will help you on a team or within your family and community. However, the only way to really learn to perfect those skills is by getting involved and doing it. The more you work with teams, the more you will see how to make them better. Even a negative situation will teach how to avoid problems within a team situation.

Close: Watch and learn. There are groups or teams going through the various stages all around you. Some are doing it right, and others are making mistakes. Learn from life and the people around you, everyday.)
**Homework Review:** Team Dynamics Analysis Worksheet

**Thought for the Day**
“I must create a system, or be enslaved by another man’s.”

—William Blake

Be a leader. Empower yourself by creating your own way to success.

**NOTE:** Teachers may wish to continue Note-Taking Skills (Lesson 14) to support the activity, “Independent Work on Research Paper.”

---

**ACTIVITY: Independent Work on Research Paper**

**Goal:** The goal for this hour is for the learners to continue working on their topics and research papers for 45 minutes. The last 15 minutes should be dedicated to students’ showing their work to one another for feedback about what they’ve written so improvements and revisions can be made.

**Procedure:** Over the last couple of weeks, learners have been researching, developing, and writing an essay on a topic of their choice. They have been following the writing process and should be editing and revising their papers. On graduation day, learners will deliver a 3- to 5-minute public speaking presentation on the topic and answer questions from the audience.

The reason this activity takes the form of an essay is to show learners that through systematic hard work they can accomplish a somewhat difficult task. This lesson and project promotes research skills, independent action, self-reliance, public speaking skills, and a positive learning experience.

The teacher should slowly work with the learners in a systematic way so the learner gets the most out of the process. The teacher should continue to provide guidance and support.

**Summary:** Learners have learned more about their topics by visiting the school library, browsing the Internet, and tapping other sources of information. They have brainstormed and organized their topic using the writing process. They should continue writing and improving their work using the feedback and information they have gathered. Learners should continue to complete their final draft during this hour and for homework. They will have the opportunity to practice presenting their papers next week.

---

**Teaching Tip**

- Begin each day with a review of the previous day’s homework. Allow 15-20 minutes to review the homework.

- Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”

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**ACTIVITY: Independent Work on Research Paper**

**Homework Review:** Team Dynamics Analysis Worksheet

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Thinking Skills

Overview: This lesson provides basic foundational information about two types of thinking skills: critical and creative. Students have used critical and creative skills each day with the “Thought for the Day.”

Educational Goal: The goal of this lesson is for each student to (1) comprehend critical and creative thinking skills, and (2) appreciate the importance of thinking skills to his or her life.

Objective: The objective of this lesson is for each student to (1) comprehend critical and creative thinking skills, and (2) respond to the value of critical and creative thinking skills. The student will:
Cognitive: — Explain the elements of critical and creative thinking
Affective: — Appreciate the value of critical and creative skills

Skill/Standard Connections: This lesson has connections to the Tennessee KSAs – Think Creatively and Think Critically and the EFF Standard – Solve Problems and Make Decisions. (Appendix II)

Teaching Strategy: This lesson briefly introduces the students to thinking skills. It covers critical and creative thinking skills specifically. The students have been using both of these skills since they entered the Learning Skills classroom. The main points for critical and creative thinking begins with a working definition and several key characteristics of those types of thinkers. The lesson approach is to discuss each element, allowing the students to discover their own meaning and examples. The final main point provides a creative exercise for the students to understand how the creative process works in a team setting. The students should be encouraged to pass on their learning to their families and others.

Lesson Plan

Introduction

Attention: From the first day of class we have been about and working to develop our thinking skills.

Question: 1. What have you learned in this class that has helped your thinking skills?
Anticipated Responses: — Thoughts for the Day
— STAR & PDSA
— Test Taking
— Homework
— Learning Styles

Question: 2. Why would it be important to develop your thinking skills?

Question: 3. How can you use it at home with your family, in your community, and at work?

Motivation: Though we have been talking about and working with thinking skills over the past weeks, this lesson will help you to understand more about the specifics of critical and creative thinking skills.

Overview: During this lesson we will take a look at and discuss thinking skills. We will look at two specific categories of thinking: critical and creative. We will look at a working definition of each of the types of thinking and the characteristics of each type of thinker. We use critical and creative thinking each time we do a “Thought for the Day,” but we will talk about that later. We will end up the lesson by practicing a creative-thinking exercise.

Body of Lesson

Main Point 1: What Are Thinking Skills?
The mind we have is a wonderful thing. You may have heard it is like a computer. You may have also heard that we use only a portion of its capability. We can improve our thinking skills by understanding specific types of thinking, how they work, and practicing to improve our thinking abilities. If we become more conscious about those skills, we become better as a person, family member, and worker.

We will look at two types of thinking skills in this class: critical thinking and creative thinking.

Question: What do you believe critical thinking means?
Anticipated Responses: — It is where we take a hard look at things to see what they really mean.
— When I analyze something.
— Breaking a subject down to its various parts to understand them.
Question: What do you believe creative thinking means?
Anticipated Responses:
— Inventing something new.
— Thinking up something from scratch.
— Putting things together in a new way.

Good answers. We will take a look at both of those skills; let’s start with critical thinking.

There are two categories of thinking that we are going to focus on: critical and creative. Critical and creative thinking help you to solve problem and make decisions. The more flexible and efficient your thinking, the more effective you will be in your life.

Main Point 2: Critical Thinking
A working definition of critical thinking is exercising or involving careful judgment or evaluation, e.g., judging the feasibility of an idea or product.

Critical thinking is a very important skill to develop. We are asked to analyze and understand so many things in this very fast-pace world. If you are going to be able to compete, keep up with, and actually move ahead, your ability to think critically will be a valuable tool. Once you learn and perfect this skill—pass it on and teach others.

The following are several statements about critical thinkers. Let’s read through each statement, the descriptions, discuss what they mean, and how you can use the information.

Critical thinkers are able to do the following things:
• Be open minded about new ideas.
• Are intellectually independent.
• Know when there is a need for more information about something.
• Ask questions.
• Base their judgments on evidence.
• Look for connections between subjects.
• Know the difference between a conclusion that might be true and one that must be true.
• Analyze and understand concepts, information, and behavior.
• Break things down and separate fact from opinion.
• Question everything that doesn’t make sense.
• Try to avoid common mistakes in reasoning.

Teaching Tip
Talk the students through each statement. Help them to develop their own understanding and appropriate examples. Link these statements to in-class and out-of-class previous work and experiences.
• Be Honest with themselves.
• Overcome confusion.
• Try to separate emotional thinking from logical thinking.
• Do not argue about something that they know nothing about.
• Try to build a vocabulary so that they can understand what others are saying and make their ideas clear to others.

Main Point 3: Creative Thinking
A working definition of creative thinking is having unusual ideas and innovative thoughts, able to put things together in new and imaginative ways. We have often said throughout this course that it is like thinking outside of the box. The following exercise will help you to understand our usual pattern of thinking and begin to see things in a different way “outside of the box.”

Try this exercise. Turn in your student Note taker to the nine-dot exercise. I want you to connect all nine dots by drawing only four straight lines with your pen or pencil never leaving the paper.

Nine Dot Exercise

How did you do? When you looked at this exercise did you first see and try to solve the problem using a box-type pattern? Did you see the box? Remember I said it is about seeing something in a new way and thinking outside of the box. What did you do first?

Here is the solution.

Teaching Tip
Provide the students with the instructions for the Nine Dot exercise in their student guide.
What this exercise shows is we often see things using our old patterns or old thinking. When it comes to creative problem solving you need to think “outside the box” to solve the problem.

Creative thinking is a great skill to develop. Your ability to develop new and imaginative ideas, concepts, plans, and other things will make you a valued person and team member. Developing this skill helps you to solve problems better by using creativity. The value of creative thinking is all around us. Just turn on the television or pick up a magazine to see new or evolving innovation.

Creative thinking calls for taking risks and stepping past what we know. The more you practice this skill, the better you get at it. Creative thinking is a tool that can help you and your family. Once you learn and perfect this skill—pass it on and teach others.

We have used brainstorming in this class, which is using the creative-thinking process. Here are some other creativity tips to help you to develop your creative-thinking skills:

• Don't get hooked on finding the right answer. There can be many right answers in a creative process; it depends on your point of view.
• Don't always be logical. Sometimes we need to look at something in a very different or not so logical way to create a better way.
• Break the rules (of thinking) sometimes. New breakthroughs have happened because of someone not always following the rules.
• Be impractical. If we are always practical, we will always see things the same way. Sometime we have to step out of what is usual or safe.
• Let yourself be playful. Creativity is a fun process; so let go and step outside of the box.
• Be a little foolish. It’s okay, that is part of freeing your mind to think new thoughts.
• Let yourself fail. You get better with practice.
• Always consider yourself to be creative. This goes to our never saying we cannot do something; we need to always try.

Question: Each day you have used both critical- and creative-thinking skills during the “Thought for the Day.” How?
Main Point 4. Creative Thinking Exercise
The following exercise will help to show you not only how creative thinking works, but also for you to see you can do it.

**Creating an Invention**
Now that we have discussed critical and creative-thinking skills, let’s try out a fun activity that will help you to apply your creative-thinking skills.

**Question:** Have you ever invented something?

**Question:** What is an invention?

The definition of *invention* in *Merriam Webster’s Collegiate Dictionary*, 10th edition, says that an invention “is a discovery or finding or a product of the imagination.” The second definition of the word *invention* is “creative.”

We want you to create an invention as a team. We will break into groups. As a team you will need to brainstorm what you want to invent. Draw your invention on chart paper or poster board and present it to the class.

You will have 15-20 minutes to break into your groups, brainstorm what you will invent, draw it out, and prepare to share it with the class. I also would like you to be prepared to answer a few questions about your creation. Write these questions down so that you will remember to answer them during your presentation.

1. What is the name of your invention?
2. How did you come up with the invention?
3. Who would want or need the invention?
4. What was it like to use your creative skills as a group?

The answers to these questions will vary. Learners’ inventions are always unique and very creative. Some groups may come up with an invention that is out of this world and different, while other groups may focus on a specific need or product and how to improve it. There are no wrong answers. Questions 1-3 are for learners to analytically think about their invention. Question number 4 leads to the objective and overall understanding of creative thinking skills.

(After the groups have spent 15-20 minutes on the project, ask them to wrap up their group discussion. Make sure that they have answered the questions. Let them know that they may not have completed the activity to their satisfaction but they had only 15-20 minutes and have done a great job with that time. If some groups are really struggling with this
activity, let them know that wherever they're at is okay. This is not an easy activity. If they did have difficulty, try to connect their thoughts about the activity to creative thinking. Use the question: Is creative thinking fun and easy? Allow each group time to share their discoveries and to answer the question.)

Question: Now that we have completed the activity, let’s reflect back on creative thinking skills. Is creative thinking fun and easy?

Creative thinking takes time, just as critical thinking takes time. When you answered the questions about the activity you were critically thinking about the process you went through. So really we used both creative and critical thinking skills. Creative thinking comes from being imaginative. Imagination is a wonderful thing, but the process of thinking imaginatively sometimes takes a lot of planning.

This exercise shows you that you can be creative and have fun doing it. You can also see that working with a team really helps the creative process, like our Synergy exercise.

Conclusion

Summary: We have looked at thinking skills that can help all of us with our education and other aspects of life. We can never spend too much time building these skills, because they are important to our growth.

I want you to summarize what you have learned about thinking skills.

Re-Motivation: Thinking skills are extremely important for all of us. We need to push ourselves in this area to be all we can. Remember that we are only using a portion of this wonderful computer called our mind. So begin to lean forward and stretch your efforts. It is like the picture of the brain with the light switch—it’s time to turn on our minds to reach our full potential.

Close: I know you’ve heard this final phrase on the television from the advertisements for the Negro College Fund, but it is such a wonderful and true phrase. “The mind is a terrible thing to waste.” Therefore, let’s push and break through to new heights.
Memory Skills

**Overview:** This lesson provides a basic look at how our memory works and how it can be improved by using some simple techniques.

**Objectives:** The objective of this lesson is for each student to (1) comprehend how memory works and techniques to improve it, and (2) appreciate the importance of memory skills in education and in his or her life.

**Measurable Samples of Behavior:** The student will:
- **Cognitive:**
  - Explain the basic concept of memory
  - Explain memory techniques
  - Demonstrate the principles of memory techniques in a hands-on exercise
- **Affective:**
  - Appreciate the role memory skills play in educational success

**Skill and Standards Connections:** This lesson has connections to the Tennessee KSAs – *Think Creatively* and *Think Critically*, and the EFF Standards – *Reflect and Evaluate* and *Solve Problems and Make Decisions.* (Appendix II)

**Teaching Strategy:** This memory lesson simply introduces some basic concepts. First you will provide the students with a definition of short- and long-term memory. Guide the student discussion through the importance and use of these memory concepts. You will then have the students read and discuss 20 memory techniques. Ask the students for their understanding of each technique and how they could use it in their life. Develop any other usage of this lesson given your students’ answers and insights you have to the students, community, and other local issues. At the end of the lesson they will have an opportunity of selecting a topic they would like to remember, selecting the techniques that work best for them, and creating an action plan to learn and remember that topic.

**Time:** 1 hour

** References:**
Lesson Plan

Introduction

Attention: We are going to talk about memory skills, but let me first find out what you think about it?
Question: 1. What are memory skills?
Anticipated Responses: — Our ability to remember things.
— Being able to recall and use things we need in our life.
— Remembering how to do certain things like math techniques.

Question: 2. Why would memory skills be important?

Question: 3. How could you use memory skills in your life?
…at home with your family?
…at work?

Let's take a memory test to see how we do.

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.

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


Well, that provides you with a general idea about your memory.

Motivation: The great thing about our mind is that we can improve our capacity to use it, and that goes for our memory also. We can use the information in this lesson to learn and practice techniques that will help us increase our memory capacity. We can then use that knowledge to help others in our family and at work.

Overview: During this lesson we will learn about short- and long-term memory. You will discuss 20 memory techniques. At the end of the lesson you will have an opportunity of selecting a topic you would like to remember, selecting the techniques that work best for you, and creating an action plan to learn and remember that topic.

Body of Lesson

Main Point 1: What Is Memory?
Memory is the ability of our mind to recall information. When we think we have forgotten something, we really have either not stored it properly or cannot recall the information.
A. Short-Term Memory
Short-term memory receives information for a very limited time and usage. The obvious example is looking in the phone book for the number to a pizza delivery, dialing the number, and forgetting it after you place the order. You never intended to store that information in your long-term memory. What are some other examples of short-term memory?

One of the techniques to retaining information for later usage is to organize it, repeat it, and work on moving it to your long-term memory. Let’s talk about that process of not forgetting.

B. Curve of Forgetting
1. Have you ever heard the term “Use it or lose it”? It is so true. You need to organize important information you wish to remember and use it frequently. The graphic (next page) depicts how we can either “use or lose” information.

C. Long-Term Memory
Long-term memory is that capacity that allows us to recall information from day to day, a week later, and a year later. This information has been organized and stored properly. However, we still have to fight forgetting, so we need to review and use the information. Again, “use it or lose it.”

There are numerous books on techniques of how to retain information. The 20 memory techniques comes from the college orientation guidebook, *Becoming a Master Student*.

Main Point 2: 20 Memory Techniques
The following are 20 memory techniques. Let’s read through each technique, discuss what it means, and how you can use the information.

**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.
Adapted from Air University –1 Volume II Logical Thinking, Alabama, 1974
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.

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**Teaching Tip**

Talk the students through each statement. Help them to develop their own understanding and appropriate examples. Link these statements to in-class and out-of-class previous work and experiences.
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.

    • 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.

    • 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.

    • 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 that 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 forget.
   • 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.”

Main Point 3: Putting It to Work
Select a subject or something you want to learn or remember and select the techniques that would help you master the subject. Use a PDSA goal form to state your goal, select the techniques that will work for you, and chart your plan of action.

Conclusion

Summary: We have looked at thinking skills that can help all of us with our education and other aspects of life. We can never spend too much time building these skills, because they are important to our growth.

• What have you learned about memory skills?
• Why are memory skills important?
• How can you use memory skills to help at home, work, and in the community?
Re-Motivation: Remember the great thing about our mind is that we can improve our capacity to remember things. We can improve our memory. Put this knowledge to work helping yourself, others, and the community.

Close: Remember: “USE IT OR LOSE IT!”

Homework Assignment: “Putting It to Work” (in Appendix I)
**Homework Review:** Watch the world news (in Appendix I)

**Thought for the Day**
“The greatest discovery of my generation is that a human being can alter his life by altering his attitude.”

—William James

The way you feel can affect how you do. Changing your life may be as simple as changing how you feel.

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**ACTIVITY: Reviewing the TABE Test Using the Shewhart Cycle to Improve Test-Taking Strategies**

**Overview:** The first TABE test review focuses on test-taking strategies using the Shewhart Cycle to create an action plan in order to improve learners’ test-taking strategies. Using the quality tool—Shewhart Cycle—learners are asked to focus on how they can improve their test scores by carrying out a plan. Knox County Adult Education uses the TABE test. This lesson is adaptable to any adult education test.

**Educational Goal:** The goal of this lesson is for learners to (1) Comprehend how a plan of action can improve test-taking strategies, and (2) respond positively to the Shewhart Cycle and how it can be used to plan out any goal in learners’ lives as parents, workers, and citizens.

**Objectives:** The learners will:

- **Cognitive:** Explain how they can use the Shewhart Cycle to use their test-taking strategies.
- Identify how they can use the Shewhart Cycle to achieve their goals as parents, workers, and citizens.

**Procedure:** When learners begin their test review, ask them to use the Shewhart Cycle to create an action plan. The plan will help them to improve their test-taking strategies by using the Shewhart Cycle as a step-by-step process toward improvement. Learners should be asked to begin their review and take notes on what they need to do to improve their test scores for the post-test. After learners have taken notes during their review, they should create a plan that will assist them. The plan becomes a checkoff list of strategies to use to improve. Examples of learn-
ACTIVITY: Reviewing the TABE Test Using the Shewhart Cycle to Improve Test-Taking Strategies

ers’ plans are: create a schedule that allows nightly study time, develop a structured system of studying including appropriate books and amount of practice work, work on memory skills, or learn to reduce frustrations or stress when taking tests. The following review session will ask learners to focus on the Do step of the Shewhart Cycle, but for this day only the Planning step should be completed.

Summary: After learners have completed their plan, discuss what they have written and how they will follow through with their plan. Check to see whether learners are sticking to their plan throughout the Learning Skills course by discussing what they have done to improve their test-taking strategies.
Overview: The objective of giving a test review is for learners to become aware of what problems they missed and what test-taking strategies could help them to improve their test-taking skills. The review is given after the complete battery has been given. Learners are asked to look back at the problems that they missed and figure out why they missed them. The review does not ask learners to learn the test, but rather encourages them to learn test-taking strategies.

Many of our learners have problems taking tests. Some learners are scared of taking tests, others rush through them. Sometimes learners will make a mistake like filling in the wrong circle while taking the test. The TABE test review does not mean that we are teaching to the test. We ask learners to look at the problems they missed and to figure out what strategies they could use to improve their ability of taking tests. Most of our learners find that they need to slow down, stay focused, be more careful, or even in some cases speed up in order to improve their test scores.

Giving a test review for test-taking strategies has helped our learners to take more responsibility for their learning. They have the ability to look at their test, see their mistakes, and understand what the objectives are. Reviewing has allowed our learners to take ownership of their education. Again, the focus is not about the right answer versus the wrong answer. The objective is to help learners realize what they can do to overcome the fear of taking tests. They are taught to be patient while taking tests, pace themselves, stay focused, read the directions.

Educational Goal: The goal of this lesson is for each learner to comprehend how she can benefit from test-taking strategies.

Objective: The learners will:

Cognitive: Explain why test-taking strategies are important.
Affective: Predict how they will use test-taking strategies to improve their test scores.

Procedure: When learners have completed the complete battery of the test, they are asked to go back over every test and review the problems they missed. Learners are also asked to take notes on what they discover. It is important to take time out to talk with the learners about what they may discover when they begin the review. Tell them about the past experiences of other learners and what they realized after a review. In the past, many learners have discovered that they just didn’t take enough time to fill in the right answer or they didn’t read the question correctly. Many test takers will become shocked or even more motivated when they realize that they may have missed a problem because of a simple mistake. When they go back and look at the problems that they have missed, they begin taking notes and writing what they are discovering. We have found the test review to be helpful in many ways. The learner under-
stands how test-taking strategies are important and begins to predict how to use the strategies
to improve her next scores. Listed below are some examples of what one learner wrote during
her review.

**Summary:** When learners complete the review of their tests, they are asked to create a plan to
improve their test-taking strategies using the Shewhart Cycle. You will need to set aside some
time for learners to discuss their discoveries with you and the class. Make copies of their
review to place in their file for the next class. The discoveries that they make will be helpful for
their next teacher to see.

<table>
<thead>
<tr>
<th>Reading Review</th>
<th>Math Test Review</th>
<th>Language Test Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>I misunderstood.</td>
<td>Don't know how to do decimals and forgot to round.</td>
<td>Marked the wrong one.</td>
</tr>
<tr>
<td>I tried to look back to find the right answer but I must not have understood it.</td>
<td>Don't know it.</td>
<td>Same. Marked the wrong one.</td>
</tr>
<tr>
<td>I marked the wrong one.</td>
<td>Don't know it.</td>
<td>Didn't read careful.</td>
</tr>
<tr>
<td>Okay, I see now after reading.</td>
<td>Don't know what to use to come up with the answer.</td>
<td>Didn't read careful again.</td>
</tr>
<tr>
<td>I didn't take my time on it.</td>
<td>Don't know how to come up with that.</td>
<td>Didn't understand.</td>
</tr>
<tr>
<td>I didn't understand the chart.</td>
<td>Didn't look at the chart good enough.</td>
<td>I should have read it over more.</td>
</tr>
<tr>
<td>I didn't understand the chart and what it was asking.</td>
<td>Don't know.</td>
<td>Didn't understand.</td>
</tr>
<tr>
<td>I didn't know what the word meant.</td>
<td>Didn't study the chart and understand the question.</td>
<td>Marked the wrong one.</td>
</tr>
<tr>
<td>I should have read the novel again to get the right answer.</td>
<td>I should have read and understood it more; next time I'll be more careful.</td>
<td>Didn't know the answer.</td>
</tr>
<tr>
<td>I should have read it carefully, to understand, or looked back at the passage.</td>
<td>I didn't understand the question at the time, but now as I look back I do.</td>
<td>I should have known the answer. I know the answer after looking at it again.</td>
</tr>
<tr>
<td>I didn't understand.</td>
<td></td>
<td>Didn't understand.</td>
</tr>
<tr>
<td>I didn't know.</td>
<td></td>
<td>Didn't know the answer.</td>
</tr>
<tr>
<td>I didn't.</td>
<td></td>
<td>Don't know.</td>
</tr>
</tbody>
</table>
**ACTIVITY: Basic Skills Work**

**Goal:** The goal of this hour is for learners to (1) comprehend how independent study on their basic skills will help them to take responsibility for their learning and (2) respond positively to independent study as it applies to their lives and goals.

**Overview:** The independent basic skills work time is a time for learners to take responsibility for their learning by practicing effective study skills. Ask learners to take the time to work in their workbooks in the subject of their choice. Either way, independent study allows learners to take ownership of their education.

Allow learners to study independently in their workbooks. They can work on any subject they wish and do as much work as they want. Assist learners when they have questions and ask them to check their answers and/or review their work. Have learners write down any questions or comments about the independent study. During the last few minutes of this hour ask learners the following questions. Having this discussion allows learners to communicate what they learned independently and keeps the class connected.

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

**Summary:** This end discussion promotes openness within the group and helps learners to understand that even when they are working independently, they should still encourage one another to share what they have learned and to give feedback on how it is going. Learners need to know that they are not alone in their learning or frustrations with learning.
Orientation to the Computer Lab

Overview: The purpose of this lesson is to introduce students to the EFF Standard Use Information and Communications Technology by teaching the rules and procedures to follow in the computer lab as well as an introduction to the basic parts of a computer. Adult learners will be provided with additional lessons that include information on CD’s and disks, managing data resources and accessing the Internet once they have completed the Learning Skills class and been assigned to the regular adult literacy classes.

Educational Goals: The goal of this lesson is for adult learners to (1) comprehend the rules and procedures to use in the computer lab, (2) recognize the names for the basic parts of a computer, (3) understand the use of the mouse and the keyboard, and (4) value the use of the computer in their daily lives.

Objectives:

Cognitive: — Demonstrate and verbally summarize the “General Rules of the Computer Lab” and “Procedures for Students” from the student packet.
— Turn off the computer by going to the start menu and shutting down.
— Turn on the computer by pressing the on button and being able to identify when Windows 98 is ready for use.
— Label the basic parts of a computer given an unlabeled diagram.
— Complete a handout demonstrating the proper uses of the mouse and keyboard.
— Identify the shift, backspace, enter, space bar, tab, arrow, and delete keys and state their functions.

Affective: — Describe why using a computer is valuable and how it applies in their lives.

Time: 1 hour

Teaching Materials:
— Pre-Survey
— Computer Lab (Learners go to the lab for this lesson)
— Magazine articles on technology

Student Materials:
— Typing Tutor 6
— Pre-Survey
— Computer Lab Orientation Packet
Skills Connections: This lesson has connections with the Tennessee KSA – Use a Computer and the EFF Standard – Use Information and Communications Technology. (Appendix II)

Teaching Strategy: This lesson will be taught using a directed teaching method. Learners will take a pre-survey before they begin the lesson. They will not be post-surveyed in Learning Skills but in their regular adult literacy class. This lesson should be the first of several lessons taught by the computer lab manager to adults in the adult literacy program. Learners complete lesson one of the Orientation to the Computer Lab while they are in the Learning Skills class.

The Learning Skills teacher will give each learner a pre-survey that will be given to the computer lab manager. After the survey is complete learners go to the computer lab for one hour. The computer lab manager directly teaches the skills and asks learners to demonstrate the skills throughout the lesson. Skills demonstrated are checked off the Instructor Observation Checklist.

Lesson Plan

Introduction

Attention: We are going to begin today to learn how to use technology to gather and manage information and communicate.

Question: How have you used a computer?

Motivation: We have many different levels of knowledge about the computer in our class. Some of you may be scared to use computers, and some of you maybe can’t wait to get into the computer lab and learn how to get online. Your willingness to learn how to use technology is a valuable tool for your future. It can make getting the GED easier, give you an edge when you apply for a job, and keep you from being a dinosaur. Today’s world is made up of cell phones, pagers, computers, fax machines and e-mail. In order to stay ahead and not get left behind, you'll find it is important to become informed about the uses of technology and how it can impact your life.
**Overview:** Some of you have used a computer and others have never turned one on. What we want to do today is assess our technology skills and then begin to learn some simple steps in working with a computer. The computer lab manager will help you learn the basics of computers and some procedures that will enable you to be successful as you use the computer in your school, work, or home. As you continue in the adult literacy program you will have many opportunities to improve your computer skills.

**Body of Lesson**

Main Point 1: Computer Pre-Survey
(Give each learner the pre-survey and ask him or her to complete it. You may need to read the questions and answers if learners’ reading ability will hinder them from taking the survey.)

Before you begin the lesson, label the computer with numbers that match the numbers on the diagram in the student packet.

Main Point 2: Rules and Procedures
(Begin the session by explaining that the computer lab has some special rules and procedures. Have learners turn to the beginning of the student packet and read with them the General Rules of the Computer Lab. After reading the rules, ask learners why they feel these rules are important.

Next discuss the Procedures Section for Students.

Discuss each procedure and demonstrate each procedure to the learners. Give them time to ask questions. Have them perform each procedure once they have discussed it. For example, have the learners sign in the computer lab. Show them how to check in and out of the computer and have them practice this a few times.)

Main Point 3: Turn On and Turn Off the Computer
(All the computers should be on when the lesson begins. Show learners how to properly shut down the computer using the start menu. Demonstrate how to use the mouse to click on the start button. Next have learners click on “shut down,” and then have learners shut down the computer. Move around the room and help learners with this procedure. Do not

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**Teaching Tip**

You may want to complete this survey prior to the one-hour scheduled for the Orientation Lesson 1. This survey will give you a profile of the learners in your group, which will allow you to group them for future work on the computer.
assume that this is so easy that everyone will understand it right away or feel comfortable with shutting down the computer.

Once learners have shut down the computer, have them start the computer by pressing the on button and waiting for Windows 98 to begin. Demonstrate the correct procedure for whatever operating system you are using. Have learners practice shutting down and turning on the computer several times.)

Main Point 4: Parts of a Computer
(Have learners take out the labeled diagram of a computer and review the basic parts of the computer and functions for each. For example, give the learners the name of the monitor, have them touch the monitor and explain that this is their desktop. The monitor is like a real desktop. They will put the things they are working with on it, like essays, letters, or files.

The desktop also has a taskbar, a start button, and icons. Icons are the small pictures that they see on the desktop, such as My Computer, My Documents, Recycle Bin, Skills Bank, etc.

The CPU is what makes the computer work. It is the brain of the computer. The CPU is part of the hardware and it makes the software work. How students look at the CPU and find the following parts. 1) Diskette Drive. Show learners where the drive is located. This is called A:Drive. 2) CD ROM Drive. Show learners the location and have them press the button to open the drive. 3) Power button. Note that there is a light by the power button that indicates that the computer is on.

Review by letting students point out the monitor, desktop, icons, CPU, diskette drive, and CD ROM drive.

Next let students locate the keyboard. There are several keys to become familiar with. Give the name of the following keys and have students locate those keys on the keyboard. Ask learners to locate the following keys: Shift, Backspace, Enter, Space Bar, Delete, Tab, Arrow Keys, and Escape. Help learners with this part of the exercise. It will take many of them a long time before they are able to remember where the keys are located. Remind the learners that today is an orientation and that they will have an opportunity to practice these skills many more times.
The last part of the hardware to identify is the **mouse**. Show learners the mouse and the two buttons that are on the mouse.

Now go back and review Point 4 by asking questions and having learners demonstrate by identifying the basic parts of the computer. Next give them an unlabeled diagram and ask them to label the parts on the computer.

**Main Point 5: Individual Work**

(Ask for a show of hands of anyone who thinks he or she uses the mouse and keyboard well. Pass out the mouse and keyboard handout to these learners. Each learner will complete the handout and ask for the teacher to check the work. Learners will work through the handout independently. If the learner shows mastery, then he or she will play mouse games, which are found in Typing Tutor 6. The games allow the learners to practice with the mouse. The games are called Mouse Aerobics and Mouse Invaders. The learners may also choose to play one or more of the following games that practice with the mouse: Ski—for mouse control, Solitaire—for clicking and dragging, or Jigsawed—for clicking and dragging.

The learners who do not feel they work well with the mouse and keyboard will take the mouse tutorial from Typing Tutor 6, which will be pre-set on the toolbar. They will also have a diagram of a keyboard that they can go over and study. The teacher will quiz them on the keys and functions.

Do the Mouse and Keyboard Group Worksheet with the learners step by step. The handouts are found in the student packet.)

**Conclusion**

**Summary:** Today you have learned several new terms and been introduced to many new skills. (The teacher should briefly go over each main point, asking learners to summarize what they have learned.)

**Re-Motivation:** Today you were introduced to the computer as a tool that you can use to acquire, process, and manage information. As you continue in the adult literacy program you will have the opportunity to
refine the skills that you were introduced to you today. You have started your journey into the future. Remember that it is just as important to become informed about the uses of technology as it is to learn to read, write, or get your GED. Our world is always changing and by beginning to use technology to learn basic skills, you are demonstrating your ability to be independent and learn how to learn in new ways. This will enable you to stay ahead and not get left behind.

Close: (Close the lesson by giving each learner a Check for Understanding Handout and ask him or her to answer each question. Check the answers for the learners as they complete their work.)

The Orientation to the Computer Lab is a four-part lesson developed by adult literacy teachers in the Knox County Adult Literacy Program. This lesson includes part one of a student packet that the Adult Literacy Program uses as an orientation to the computer lab. This lesson includes only the part of the student packet that applies to this lesson (in Appendix I).

Homework Assignment: Fear of Technology – Give learners articles to read from magazines.
### Instructor Observation Checklist – Computer Lab Orientation Part 1

**Student Performance (X=Complete, 0=Incomplete)**

<table>
<thead>
<tr>
<th>NAME ________________________________</th>
<th>Date ____________________________</th>
</tr>
</thead>
</table>

**Measurable samples:**

**The Student...**

- Can state all 4 lab rules
- Can state or summarize all 4 general procedures for lab use
- Turns on computer correctly
- Verbally identifies when Win ’98 is ready for use (done loading)
- Turns off computer using start menu commands
- Can identify: Mouse
  - Keyboard
  - Monitor
  - CPU
  - CD ROM Drive
  - Floppy Disk Drive
- Can use a mouse to: Click
  - Double Click
  - Click and Drag
- Can locate and describe the function of keys on keyboard:
  - Shift
  - Backspace
  - Enter
  - Space Bar
  - Delete
  - Tab
  - Arrow Keys
  - Escape

Has completed Part 1 of
Computer Lab Orientation
**ACTIVITY: Improving Basic Skills Using Technology**

**Objective:** The objective of this activity is for learners to (1) comprehend how to improve their basic skills using technology, and (2) respond positively to technology as it applies to their lives and goals as parents, workers, and citizens.

**Teaching Tips:** When learners have completed the computer orientation lesson, introduce them to a computer program that will help them to improve their basic skills. Knox County’s adult literacy program uses a program called *Skills Bank*. This particular program begins at a 3.0 reading level and includes lessons on math, vocabulary, reading comprehension, life skills, etc. Adult learners receive a brief program description and introduction on how to use the program.

**Procedure:**
1. Give a brief introduction and description of the program and how it will help the learner. Descriptions and introductions will be different, depending upon what program will be used. The questions from the “Thought for the Day” could be asked to deepen understanding.
   a. What is the program?
   b. What does it mean to me?
   c. Why is it important?
   d. How can I use it?
2. Using the computer orientation rules, show the class how to use the program on the computer.
3. Ask learners to take notes on what they will learn.

**Summary:** Allow learners to work on the program for approximately 30 to 45 minutes. Gain their feedback and input about using the computer. Wrap up the activity by letting them know that they will also be using the program in their next class.
Problem-Solving Process

Overview: The Six-Step Problem-Solving Process is an easy approach to dealing with issues and problems that face students. It is a simple, systematic way to approach a problem with clearly defined steps so that an individual or team doesn’t get bogged down in, “WHAT DO WE DO NEXT?” This lesson covers this process using a program example with a student-selected issue or problem to use the process to develop a solution. The lesson also briefly covers the Equipped for the Future Standard of Solving Problems and Making Decisions.

Educational Goal: The objective of this lesson is for each student to (1) comprehend the problem-solving process, and (2) appreciate the value of what the problem-solving process can do for her.

Objectives: The student will…
— Demonstrate the use of the problem-solving process.
Affective: — Appreciate the uses of the problem-solving process.
— Evaluate its effectiveness in achieving the goals.

Skill/Standard Connections: This lesson has connection to the Tennessee KSA – Solve Problems and the EFF Standard – Solve Problems and Make Decisions. (Appendix II)

Teaching Strategy: This problem-solving lesson provides a lot of information for an hour. It covers the steps in the six-step problem-solving process. This helps the students understand the logic and required thinking behind the step-by-step process. It provides a program example of a classroom problem that used the method to select the best solution. It allows for the class to select a common issue or problem to focus on experimenting with the process. The lesson also covers the Equipped for the Future Standard of Solving Problems and Making Decisions.

Identify the six-step problem-solving process. There are two practical examples used in class to help the students understand and apply the problem-solving steps. The first example is a real-life Knox County classroom problem that the Coordinator and the students solve using the problem-solving process. The second example will be a classroom-selected one.

The lesson’s main points cover the definition of the problem-solving
Problem-Solving Process

Lesson 21

LEARNING SKILLS

steps. The teacher then leads a brief discussion to help the students understand the intent of each step. The teacher will use the Knox County Adult Literacy classroom example connecting the appropriate steps together for clarification. The class should select a common problem and work through the process to actually get a hands-on experience of working through the process. The teacher has an option of working through the class-selected problem (1) step-by-step, along with each step of the process or (2) do it all at once later in the lesson. Finally, a brief review of EFF’s Standard helps to provide another view of the process and key performance points to make the process work.

Lesson Plan

Introduction

Homework Review: Fear of Technology

Thought for the Day
“The wisest man I have ever known once said to me: ‘Nine out of ten people improve on acquaintance,’ and I have found his words true.”
—Frank Swinnerton

Get to know others. Don’t keep yourself in a shell. You have the opportunity to teach others and to learn from others.

Attention: Have you ever wanted to find an easy way to look at the problems you face and start to solve them?

A basic six-step problem-solving process can help you. This process and an understanding of the Equipped for the Future (EFF) Standard of Solve Problems and Make Decisions will give you a good set of tools to use to help you with complex problems and decisions.

Motivation: This lesson will help you with understanding the six-step problem-solving process and the EFF Standard Solve Problems and Make Decisions. By using this lesson you will be able to better deal with problems and decisions that you face in life.

There are numerous variations on this basic problem-solving process, such as a four- or five-step variation. All processes cover certain basic steps, which are similar to the six-step process. Once you understand and are able to use the six-step process, you can experiment with other varia-
tions or be creative and develop your own process. You should find and stick with one that works for you.

**Overview:** First, we will take a look at the Six-Step Problem-Solving Process. Then we will examine each step individually. We will use two practical examples during the lesson to help understand and apply the problem-solving process. We will examine a real-life Knox County classroom problem that the program Coordinator helped to solve with the students and teacher using the problem-solving process. We will also use an in-class selected problem to work through using the process. We will assign you homework where you take the problem-solving process and use it on one of your own issues or problems.

**Body of Lesson**

Main Point 1: Six-Step Problem-Solving Process
There are many problem-solving methods, and the six-step method is just one of them. The problem for most people is that they do not use one process to solve problems and issues or to make decisions. Another problem is that people are not consistent in how they solve problems. They do not find something that works and then do it the same way over and over to be successful. The Six-Step Problem-Solving Process is described on the right.

**Knox County Adult Literacy example:** In one of the program’s Family First classrooms the students were arguing because some students were leaving the class early. The class was divided into two groups—those who sided with the students who were leaving early and those who felt it was unacceptable to leave class early. Because class time was monitored closely, students wanted to be sure that their time was counted. Those students who left early were not signing out at the time they left but at the time class ended. Other students accused them of cheating on their time. The teacher talked with them about how this practice would be unacceptable on the job. The student response was, “This isn’t a job. We are not getting paid to come to school.” They saw no problem with signing out at the wrong time because they reasoned that they had come to class that day. Again the teacher tried to make the connection between class time and the 20-hour requirement. Other students complained that this was not fair and that the teacher should make them stay. They also complained that some of these same students came to class late or took longer breaks.
This particular class was very volatile and the students could become disruptive and angry if anything in their environment changed. The teacher was new to the class, but she had tried to establish an open environment where everyone could discuss issues and problems. The students seemed suspicious of everyone, even their teacher. A few students talked with the teacher one-on-one and explained their feeling to her but were unwilling to speak out in a group. One member of this class was very aggressive and forceful and other students were unwilling to disagree with her on any issue. The teacher viewed these students as being disrespectful of her and of other students. She was also struggling with learning how to interact with adult literacy students and establish trust with this class.

This problem had persisted for several days and on this particular day there seemed to be no solution to the problem. Both the students and the teacher were ready to call it quits. The teacher had talked with the students, but they were so upset about this situation that there was no communication between the teacher and the students. Everyone had stopped listening. Everyone had chosen a position on the issue and was unwilling to back down. Instead of being able to talk about the problem the class had erupted into a loud shouting argument.

The teacher had participated in an in-service where there had been a discussion of the problem-solving process. At a break she came to the office and ask the Literacy Coordinator and the Learning Skills teacher to help her use the problem-solving process in the classroom.

After the break the classroom teacher, Learning Skills teacher, and the Literacy Coordinator went into the classroom to talk with the students. The first step was to assure the students that they were there to listen and to come to a solution to their problem. They set some ground rules for the discussion and then began the process. Some of the ground rules included:
• Everyone would be allowed to voice their opinion.
• One person would talk at a time.
• Everyone would listen to what others had to say.
• Everyone would be respectful of each other even when we disagreed.
• A solution would be reached that everyone could agree upon.
Main Point 2: Step 1. Identify and Select the Problem
The objective of this step is to identify the problem. That sounds simple enough, but problems usually are tied to very emotional issues. Egos are usually connected to the problem or the possible solution. Because the emotions are a part of the process, people can miss reading the problem.

So, the first step for everyone involved is to step back from the issue and use the STAR method. The individual or group involved should take a look at “what is really causing the difficulty.” This should be thoroughly thought through and agreed upon so everyone is on the same page.

Consensus: This is a good time to bring up an agreement process that helps to bring everyone to the same page of agreement, but that isn’t easy. Consensus simply means everyone is in agreement or they can live with the agreement. If they cannot live with the agreement, the group or team has not reached consensus. Then, more discussion, understanding each other’s point of view, and keeping an open mind are required. This process requires cooperation, good intentions, and a willingness to be flexible about personal feelings and issues.

So consensus has these three elements:
1. I agree.
2. I don’t fully agree, but I can live with and support the agreement.
3. I don’t agree, and I cannot live with or support the agreement.

This process will become increasingly important as the group or team moves closer and closer to selecting a solution to a problem. Using the process from the beginning brings the whole group along at every step.

This entire process is actually a very systematic approach to separating out things that are irrelevant and focusing in on those relevant issues that can solve the problem. This process is also something that you learn and become better at doing. Like learning a math formula, there is practice, review, and more practice. The STAR and PDSA approaches are critical to the problem-solving process. You make better decisions by mastering these tools.

Once the individual, group, or team has identified the problem, they should write it down in a clear and concise statement. They should also be able to write a goal statement that focuses on what is the successful end of the process. Making a goal statement also helps to see the gap between the problem and the goal. This whole process is about closing or fixing the gap between the problem and the goal.
Sometimes problems are so big you have to break them down into smaller, workable problems and attack each small problem first. By doing this, a problem is not so overwhelming that you don’t know where to start. So if the problem is too “big,” refine it.

Knox County Adult Literacy example:

Problem Statement: The statement for this class was: Some students come to class late, take long breaks, and leave class early. This is not fair for the students who are on time for the beginning of class, return from breaks, and leave at the end of class. Students who do not follow the rules should not have 20 hours reported. If this falls below 90% the teacher should report them.

Goal Statement: Students’ time in class will be recorded accurately based on when they come in the morning, when they take breaks and when they leave. All students should work toward 90% attendance based on the 20 hours per week, not the days of the week.

Main Point 3: Step 2. Analyze the Problem

Now that the problem is defined, analyze it to see what is the real bottom-line root cause. Often people get caught up in symptoms or effects of a problem or issue and never get down to the real cause. They get mad at someone’s attitude, anger, or actions, which are not the cause of the problem. The key here is to focus everyone’s efforts on analyzing the problem for the real cause. Once the cause is found, plans can be made to fix it.

Analyzing means to gather information. If there is not enough information, figure out how to research and collect it. Once the information is gathered, take a very close look at what is going on. Try to come to consensus on why the particular problem or issue occurs.

Knox County Adult Literacy example: Through discussion the class found that the students who were leaving early needed to catch a bus to go home or they would have to wait an additional hour for another bus. For some students this meant that they would not be home when their children arrived from school.

The teacher found that none of the students really understood what 90% attendance meant. They knew they needed to come 20 hours per week, but felt that if they were there some part of every day they were meeting their obligation.
Main Point 4: Step 3. Generate Potential Solutions
Now that the problem has been analyzed, the group can begin to develop possible solutions. This is a creative as well as practical step where every possible solution or variation is identified.

In this step use the brainstorming process that has been used in class before to generate as many solutions as possible. There are no wrong answers here, and judgments should not be passed on another person’s suggestions. Toward the end of this brainstorming session, allow time for each person to clarify his or her suggestion so there is a common understanding for a later selection.

*Knox County Adult Literacy example:*
The following are some of the students’ solutions:
• The teacher should come early for students who needed to be there early.
• Stay and catch the bus later.
• Come to school 15 minutes earlier.
• Don’t take all of the breaks.
• Find another way to get to school.
• The teacher should have learners mark when they came or left school.

Main Point 5: Step 4. Select and Plan the Solution
Now that there are a wide variety of possible solutions, it is time to select the best solution to fix the problem given the circumstances, resources, and other considerations. Here the group is trying to figure out exactly what would work best given who they are, what they have to work with, and any other considerations that will effect the solution.

There are always a number of things that can effect a solution: money, time, people, procedures, policies, rules, and so on. All of these factors must be thought about and talked through.

The group should prioritize the solutions into what would work the best. This is a slow process of elimination. There may be some possible suggestions that are immediately eliminated. Eventually, the group boils down the choices to one or two best solutions. The group should then discuss those solutions and come to consensus on the best solution.

At this point the group should do a PDSA to have a clear PLAN of action to track the solution, gather information on how it is working, and make necessary adjustments.
Knox County Adult Literacy example: After much discussion the students and teacher came up with the following plan:

- Students who needed to leave early would come to class early.
- The teacher would be available to work with them since this was her planning time for the class.
- All students would be expected to return from breaks at the correct time.
- All students would sign in exactly when they came to class.
- Students would sign out at the exact time they left class.
- All students would keep a calendar and monitor their attendance. They would figure at the first of each month how many hours they must attend to maintain 90% attendance.
- All students would graph their attendance weekly.

The class and the students agreed on the plan.

Main Point 6: Step 5. Implement the Solution

This is the DO stage of PDSA. Make sure the solution can be tracked to have information to use in the STUDY stage. This may seem to be an easy stage, but it really requires a scientific approach to observing specifically what is going on with the solution.

Knox County Adult Literacy example: The students decided to begin the process that day. They would use the last hour of the class period to figure out what 90% attendance really meant. Then the teacher would give them their daily attendance for that month and they would graph their attendance to see where they were. They all agreed to help each other and to record exactly their time. Students also agreed that they would speak respectfully to one another and to the teacher if either one pointed out that they were dropping below the standard.

Main Point 7: Step 6. Evaluate the Solution

This final step is the STUDY stage of PDSA. Did the solution work? If not—why not? What went right, and what went wrong? What adjustments does the group have to make to make the solution work better? This is a careful analysis stage that improves upon the best solution using the information gathered during the DO stage. After this analysis the group is ready to ACT upon their findings and the problem should be solved or better under control.
Knox County Adult Literacy example: The class tried the plan for the remainder of the month and for the next month. They worked well with the teacher to monitor themselves. Their attendance increased except for the student who was very aggressive. When it became apparent that the other students were going to follow the plan and that they were not going to let the issue disrupt the class she dropped out of school. (This was only one of the reasons for her to discontinue her classes.)

The students found that one problem they had was when new students enrolled in the class. No one took the time to give new students an overview of what had happened and the plan the class was following. While new students began graphing their attendance, they looked upon it as a math exercise and were not as committed to the attendance and attitude issue as the experienced students.

The teacher and the students recognized the gap and made a plan that included certain older students being responsible for explaining the plan to new students and helping them monitor their own attendance.

This class continued to use the PDSA to monitor their attendance. What they discovered was a link between their attendance, attitude, and achievement. Their attitudes improved dramatically and their achievement was remarkable. They bonded as a class and helped each other with problems and issues. Students began to ask the teacher to schedule them for post-tests. They became interested in moving forward and improving their skills. When their test results were not what they wanted, they used the same process to monitor their learning and test-taking strategies. This class promoted more students to the next level of beginning Adult Education than any of our other classes.

Main Point 8: Equipped for the Future
Solving Problems and Making Decisions Standard
The EFF has a Standard called Solve Problems and Make Decisions. Solving problems and making decisions are skills that we need to know and perfect so we can take advantage of situations we are confronted with in life.

Here is the skill and performance points for this standard. Elements of the six-step problem-solving process are within the Standard.
Solving Problems and Making 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 an alternative that is most appropriate to goal, context, and available resources.
• Establish criteria for evaluating effectiveness of solution or decision.

Conclusion

Summary: The Six-Step Problem-Solving Process is almost a cookbook approach to dealing with issues and problems. It can help an individual, class, family, or community to make better decisions and improve important areas of their lives.

Without looking at your notes, talk me through each step and how it helps to solve problems.

Re-Motivation: This process works and many people and businesses use some form of it everyday. Now you know the steps to help you take a hard, analytical look at issues and problems. Take the time to use it.

Close: Remember, this problem-solving process is a valuable tool to solve difficult and complex issues. Use it—it works!
Stress Management

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 learners are feeling and what they can do to control the stress they may have in their life as workers, parents, and citizens.

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

Objectives: The learners 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

Skills Connection: This lesson has connections to the Tennessee KSAs – Solve Problems, How and When to Make Decisions, and Stay Calm Under Pressure and the EFF Standard – Solve Problems and Make Decisions.

Teaching Strategy: If learners have been in an adult education class for several weeks they may be feeling some stress with their workload, time management, etc. Both good and bad events can cause stress in an adult’s daily life. Learners have felt stress in their roles as workers, parents, and citizens. Sometimes they will voice their frustrations to the class.

In this lesson use mind mapping and the Read, Write, Discuss Method to bring out the learners’ prior knowledge and experiences with stress. Give the learners time to think about where stress comes from in their lives and record their answers on the board. After they have completed the mind map have each student complete a Stress Survey to determine their level of stress. Follow up the survey with a discussion about what they learned about themselves specifically and what they learned about stress in general.
Lesson Plan

Introduction

Stress management is an important skill that all adults need in order to improve themselves as problem solvers and to be more in control of their lives. Many adult learners come back to school when there has been a change in their lives. Sometimes the change is triggered by a stressful event in an adult’s life. In many classroom situations, there are several opportunities for learners to voice what they are feeling and what they are experiencing in their lives. This lesson focuses on what stress is, what causes it, where individuals are on the Social Readjustment Rating and what you can do to manage your stress.

You will use the EFF Standard Solve Problems and Make Decisions to understand how to identify your sources of stress, understand the stress and its root cause, generate alternative solutions, and select the best solutions. This is a developmental lesson that prepares you to begin to develop the following KSAs: Self-Awareness, Accept and Manage Change, and How and When to Make Decisions.

Attention: Reflect back to why you made the decision to return to school.

Question: What changes in your lives caused you to return to school? (Record their responses on the board.)

Question: Do you think that any of the changes on the board could be labeled as sources of stress?

(At this time some learners will want to share some of the stresses that they have in their lives. Accept all answers. After they have shared tell the learners that today they will learn to identify sources of stress, generate and evaluate solutions, and select the best solutions to try.)

Overview: Everyone suffers from stress on some level. No one is immune to it. Sometimes stress levels are higher and sometimes they are considerably lower. We are going to learn what stress is, what causes it, and how to manage it. We don’t have to let stress stop us from achieving what we want in life. If we can learn to control it, then we will probably have a better chance at succeeding. We will be using the read, write, and discuss method and mind mapping throughout this lesson. At the end of this lesson you should be able to:
1. Define what stress is.
2. Explain stress management.
3. Predict how you can manage your stress in life.
4. Describe how you can use what you have learned.

Body of Lesson

Main Point 1. Sources of Stress

A. What is stress? Stress is our body’s physical and emotional reaction to circumstances or events that frighten, irritate, confuse, endanger, or excite us and place demands on the body.

B. What creates stress? Stress can be caused by events that are pleasing as well as events that create crisis in our lives. Change causes stress—good change or bad change; it does not make a difference. When change occurs we usually experience some level of stress. For example, the birth of a baby can create stress. Working toward your GED can create stress. Trying to fulfill the requirements of your case manager can be stressful. Getting married or planning a birthday party for a family member can cause stress. Anything that causes us to have a physical or emotional reaction can create stress.

C. Let’s think about times when you may have felt stressed. How many of you have ever felt stressed? What was causing your stress? Think of changes that have occurred in your life. What were those changes? (Record student responses on board using a mind map.)

Now that we have identified some sources of stress, let’s take a closer look. (Give each learner the Stress Handout Survey by Thomas H. Holmes and R.H. Rahe. Tell students that we are going to look at a list of life events. Read the list and tell students to listen. If this life event has happened to them within the last year they should check the box next to it. Read the list aloud and give plenty of time for students to mark their sheet. When they have finished, give them the scoring sheet and explain how to score their sheets. Walk around the room and help students with the scoring.)

Teaching Tip
It may difficult for some learners to identify the causes of their stress. When this is the case, allow them time to think and keep probing to see if they can identify the root cause of the stress in each example.
When students have completed scoring their sheets, make the following points:
1. The more change you have in your life, the more likely you are to get sick.
2. The higher your score, the harder you should work to stay well.
3. Stress can be cumulative. Life events that happened two years ago may still be affecting you.)

Now that we have finished the survey, let’s discuss some of the things that we discovered and what the list implies. The events do not have to be negative to create stress. You may discover some events that you have never thought of as stressful.

Question: Did you notice anything different or surprising about the list?

Question: Why would these kinds of events be stressful?
(Record student answers on the board)

Main Point 2. Symptoms of Stress
Now that you have identified your areas of stress, let’s take a closer look and see the physical results of stress. Our body can react to stress either by preparing for flight or fight. How do you feel when you know you are going to be tested or have to discuss a problem with your caseworker? Have you ever suddenly gotten sick at your stomach and not been able to eat? That is your body shutting down the systems that are unnecessary as it prepares for “flight or fight.” (Give students the Scriptographic booklet, What Everyone Should Know About Stress. Read together pages 6-9. Discuss the symptoms of stress and ask the students to look back at their survey and see if they can identify how they felt when these events happened in their life. Next, read pages 10-13 to identify ways to cope with stress. Read and discuss these pages with the students.)

Main Point 3. Controlling Stress
It is important to learn how to reduce stress. The following activities can help reduce stress.
• Take time to think and relax.
• Read a good book.
• Work on a hobby.
• Play an instrument.
• Exercise, take a walk—this is the easiest and most effective means of reducing stress.
• Listen to music.
• Be aware of the foods you eat. Some foods with high fat, sugar, caffeine, salt and additives can contribute to stress.
• Breathe deeply and use breathing exercises to relieve anxiety, depression, irritability, and fatigue.
• Build a support system. Talk with friends or family that you trust about problems you have or decisions that you must make.
• Develop your communication skills so that your communication is honest, direct, and respectful of yourself and others.
• Identify areas of agreement and disagreement and look for options to resolve the conflict in a win/win solution.
• Improve your ability to see options and resources that can be used to solve problems.
• Plan.
• Laugh.
• Take a mental health day and spend time with yourself or with friends.

Four ways to deal with stress before taking a test, giving a speech, or completing a project:

1. **Breath deeply**—this will get oxygen into your blood and will help you to feel invigorated.
2. **Exercise**—take a quick walk for about five minutes.
3. **Eat a snack**—fruit or something sweet will help raise your blood sugar and give you some energy.
4. **Take a quick break**—get up, walk around, listen to music, use positive self-talk, and visualize yourself completing the test, project, speech, etc.

**Main Point 4: Applying What You Have Learned**

How can you apply what you have learned? (Allow learners to answer this question and record their answers on the board. After they have contributed all the ideas they can think of, share the following information with them.) The first thing you should do is to identify your stress, then use the following steps to manage or to eliminate the stress in your life.

1. **Identify the source of the stress.**
2. **Use information to come to a clear understanding of the problem and its root causes.** You can use Five Whys to determine the cause. For example, if I am not making progress in my adult classes I can ask the questions. Why am I not making progress? I missed five days this month. Why? My car broke down. Why? The engine burned up. Why? I didn’t change the oil. Why? I didn’t take time and make plans for preventive maintenance.
3. Generate possible solutions to the problem.
4. Evaluate the strength and weakness of each solution.
5. Determine the potential risks and benefits of each solution as well as the consequences.
6. Select the solution that is most appropriate.
7. Carry out your plan and develop criteria for evaluating the effectiveness of the solution.

It is important to take care of problems that come up in life. Be prepared to make good decisions, think about the result of an action; try to improve problem-solving methods. There may be less emotional stress if we allow ourselves time to think about ourselves, others, or problems.

Conclusion

Summary: Today you have learned that stress can be caused by positive or negative events. By learning how to identify the stress factors in your life and strategies to cope with these factors you take control of your life. The basic points to remember are: be aware of the symptoms of stress, identify the source of your stress, and choose a strategy to control your stress.

Re-Motivation: Knowing how to control stress will improve the quality of your life as a learner, parent/family member, or worker.

Close: As you grow and develop your skills, the potential for stress in your life may become greater. Don’t let that stop you! You now have some basic strategies to help you meet your challenges. Re-read “What Everyone Should Know About Stress,” A Scriptographic Booklet by Channing L. Bete Co. Inc. Apply the techniques to your school life, family life, and community life.

Homework Assignment: 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.

Weekly Review – What Have I Learned This Week and Changes
(see Master Lesson 9)
“Creating a bridge to the future by taking the next step.”

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**Homework Review:** Document Your Stress (in Appendix I).

**Thought for the Day**
“Small minds talk about people. Average minds talk about events. Great minds talk about ideas.” —Anonymous

Don’t let yourself get wrapped up in things that don’t really matter. A great mind is a thoughtful mind that learns and improves.

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**ACTIVITY: Test-Taking Strategies Using the Study Step of the Plan/Do/Study/Act (PDSA) Process**

**Objective:** The objective of this activity is for the student to (1) review (Study/Reflect and Evaluate) his or her action independent plan to achieve a short-term goal, (2) make adjustments to plan of action in preparation for Wednesday brief post-testing of short-term goal, and (3) briefly review EFF Reflect and Evaluate Standard.

**Procedure:** Each student selected a subject-specific test-taking short-term goal, developed an action plan, and has been working on achieving the plan. Now it’s time for each student to reflect and evaluate how the action plan is working.

1. **Review (Study/Reflect and Evaluate) students’ independent action plan to achieve a short-term goal.**
   Have students report on how things are going with their action plans. What are the areas of progress and difficulty? Have them openly discuss their progress to maximize everyone’s learning. The discussion will also help to re-enforce the various strategies, plans, and actions.

2. **Make adjustments to plan of action in preparation for Wednesday brief post-testing of short-term goal.**
   After a full discussion have the students take 5 to 10 minutes to reflect, evaluate, and make appropriate adjustments to their plans. Then have the students present their adjustments. Again, the discussion will help to re-enforce adjustment strategies. Check the plans for SMART objectives.

**Teaching Tip**
Begin each day with a review of the previous day’s homework. Allow 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”
   
   Teacher Note: Provide the students with the EFF Reflect and Evaluate Standard and link the performance elements to this lesson’s objectives through discussion.

   The EFF Standard for Reflect and Evaluate is as follows:
   • Take stock of where one is: assess what one knows already and relevance of that knowledge.
   • Make inferences, predictions, or judgements based on one’s reflections.

4. Continue with independent action plan.

   The students should continue with their newly adjusted plan. They are preparing for an individualized mini-test on their goals to check progress.

Summary: The teacher should conclude with an appropriate challenge, as well as a “you can do it” type of statement.
**ACTIVITY: Write and Reflect on Test-Taking Strategies**

**Overview:** When learners have completed the “study” step of the Shewhart Cycle for test-taking strategies, ask them to write what they have learned from using the Shewhart Cycle to improve their test-taking strategies.

This procedure asks learners to reflect on what they have learned about using the tool and what strategies will they and have they improved on.

**Goal:** The goal for this procedure is for the learners to explain what they have discovered through writing. They should already be beginning to use new test-taking strategies in order to improve their test scores.

**Procedure:** Begin a group discussion with the class about what they have discovered by using the Shewhart Cycle to improve their test-taking strategies. After a brief discussion, allow learners to write for approximately 30 minutes. They should write as much as possible. When the 30 minutes are up, have learners share what they wrote.

**Teaching Tips:** Some learners may still feel a little uneasy about reading in front of a group of people. Try to calm their nerves and assist them when needed.

**Summary:** The Shewhart Cycle is a tool that can be used for any part of a person's life. All of the tools and key concepts that we have learned in Learning Skills can be used in any part of life.

Most learners write about what skills and strategies they have learned or improved.

**Homework Assignment:** Independent Study in Workbooks
Test-Taking Strategies and Study Skills

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 learners can improve their study skills, which in return improves test-taking strategies. It also links to the Goal Setting/Shewhart Cycle lessons. Learners were asked to use the Shewhart Cycle as a tool to better their study skills and test-taking strategies throughout the Learning Skills Course. This lesson reflects on what they have learned from this process and some new skills and strategies that can be applied in the future.

Educational Goal: The goal of this lesson is for each learner to:
(1) Comprehend test-taking strategies and study skills
(2) Apply test-taking strategies and study skills
(3) See the value of study skills and how it applies to their life and test-taking strategies as a goal.

Objectives:
Cognitive: — Explain different test-taking techniques and/or strategies
— Identify when a strategy has been used effectively
— Use the Shewhart Cycle to guide them through the goal of improving their strategies
Affective: — Participate in class discussion
— Apply strategies to improve their test scores

Skills Standards Connection: This lesson has a connection to the Tennessee KSA – Evaluate Information and to the EFF Standard – Reflect and Evaluate.

Teaching Strategy: The Test-Taking Strategies lesson is a review of what learners have begun to learn and connects to the Goal-Setting lessons using the Shewhart Cycle. Learners use the cycle to begin refining their test-taking skills and to apply the cycle to test-strategy improvement. Learners have the Plan, Do, and Study steps. They have learned some basic test-taking strategies that will benefit them. Throughout the course, learners have been asked to continue going through each step of
the Shewhart Cycle by reflecting and evaluating how their scores are affected by poor strategies and how they can be improved through studying, taking their time, etc. The lesson also links to concepts of time management and note taking.

The lesson is introduced by asking learners how they are feeling about their TABE experience (or the adult education test that your program is using), and scores. Learners have completed the test. This brief discussion creates the transition into the Taking Tests and Strategies lesson. The importance of study skills and strategies should be stressed as a commitment for educational success.

The lesson continues with the key elements of study skills and test-taking strategies. The discussion of elements will begin with time management, leading into reading textbooks, and taking notes. Many learners are already beginning to apply new and better strategies. This lesson wraps up what they have learned and gives them new strategies for studying and taking tests. Every main point begins with how they can use it as a study skill and ends how they can use it for testing.

Lesson Plan

**Homework Review:** Basic Skills Study Paper

**Thought for the Day**

“The greatest thing in this world is not so much where we are, but in what direction we are moving.” —O.W. Holmes

Accept where you are and what you have achieved. Have a plan and make good decisions so that you will know where you are headed tomorrow. Create your direction and travel that journey. You are in control of where you want to go and be.

**Introduction**

Getting started back to school can sometimes be difficult. In many ways you may have gone through several emotional changes and some physical ones. You may have been feeling anxious or stressed, or maybe even excited. You had to get used to surroundings that were new and different.
Change is all around you. It can be a positive experience if you prepare to do everything that you need to do. You have the freedom of an adult but with more responsibilities than you had as a child. As adults, you are expected to do your best and make appropriate decisions and choices. Some questions that you should continue to ask yourself about your responsibilities are:

- Do I manage time effectively?
- Do I take my time when I have work?
- Will I read assignments when I should or even before?
- Do I read assignments more than once?
- Is it difficult for me to stay focused while studying or learning?
- Do I review what I am learning?
- Do I take notes?
- Do I become impatient when I am working?
- Do I feel comfortable asking others for help?
- Do I know how to prepare for taking a test?

**Motivation:** This lesson will help you to answer these questions by reflecting and evaluating on what you have learned about test taking and study skills. It will also help you to become more responsible as a learner in order to achieve what you want with your education.

**Overview:** During this lesson we will discuss some of the key things that you can do as a learner to continue to improve your testing strategies. We will talk about reading, taking notes, time management, and other test-taking strategies. Many of the things that you will hear about today have been addressed in previous activities that we have done using the Shewhart Cycle. Today is somewhat of a review of other lessons like Time Management and Note Taking.

**Main Point 1. Time Management**

Time Management is one of the most important ways that you can organize your goals and priorities. When studying or taking a test, managing your time is essential.

**Question:** Do you feel that you are using your time effectively when it comes to studying or taking a test?

The key to effective time management for study skills or test taking is knowing how much you have to do and how long you have to plan out your time.
We have already had a lesson on time management. You may want to review your notes about managing your time. (See Time Management, Lesson 16.)

**A. Study Time** – Create a time to study each and every night. Giving yourself time to study will help you improve your scores and will ensure that you finish what you need to study. Having a daily structured time to study will give you time to preview and review class materials. Even if you don’t have homework, try to review your notes or just do some work on your own independently.

**B. Test-Taking Strategy** – Plan your time. Do not spend too much time on one question. If a question seems to take too long, skip it. Most of the test sections are timed. Return to skipped questions later, if time permits. Listen to the directions and read each test question carefully. Before responding to a question, be sure you know what is being asked.  

**Question:** If a test has 50 questions and you have 50 minutes to complete the test, how many minutes/equal time do you have to spend on each question?

Some questions may take you longer than one minute while others will take you less time to solve. Either way it is a good idea to keep track of your time spent on every problem. If you feel that a problem is too difficult and you have spent enough time on that question, move on to the next problem. If there is enough time at the end of the test you can always go back and try the problem again. For example, the next time you are taking a reading test, you may want to preview the questions before you read the information given. Then go back to the questions after reading the material, or you may prefer to think about the information first. Find the strategy that best suits you and stick with it.

**Main Point 2. Reading and Working in Textbooks/Workbooks**

Learning how to get the most out of your books is very important. You will continue to have homework almost every night. It is your responsibility to see homework as a valuable part of your educational experience. Again, even when you are not assigned homework you can still review what you have learned or preview things to come.
A. Reading Study Skill – Getting interested in your reading material is important. Reading becomes easier when you are interested in what you need to read. The books that you are studying are trying to communicate a message to you. Reading materials help you to learn about the world around you. Try to understand what you are reading. Ask yourself questions about the material that you are about to read. The questions that we use during the “Thought for the Day” would be effective. 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?

These questions will strengthen your understanding and will also help you to predict how you can use the information that you are receiving.

Some steps to think about and do:
1. Pre-read your assignments. Skim over the chapter and find key words or concepts in the chapter. Look in the back of each chapter for questions or summary points. This will help you to focus on the important information.
2. Read the chapter. As you read, take notes on important things. You may also find it helpful to highlight sentences or words.
3. Review. Review what you have read by going over your notes, highlighted information, questions, and summaries. Reviewing will ensure that you are prepared to share what you have learned from the chapter or assignment and in return will help you build on your self-esteem and scores.

B. Test-Taking Strategies – The same information we just discussed can be helpful while taking any test.
1. Pre-read the questions. This will help you to be prepared to look for the important information.
2. Read the problems carefully and focus on what the problems and questions are saying.
3. If there is time, review your answers to make sure that you answered them correctly.
Main Point 3. Taking Notes – Studying Skill.

A. Taking notes is also an important study skill.
Sometimes you will be asked to take notes in a class. It is your responsibility as a learner to write down information that you find important and valuable. Notes can become tools for your learning. It is a good idea to listen for key words and important information. Note taking will increase your understanding of what you heard and will help you to remember what you learned.

B. Test-Taking Strategies
You will be asked to take notes while you are reviewing the test. During the review go back over the questions that you missed. Try to figure out why you missed the problem and write down why you missed it. Recording your thoughts about the review will help you and your teacher understand what you need to improve on while taking a test. Many people discover that they simply need to slow down, re-read the question and answers, or even double check to see if they filled in the right circle.

Conclusion

Summary: Today we have reviewed what you have learned about study skills and test-taking strategies. You may have learned some new strategies and skills to use in the future. You should continue to use these skills and strategies in order to improve. Remember to take it step by step.

Re-Motivation: Study skills and test-taking strategies are very important tools to have. They can help you not only in your school experience but also in your everyday life. Good study skills and test-taking strategies can help you to improve your learning and in return your scores. Using these skills and strategies will continue to help calm your fears about tests.

Close: The goal setting and Shewhart Cycle helped you create a plan to improve your test-taking strategies. You followed through with it and studied and reflected on what you’ve learned. Hold onto what you have learned.
Speaking Essentials

Overview: Speaking Essentials is a learning activity that helps the learners to understand the elements that will help them to be more effective speakers. The lesson focuses on attributes of a speaker, factors that effect platform behavior, and basic rules for becoming a good speaker. Learners begin to see how effective speaking helps them to know what they need “in order to carry out their roles and responsibilities as workers, parents, family members, and community members.”

Educational Goal: The goal of this lesson is for learners to (1) Comprehend the essentials of speaking and (2) Respond positively to the importance of effective speaking as it applies to their goals and everyday lives.

Objectives:
Cognitive: — Define the elements of effective speaking.
— Explain the elements of effective speaking.
— Explain what speaking effectively means to the learner.
Affective: — Discuss the importance of speaking and doing it well.

Skills Connections: This lesson has a connection to the Tennessee KSA – Talking With Respect and the EFF Standard – Speak So Others Can Understand. (Appendix II)

Teaching Strategy: Learners bring their prior knowledge and previous experiences to the lesson and class. Some have spoken in front of a group, while others have never presented information to an audience. Learners have been writing about their topics for the past three weeks. They have been involved in classroom discussions and some have facilitated discussions. This has encouraged them to become more comfortable when speaking in front of others. This lesson prepares learners to speak effectively to their audience. Learners begin to see the connection between writing and speaking and how it can help them to achieve their overall goals.

Speaking Essentials prepare the learners for their graduation day. Learners begin to see the importance of speaking effectively. This is the time to make learners aware of the importance of the day and of what they have to say. They begin to understand that what they have to say is important.
They see that they will be the person communicating. They will be the teacher. Learners begin to comprehend that they need to pass that information on in a clear and professional way in order to teach others. They also begin to realize that their presentation should not only be clear, but also interesting and motivating. The most significant part of this lesson is that the learners begin to realize that they have the motivation and confidence to do it. It instills the “I can!” attitude in their educational journey.

Present learners with the goal and objectives of the lesson and let them know what they need to be able to do after the lesson is over. Use the EFF Standard and review each component of the standard with them.

Begin the lesson by asking learners how they feel about speaking in front of the class on graduation day. This will lead the learners into a discussion about their prior knowledge and feelings about the day. The key is to get them motivated about giving their presentation. Many learners aren’t sure that they can stand in front of a group of people and speak. During the discussion, lead them into the importance of doing a good job. Learners should be aware that their presentation should be “professional” and clear. They become the teacher for those few minutes and their message can be received only if they understand the elements of effective speaking. The lesson should be outlined on the board. Learners will take notes from the board while their thoughts are recorded on the board. Their thoughts will lead the discussion to the overall goal and objective. The class should actively participate in the discussion while the main points are being discussed. This will ensure learner knowledge and input. Remember to teach a point (knowledge), and get their input (understanding). End lesson with learners practicing their presentations in front of the class with positive comments or tips from learners and teacher.
Lesson Plan

Introduction

**Question:** How do you feel about giving your presentation?

**Motivation:** This lesson will help you to feel better about giving your presentation. By the end of this lesson I want you to be able to explain the speaking essentials and how they will help you during graduation and for your future.

**Question:** Why are we asking you to speak in front of the group?

**Overview:** This lesson on speaking essentials is going to help you to feel more comfortable about giving your presentation. You will begin to see how these main points connect to anything that you want to achieve. You may be asked to speak in front of a group for several reasons. Sometimes people are asked to speak for work, or maybe you will be asked to speak at church or even for your community or child’s school. The exciting thing about speaking to an audience is that you have the opportunity to share your thoughts and what you have learned with others. Having a voice is important to all of us. You become the teacher. You have the opportunity to not only teach others but to inspire others.

Body of Lesson

Main Point 1. The Effective Speaker Has Four Attributes.

There are four attributes that will help you to do a good job while you are giving a presentation. They are the key ingredients. We will go over each one and discuss what they mean.

The first attribute that will help you is:

1. **Integrity – Be honest and sincere.** A good speaker believes in what they are talking about. They want to pass information on in a truthful and helpful way. Most audiences want a speaker to be sincere and passionate. Be excited about your topic and allow the audience to feel good about what you are saying. Honesty will also help you stay focused on your subject and not yourself.

2. **Knowledge – In order to deliver a subject effectively the speaker must know the subject and then know a little more.** A speaker can have

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**Teaching Tip**

Practicing the presentation can be an uncomfortable experience for many learners. Allow for extra time to motivate and regroup. Remind the class that their guidance and support is very important. Continue to emphasize the speaking essentials, what the students are doing well, and what they can do to improve.

**Teaching Tips**

Guide these responses into the purpose of the lesson. Always lead their thoughts into the information that you are presenting.

Tell learners to stay positive, be excited about their topic, believe in what they are saying, and get through to the audience. They will practice the essential speaking skills by practicing their presentations after this lesson.
integrity but must also have the knowledge and understanding of the topic that she is speaking about. The speaker is the teacher and knowing your subject is very important. Most people are asked to give a presentation because of their knowledge level on a particular topic. Usually, it is also important for the speaker to know more about the subject than their audience. The listeners are there to learn.

3. Skill – *Skill is obtained through practice, practice, and more practice.* This will help to correct bad habits and to develop good skills and habits. The more time that you put into practicing what you have to say, the better your presentation will go. Skill is not innate. That means that it must be learned. A person can have the natural ability or aptitude to speak, but without practice a person will not improve. Nervousness is a common feeling while speaking but if you have worked hard, practiced in front of others, timed your presentation, etc., things will go much easier. Your audience will learn more if you not only know your subject but have had experience in speaking about it.

4. Self-Confidence – *Self-confidence is having a firm belief in one's own abilities and traits.* Having natural movement, direct eye contact, and erect posture will not only help you to feel more comfortable but will convince your audience that you are sure, alert, and ready to pass on information.

Main Point 2. Three Factors Affecting Platform Behavior

1. *What is platform behavior?* Platform behavior is our physical behavior while on stage or speaking before a group.

Question: What happens when you speak in front of an audience?

Most people get stage fright. Speaking in front of others can be one of the biggest phobias that people have. It is not uncommon for people to become nervous or be afraid of making a mistake. Butterflies are a natural feeling. Just accept the nervousness and then put it aside. Stage fright is so common that the audience understands what you are going through. They will want you to do well. Remember that the focus should not and is not on you but on what you are speaking about.

We are going to discuss some things that will help you to get over the problems that come with platform behavior and how to ease the nerves.
A. Preparation – Being prepared is the best thing that you can do to ease the nervousness. It is easier to be successful when a person is prepared. Be sure to have a plan and follow through with it.

Make sure that your material is organized and clear. Try to memorize key words or most of what you have to say. Review the material and practice. We will practice in front of the group today.

B. Poise – Try to have composure. Be professional and dignified. Control your nervousness and “become” the leader. Leadership is key. Take control of your time in front of the audience, own it and feel confident about it.

C. Mental Attitude – The way you feel can affect how you do. Make sure that you have a positive attitude. Feel good about what you are doing. This will help you to be more successful. Don’t concern yourself with failure. Concentrate on the subject and audience and focus on the goal—to inform others.

D. Experience – The more that you speak, the more you will become confident. Practice will also help you to become a more skillful speaker. Allow yourself time as a speaker. Look for opportunities to speak again. This will increase your experience.

E. Physical Control – One of the most important things to do is breathe deeply. Remember to breathe slow and relaxing breathes. Force yourself to relax and avoid becoming a stiff robot. Try to stay loose but remember to control your body movements like shaking and muscle tension. Remember to be yourself. Sixty-five percent of a communicated message is nonverbal. Don’t allow the audience to focus on your physical being. The focus should remain with the subject that you are speaking about.

1. Eye Contact – This will help the audience to listen more effectively and at the same time let them know that they exist. It also creates a friendly feeling by being direct and respectful to the group. Eye contact will also help you to read your listeners’ nonverbal messages to you. Non-verbal messages from the group or individuals can help you to know if you need to adapt what you are saying or how you are saying it.

2. Body Actions – Body actions can be helpful to work off nervous energy. It also can help to keep the group interested in what you are saying, but try not to move around too much as this can be a distraction. Point 4 on the EFF Standard page says that you, the speaker, can monitor the effectiveness of your message by watching the body language or gestures of your audience.

Teaching Tip

At this point, continue to allow for learner input. Be sure to connect motivation and self-confidence. They are not only giving a presentation for others but for themselves. They need to feel good enough about themselves. Ask learners to define the four attributes without looking at their notes or handouts. Ask them to explain each attribute. If learners comprehend the four attributes, then continue to the next main point; if not then re-teach the four attributes.

This is a good time to bring in the key concept of the Shewhart Cycle. Review its steps and how it would work for presenting information to an audience. Refer back to the EFF Standard page.
Teaching Tips
Continue to ask guided questions and to look for understanding from the learners.

Refer to component number 3 of the EFF standard. It is always a good idea to use bad examples of speaking during this lesson. Verbal examples help learners to know what not to do during a presentation. Examples: Speak in a very monotone voice, speak too fast or too slow, etc. These kinds of examples help the group “get it.”

Teaching Tip
Ask learners to explain what each element is and why it is important. Allow for discussion. This will help to summarize the lesson and the objective.

Pump learners up and then allow time for practice in front of the class. Allow learners to positively comment and support the speaker and to give them effective feedback about their presentation. Inform the learners when they have used some of the elements of the lesson. This activity can be somewhat stressful for some learners. Let them know that it is required of them that they practice. Again, the feedback should be kept light and not too critical. You want to build their esteem, not diminish it.

3. Gestures – Facial expressions and hand gestures add a great deal to a presentation. Gestures assist in letting your audience know the importance of the topic and how you feel about it.

F. Verbal Delivery.
1. Voice – The voice shows a person’s attitude and motivation about a particular topic. It should usually be upbeat and friendly and yet concerned.
2. Pitch – Pitch is the variety of high and low sounds in your voice. Using the same pitch can often become dull to an audience. It is best to vary your pitch depending on what point you are trying to make. Keep it flexible. Example: Light-hearted Point = Higher, relaxed pitch. Important point = Lower pitch.
3. Rate – Rate is the speed of what we say. The number of words that a person usually speaks is about 140-160 in one minute. When giving a presentation, try to: Slow down that number to about 100 words per minute. This will ensure that the audience receives your message more clearly. Pausing during main ideas can also help to create time for your listeners to gain information while allowing you to organize your thoughts.
4. Force – Force is the loudness or softness of the words that a person says. Be sure to adjust the level of your voice in case of barriers (noises) and to emphasize key concepts.
5. Articulation – always speak clearly and distinctively. This will help others to hear and understand you. Pronounce the words correctly.

Conclusion

Summary: Now that we have discussed all of the elements of the Speaking Essentials, let’s go back and review them. Three basic rules for becoming a good speaker are: always have something important to say; care about what you talking about; and keep it simple, but effective.

Re-Motivation:
Question: How do you feel now that we have discussed some important points that will help you to give your presentation?

Remember to practice your presentation at home while using the Speaking Essentials.

Close: Now we will work together by practicing our presentations. One at a time, you will present your topic to the class as a whole. We will spend the next half hour giving one another positive feedback. We will also try to give some encouraging tips on how to improve if needed.
Next Steps After Learning Skills

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.

Educational Goal: The goal of this lesson is for each learner to
(1) Comprehend what the next steps and class will be like.
(2) Respond positively to the next steps and the future.

Objective: The learner will
Cognitive: — Explain what the next level will be like
— Identify some of the changes that may occur after Learning Skills
Affective: — The learner will contribute to the class discussion
— The key concepts and tools and predict how she will use the key concepts in the future

Skills Standards Connection: This lesson has connections to the Tennessee KSA – Evaluate Information, to the EFF Standard – Reflect and Evaluate, and to the GED – Interpreting Information that is inferential, literal, or implied, by asking learners to analyze the information that they have accessed.

Teaching Strategy: The learners are in their last days of Learning Skills. They have learned several key concepts and tools and have used some of these tools in class and in their lives. They have also learned the Five Stages of Team Growth and understand that change occurs when working with new people as a team. This lesson helps learners to understand how their prior knowledge will assist in their success for the near future. The lesson also helps learners to comprehend what will happen when they leave the Learning Skills class. The tools and key concepts that will be addressed in this lesson are the STAR method, the Shewhart Cycle, the Five W’s and 1 H, “Thought for the Day,” the Communication Process, the Three A’s, and teamwork.

Time: 1 hour

Teacher Materials:
— List of key concepts and tools
— Markers to record
— Note Taker

Learner Materials:
— Learner Note Taker
— Previous class notes
— Pencil or Pen
This lesson also prepares learners for the changes that will occur when they begin a new class. Learners should begin to see how they can apply the key concepts and tools to the next class. Share the educational goal and objectives with the learners. Always let the learners know what they are expected to learn. Learners will take notes throughout the lesson and can look through their notes for concepts and tools.

The lesson begins with an open discussion of what learners expect from the next class. Ask two main questions: 1. What are some good things that might happen in your next class—what are you looking forward to? And, 2. What are some things that will be hard? Add their responses in the chart.

Create a positive/negative chart on the board. The left side of the chart is the place for feedback pertaining to “what went or will go well” in whatever subject the recorder is referring to. The right-hand side of the chart records the “things that should be improved.” On the chart, record all thoughts from the learners on the board in order to refer back to them throughout the lesson. The key to this first part is to get all of the learners’ concerns, questions, and comments out on the table. Talk about the need to accept change—how it’s good and how it is difficult. This discussion will then lead into things that learners should expect. Some of the things that will be discussed during this portion of the lesson are different teaching styles and strategies, classroom environment, personalities of other classmates, and educational work. The last part of the lesson focuses on how to use the key concepts and tools that have been introduced in Learning Skills. Ask the following questions: “What tools and/or concepts could you use that would help you in the next class?” and “How will these tools help?” The lesson ends with the learners’ describing what they can do to make their next class a positive and successful experience.
Lesson Plan

Introduction

Attention: Have any of you been thinking about what the next class will be like for you?

Motivation: Thinking about the next class is important. We need to have an idea of what it will be like so that we can be better prepared for it. I want you to feel comfortable enough to share what you are really thinking and feeling about the next class. We will work through your comments, questions, and concerns together as a team.

Overview: Now that you are about to graduate from Learning Skills, we are going to talk about what to expect in your next class, some of the changes that you may encounter, and what you want from the next class. We will also talk about the key concepts and tools that you have learned and applied in this class and how they can work in other classes and parts of your life. I would also like for you to take notes on your Note Taker. At the end of this lesson you should be able to explain what changes may occur in the next class and what will be different. You should also be able to tell me about some of the tools that you can use to make your next class a success.

Body of Lesson

Main Point 1. Positive/Negative Expectations

A. When thinking about the next class there may be some things that you are looking forward to, and there could be some things that you are a little concerned about.

Question: What are some good things that might happen in your next class? What are you looking forward to?

There are a lot of positive things to look forward to in your next class. You are finishing the first step in your adult education. The first step is usually the hardest. Now that you have finished you are probably feeling more prepared and up to the challenges ahead than you were when you first came into Learning Skills.

Question: What are some things that will be hard?
Sometimes moving to a new class or a new place anywhere in life can be a little difficult. Many of the things that we think of as difficult aren’t really that hard. It’s just that we have questions that need to be answered. We will try to answer some of your questions today. Other questions might have to wait until you get into the next class.

**B. Change.** Change is when someone or something has to adapt. People need to be able to adapt in order to survive and succeed. Change is a part of life. Change is not easy but it can be easier.

**Question:** How did you feel when you first began *Learning Skills*?

**Question:** How did we help you to become more comfortable with the class?

We wanted you to feel comfortable in this class. We wanted you to be able to do well in here and to feel like you could learn. The next class will want the same for you.

Many things might be different about your next class experience. One of the first big changes that people think about is the change in teachers.

There are some things that you can do to create a respectful and learning relationship with your new teacher. Be open. Allow yourself to be open-minded about a new teacher. Sometimes learners hear rumors about a teacher and end up entering a class with a negative attitude. Try to stay positive and give your new teacher a chance. Communication is the best tool. You may want to know a few things about your teacher. Some good questions might include: Why did you become a teacher? What can I do to get the most out of your class? How does the class work?

One of the best things that you can do to gain respect from a teacher is to just do the work. Attend class as often as possible, do your work and homework, and participate in class discussions. Ask questions if you don’t understand an assignment or a concept. By doing these things, just as you want her to care, you show that you care.

**Main Point 2. Tools and Key Concepts**

You have learned many tools in *Learning Skills* that can be applied in any learning situation. You have already used some of these tools in class and at home.
Question: What tools or key concepts would be helpful for you to use in the next class?

Anticipated Response: — *The STAR method.*
— *The Shewhart Cycle.*
— *Teamwork.*
— *The 5 W’s and 1 H.*
— *“Thought for the Day”*

All of these tools and concepts will be helpful to you in your next class. Let’s talk about how you could use these tools and concepts in your next class.

Question: The STAR method stands for what?

Anticipated Response: — *Stop, Think, Act, and Review.*

Question: How could you use the STAR method to write a paper about a specific topic?

It’s important for anyone to stop and think before they act. Stopping to think will help you to be more prepared to do well.

You acted when you started to write your paper. You were creating your rough draft.

The next step is the revision and editing step in the Writing Process. In many ways this step is just like the review step in STAR. You completed your rough draft and are now reviewing your paper and presentation. You may be reflecting on what went well, what was difficult, and what you will improve.

Let’s think about some other tools.

Question: Your teacher may ask you to think about a short-term or long-term goal. What tool could you use to think to prepare for that goal?

Anticipated Response: — *We could use the Shewhart Cycle to plan for our goals.*

We used the Shewhart Cycle to help you improve your test-taking strategies, but it can be used for anything that you want to accomplish. You will probably be asked to use the Shewhart Cycle for different things that you want to achieve.

Question: How could the Shewhart Cycle help? Can you give me an example of how you can use it?
Question: Why is having a plan necessary?

It is important that you plan for the next class. There may be one long-term goal that you have set for yourself, but there could be several short-term goals that you need to plan for.

Question: What’s the next step of the cycle? First you plan then you…?

Anticipated Response: — Do.

Question: What happens during the do step?

Anticipated Response: — You start doing what you’ve planned.

The do step is when you put your plan into action. You are no longer just thinking about it. You are actually going through the motions of doing what you planned. Maybe one of your goals will be to improve your writing, so you come up with a plan and begin to follow that plan. Let’s say that you plan to write independently and on your own time, every day for a certain amount of time.

Question: After you have gotten to the end of the time frame that you have set, you then need to stop and begin to…

Anticipated Response: — Study how it’s going.

That’s right, study. Ask yourself, how is it going? Have I stuck with my plan or did I make adjustments and if I did, why? Studying how your goal is going will help you act, the last step of the Shewhart Cycle. The act step asks you to learn from the experience and keep doing what worked well and improve on things that should have gone better.

Let’s think about another tool.

Question: How could you use the 5 W’s and 1 H?

Anticipated Response: — We need to ask questions.

The 5 W’s and 1 H also links to the Communication Process. It is important to ask questions of yourself and others. There are no stupid questions. Many times someone else has the same question that you have but they are afraid to ask. Feeling comfortable enough to ask questions is very important. You will be more capable of receiving a clear message if you ask questions. It is just as important to try to answer questions when you are writing about a specific topic. Answering the 5 W’s will help you to think of all the things that need to be incorporated into your paper. The 5 W’s
and 1 H also relate back to effectively communicating with your teacher. Always give your teacher feedback. This will let them know how they’re doing and how you’re doing.

Remember to use these tools in your next class. Don’t leave what you have learned in this room. You need to take the tools with you. Use them in your next class, for your family, and at work or in the community. Don’t limit their effectiveness to just education. Remember that learning is everywhere, not just at school.

Let’s take a minute to talk about the 3 A’s.

**Question:** What are the three A’s?

**Anticipated Response:** — *Attitude, Attendance, and Achievement.*

The way you feel will affect what you do. Try to keep your attitude positive. Your attitude is probably the most important thing. Don’t let barriers get in the way of your goals. Don’t allow your attitude to be the barrier.

Being here is very important. We want you to be here at least 90% of the time. We’ve found that a person has the opportunity to learn more if she is here as much as possible. When you are here, you aren’t missing as much, you have support from the class, and you may remember what you have learned more easily simply because there is structure and your teacher is here.

Try to achieve something every day. Set small goals for yourself. Achieving what you want and need will not only get you to your goal but will also boost your self-esteem and attitude.

Doing these three things will help you to succeed.

**Question:** Why would teamwork be important?

Being able to work as a team is very important, not just for your education but for any part of your life. Teamwork is even required for most jobs today. Last week you learned about the Five Stages of Team Growth.

**Question:** What are the Five Stages of Team Growth?

**Anticipated Response:** — *Forming, Storming, Norming, Performing, Transforming.*
Being aware of the stages in team growth will help you to understand what teams naturally go through.

**Question:** What things may occur when you are working on a new team?

The *Forming* stage may occur when you first are asked to work as a team. It may feel awkward, anxious, or nervous. You may have a lot of questions. Just remember that it is normal to feel these things.

The *Storming* stage comes when you have disagreements within the team. No team is always going to get along. Just know that it is important to work out any disagreements so that you can move on to the next stages. *Norming* is when the team gets on track. They have adjusted to the group and are feeling more comfortable as a team.

The *Performing* stage means that the team is doing what they need to do in order to accomplish your mission or goal.

Finally, the *Transforming* stage in many ways is what you are going through now. You are getting ready for change. You may feel some anxiety or sadness because you are leaving your team and moving on to something new.

All of these stages are normal. No team is immune from disagreement or stress. But being aware of these stages may help you to overcome any barriers.

Any team goes through changes. Not only will other peers be your team, but so will your teacher. Many of you will have different learning styles, personalities, strengths, and weaknesses. It’s important for everyone to stay open-minded and realize that we are all different. We need to respect the rights and responsibilities of everyone alike. You may not be able to get along with everyone as easily as some. That’s okay too. Just remember to respect others and if it still isn’t working, communicate that to your teacher. She will be able to help you figure out what to do.

**Question:** Why is the “Thought for the Day” important?

**Question:** Are there any other questions or concerns that you want to share?
Conclusion

Summary:

Question: So what did we learn during this lesson?
Anticipated Response: — We learned about the next steps and class.
— We learned what to expect in the next class.
— We talked about what tools we can use to help.

Question: So what things are you going to do to make sure that your class experience will be a positive one?
Anticipated Response: — We need to communicate with the new teacher and others.
— We need to work as a team.
— We will ask questions.
— We can use the STAR method and the Shewhart Cycle to do things better.
— We need to respect others’ differences.
— Work hard.

You may have more questions the closer that graduation gets, and that’s okay. Just remember to voice those questions so that we can try to get answers for you.

Today we talked about what might happen in the next class that you are going to. We talked about some of the things that you are thinking about and we discussed some things that you found helpful in making you feel more comfortable in Learning Skills.

We hope that you will continue to feel comfortable enough in your next class to learn new things. Be sure to communicate to your teacher or someone else that can help if you are ever having trouble.

We also talked about the key concepts and tools that you learned here in learning skills and how you could apply them to the next class. These concepts and tools are a “common language” for our program, meaning that all teachers are aware of them and may ask you to use them.

You also need to remember that as you move forward you are responsible for your learning. Let’s review the Take Responsibility for Learning Standard.
You have learned some tools and strategies to help you get started on your educational journey. But most importantly, you have learned it is your responsibility to make it happen. As you go into your next class you will begin phase two of your journey: applying the skills, concepts, and strategies you have learned. You will begin to identify which strategies work best for certain tasks. This will help you monitor your progress and move forward toward your goals.

**Re-Motivation:** The next class will become more challenging for you but if you remember to do the things that we talked about, it might be a little more comfortable situation for you. We want you to use what you have learned in this class. That is why we are always reviewing things with you. Being able to use what you have learned is very valuable and is the most important reason for learning.

**Close:** Remember to keep these notes and review them before you begin the new class. We want you to succeed and know that it is easier for someone to succeed when they are happy.

**Homework Assignment:** Practice presentation
Homework Review: Practice presentation

Thought for the Day
“It takes courage to push yourself to places that you have never been before...test your limits...to break through barriers.” —Anonymous

Continue to push yourself to the top. Don’t get stuck in a comfort zone. Take pride in where you are going in your life. Believe in yourself and know that you can do it.

ACTIVITY: Test-Taking Strategies Using the Act Step of the Plan/Do/Study/Act (PDSA) Process

Objective: The objective of this activity is for the student to (1) act and implement general and specific test-taking strategies, as well as the student’s independent study work on a mini-post-test of his or her short-term goal, (2) review pre-test, post-test, and student’s evaluation of progress on short-term goal, and (3) have student summarize entire PDSA test goal activity.

Procedure: Each student selected a subject specific short-term goal during his or her TABE test review and began working independently. Now it’s time for them to develop and implement an action plan to achieve that short-term goal.

1. Implement (Act) the general and specific test-taking strategies: The students put what they have learned into action with a mini-test to test progress. Provide enough test items so the students can reflect and evaluate if they have progressed toward achieving their goals.

2. Students review the mini-test and evaluate progress toward their test-taking short-term goal. After the mini-test allow time for the students to write down their feelings, reflect, and evaluate how they did with their test-taking strategies. Have the students report back to the class their evaluation of themselves, their strategies, and the mini-test. Provide each individual with his or her results and your evaluation of progress.

3. Summary – Students summarize the entire PDSA and goal-setting activity: Guide the students through a summary discussion of what they have learned. Be sure they provide feedback on goal setting, PDSA process, taking responsibility for their own independent action, and the results.
   A. What have you learned about yourself, your goal, and the process to achieve this improvement?
   B. Why was it important to do this activity?
   C. How can you use what you have learned?

The teacher should conclude with an appropriate motivational challenge.

Teaching Tip
Begin each day with a review of the previous day’s homework. Give 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”
Learning Skills Review –
What Have I Learned In This Class?

Overview: The Learning Skills review focuses on what a learner has learned during Learning Skills. More importantly this lesson gives the teacher a critical look at what knowledge and understanding the learners have gained. It also helps to see if they value what they’ve learned enough to use it in their everyday lives. The lesson focuses on key concepts, changes in the learners’ perception of themselves and lessons that have been introduced and discussed throughout the course. After the review, learners are asked to write about what they have learned that week. There are no wrong answers. The writing exercise is a helpful tool to gain feedback from learners. It also allows learners to use the EFF Standard of Reflect and Evaluate. There is not a Learner Note Taker; instead, learners write whatever they feel is an important learning to them.

Educational Goal: The goal of this lesson is for learners to (1) comprehend what they have learned in the Learning Skills course and (2) respond positively to what they have learned and how it applies to their everyday life and goals.

Objectives:
Cognitive: — What they have learned
— Identify any changes that they see in themselves
— Tell what it means to them
— How the learner can apply what they have learned to their everyday lives.
Affective: — Describe why what they have learned is important

Skills Standards Connection: This lesson has a connection to the Tennessee KSA – Evaluate Information and the EFF Standard – Reflect and Evaluate.

Teaching Strategy: Key concept visuals that can be used for this lesson are the staircase, communication process, and the STAR. Reflecting and Evaluating is an important skill/standard that all adults need to do in order to improve their goals and life. The Learning Skills review and writ-
ing activity helps learners to retain the knowledge that they have received and to see how it affects their education and everyday lives. Even in the first week, learners began to describe what they learned and more importantly what changes they saw in their motivation and confidence. The previous review lessons also lead into a preview of things to come for the next week. Depending upon what weekly review it was, learners learned several different key concepts and lessons. The first component of the EFF Standard of **Reflect and Evaluate** directly connects to the “Wherever you are…” Learning Skills motto. The lesson also requires learners to see the value in what they’ve learned and asks them to predict how they will use it in their lives.

The teacher should begin this last review lesson by focusing the learners on key elements that they remember from the class. The goal is not to get learners to look through their notes but to see what they can remember. Whatever they remember learning is the most valid and clearest picture of where they are as learners.

The communication loop could be used in this portion of the lesson as a visual. The teacher should begin the lesson by explaining the educational goal, objectives, and the overall purpose of the writing activity. It should be explained as a valid way of gaining feedback from them. The teacher should also ask learners to put all of their work aside in order to discuss what they remember learning.

The lesson begins with the EFF Standard of **Reflect and Evaluate**. Discuss the Standard with the class, what it means, and why it’s important. Learners should know that they are applying the skill of reflect and evaluate throughout this lesson.

Next, introduce a brainstorming session that stimulates the mind and gets learners to critically think about what has been learned throughout the course. Allow learners enough time to think out key concepts as a team while recording their thoughts on the board. Also refer to the EFF Standard Skills Wheel so that learners can see all of the things that they have been able to learn and do.
Lesson Plan

Introduction

Attention: Now that we have completed the Learning Skills course, let’s take some time to reflect and evaluate about the class and what we’ve learned.

Question: Why do you think it would be important for us to stop and think about what happened and what we learned in class?

Motivation: Being able to stop, think, and reflect about all of the things you have heard is very important. Reviewing and reflecting helps us to retain what we have learned and to increase our awareness of what happened. There is always room for improvement. As a group, we also need to think about what kinds of things we could improve. Maybe I could have taught something better or maybe you could have studied more on a particular subject. These kinds of reflections lead to evaluating what went well and what needs improvement. You will be given a survey at the end of the day. This survey will also help us to make improvements.

Overview: We are going to reflect on what we’ve learned and evaluate how well it went. At the end of this lesson we want you to be able to:

• Explain through discussion and writing what you have learned in Learning Skills and any changes that you see in yourself.
• Explain through discussion and writing why what you have learned is important.
• Predict how you will use it.

Body of Lesson

Main Point 1: What Is Reflect and Evaluate?

A. Let’s take a minute to review the components of the Reflect and Evaluate Standard. The first component says that we need to take stock of where we are, assess what we know already, and see the relevance of that knowledge.

Question: What do you think the first component is saying?
In order to know how it went, we need to be able to assess where we are, what we have learned, and whether what we have learned is important.

**B. Predict** – The next component of the standard says...(Allow a volunteer learner to read the component) that we should make inferences, predictions, or judgments based on one's reflections. Those are some pretty big words.

What is a prediction? Who can give a definition for prediction? Maybe we should look it up. (Allow time for learners to look up the word in the dictionary.)

**Question:** Give me an example of predicting what might happen next week?

Predictions are things that someone can assume might happen.

**Question:** Why would it be important for us to predict what might happen next week?

Asking the same questions that we ask during the “Thought for the Day” will help you to comprehend the importance and value of predicting.

Whenever we ask the questions, “What does it mean, why is it important, and how can you use it,” we are allowing you to make a prediction or a judgment based on your own reflections. We use what we have learned in life when the learning is important to us.

**Main Point 2. What Have We Learned?**

Now let’s look back on all of the things that we discussed and learned. Without looking through your notes, what are some things that you remember discussing and/or learning? (Begin recording responses on board.)

It sounds like you have learned a lot of important things.

**Question:** Was everything always easy and fun to learn?

**A.** Not everything that you learn is going to be easy and fun. We try to make it as fun as possible but sometimes learning can be challenging. Learning may not be occurring if something is too easy. Learning something new is challenging, but if we can make it interesting it will not only make more sense but it will also affect us as a person.
What Have I Learned in This Class?

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B. Many times when a person is learning, she will begin to see changes in herself. Maybe her confidence goes up because she begins to realize that she can do it or she may want more challenges. Learning does affect how a person feels.

Question: What other kinds of changes have you seen?

C. One of the main things that we wanted you to get out of Learning Skills is the connection between life and education.

We want you to not just know something but to actually be able to use what you learn as workers, parents, and citizens. It is important that you let us know when you have used what you have learned. Telling us what knowledge you have applied gives us the feedback that we need as teachers. Feedback will help us to know what went well and what we need to do better.

Main Point 3. Why Is What We Learned Important? How Can We Use It?

We have discussed a lot of things that we learned. Now I would like you to “Reflect and Evaluate” independently. I want you to write about what you have personally learned. I also want you to write more about some changes that you might be seeing in yourself. Finally, I want you also to include how you have used or will use what you have learned in your everyday life and goals. Remember to use the logic tree to help you outline your main points.

Are there any questions?

You will have 30 minutes to write. There are no wrong answers. We are not concerned with your spelling or punctuation right now. We are only focusing on your thoughts about this week, this class, and how it is affecting you.

Now that we have all finished writing, let’s share what we have written.

Main Point 4: Preview of Next Class

Now that we have reviewed Learning Skills, it’s time for us to preview next week. You will begin your new class next week. Remember to take what you have learned with you. All of the things that we have discussed are important and should be valued enough for you to use them.

Teaching Tip

Usually the key concepts are always mentioned because they are so intensely discussed every day of every week. Examples of class responses: We learned the STAR method, I learned how to spell better, or I have more confidence.

Teaching Tip

Ask learners to give examples of something they have learned in class that they used at home or on the job.
Summary: Now that we have all shared what we learned in Learning Skills, let’s think about what we learned while doing this lesson and how we have used or can use it. Just in this last hour of class you learned some new things. We have used the Equipped for the Future Standard of Reflect and Evaluate, we discussed its components and what they meant. We also used the Standard to reflect and evaluate our experiences in class as a group and personally. We used the read, write, and discuss model throughout the lesson. You were asked to write about what you’ve learned and share it with all of us.

Through the read, write, and discuss model you proved that you can explain what you’ve learned, why it’s important, and how you can use it.

Re-Motivation: Preview of next week.
Now that we have reviewed this week, it’s time for us to think about your next steps.

It’s going to be an exciting week! You’re going to the next level. So be prepared!

Close: The next step is for you to continue learning more and valuing what you learn enough to see its purpose in your life and goals.

Homework Assignment: Presentation Practice
Objective: The objective of this activity is for each learner to (1) finish incomplete work, (2) organize all work for his or her personal notebook, and (3) collect work for learner files.

Procedure: This activity allows learners to take responsibility for their learning by catching up on any incomplete work that they need to finish in order to graduate from Learning Skills. Incomplete work includes any activity or lesson that a learner missed or didn’t finish. Some incomplete work is more important than others. Learners need to have their research papers completed. Maybe they still need to work on their test review or add sample work to their file. Whatever is considered priority is done in this time.

1. Explain what the hour is about. This hour is about completing everything you need to in order to graduate. I will help you to prioritize what should be accomplished by the end of this hour.

2. Give learners most of the hour to work.

3. Gain their feedback on what they’ve accomplished.

Summary: Wrap up this activity by explaining that it is important to finish all the lessons and activities in order to fulfill all requirements of Learning Skills. In many ways learners should begin to understand that there are certain things that have to be done in order to graduate. It is their own responsibility to finish them.
Homework Review: Presentation Practice

Thought for the Day
“Excellence is going far and beyond the call of duty, and doing more than others expect. It comes from striving, maintaining the highest standards and looking after the smallest detail. Excellence means doing your very best. In everything. In every way.” —Anonymous

Do the work it takes in order to succeed. Don’t just try, try your best. Push yourself to become excellent.

ACTIVITY: Prep Time for Graduation

Goal: The goal of this activity is for learners to (1) complete all last minute details for graduation/presentation and (2) motivate themselves and others to do a good job during the presentation of their papers.

The learners have completed all requirements of the Learning Skills course and are about to give their presentations to the class. There may be several small things that the learners need to prepare or finish before they give their presentations. This activity focuses on some of the steps learners need to take in order to be better prepared.

Procedure: The day of graduation can be a busy and exciting day. Learners are getting anxious and may have many little last-minute things to do. The morning hours give learners time to bond, encourage, and motivate their team members.

1. Provide 30 minutes in the morning for learners to work on last-minute details. Some may need to turn in sample work to be put into their files. Others may need to work on incomplete assignments. Many learners will be reading over their presentations or practicing them. Though their work may be individualized, the team is communicating and supporting one another. This time is special. Teamwork and intense focus from the learners is the reward of this day.

2. The last 30-60 minutes is dedicated to the graduation lesson, which gives motivation and a sense of accomplishment to the class. The teacher should encourage the entire class to talk, answer any questions, and inspire everyone to do their best. This day is graduates’ day. Easing learner concerns by motivating them is the objective.

Teaching Tip
Begin each day with a review of the previous day’s homework. Give 15-20 minutes to review the homework.

Then begin the “Thought for the Day.” Give students time to answer the four questions. Then discuss the “Thought for the Day.”
Graduation Day

Overview: This is the last day of Learning Skills and perhaps the most meaningful to many of the learners. The graduates have succeeded by completing the course and have fulfilled all requirements. The key concepts and tools are those lessons that help learners to reach their goals.

The day consists of other lessons but each focuses on the graduation to come. It is a day of review, preview, reflection, and evaluation. This lesson has been created for the graduates who have completed the four-week Learning Skills course. Refer back to the Lesson 1, “Welcome and Introductions,” and the Key Concepts description page to assist in the teaching of this lesson. Learners who are in their second week of Learning Skills are not graduating today. While the graduates are discussing this lesson, any learners not graduating are talking about what will take place during the next couple of weeks, learning about leadership, and beginning to discuss their own graduation day. Note: This lesson can also be used at the end of the second week of Learning Skills if students enter every two weeks.

Educational Goal: The goal of this lesson is for each learner to (1) comprehend graduation day as a meaningful event and (2) respond positively to graduation and how it applies to their life and goals.

Objectives:

Cognitive: — Define what graduation means
— Explain the importance of graduating

Affective: — Listen attentively to information given throughout the graduation
— Contribute to classroom discussion
— What they have learned throughout the course

Standards Connections: This lesson has connections to the Tennessee KSAs – Listen for Understanding, Talking With Respect, and Accurately Perform Work and to the EFF Standards – Speak So Others Can Understand, Listen Actively, Observe Critically, Take Responsibility for Learning, Reflect and Evaluate, and Learn Through Research. (Appendix II)
Teaching Strategy: Many learners have completed the Learning Skills course and are graduating today. This day should be kept meaningful with all key concepts being used and linked to the learners’ success and completion of the class (see Key Concepts and Descriptions in the front of the book.) This is an important day for everyone. Learners should understand the importance of presenting a paper to the class and see how the presentation serves the purposes of access, voice, independent action, and a bridge to the future for their life and goals as it applies to them as parents, workers, and citizens. They accessed the information that they needed in order to report out on it, they will share their opinion with the group, they are doing it on their own, and they are creating a bridge to the future by taking the next step. The graduation begins when everyone is ready to present their topics.

Strategy if some students are not graduating: The group that is not graduating (if students are entering the class every other week) will be observing, listening, and evaluating the purpose of graduation day. This gives the newest group the opportunity to preview what they will have to look forward to. Observing the graduates giving their presentations is a valuable tool. It is important that the entire class see the importance and success of the day. In many ways, graduation is similar to the “Welcome and Introductions” lesson. Some of the same key concepts are reviewed, and the graduates are still encouraged to guide and support the newer learners by sharing their thoughts and what they have learned throughout the Learning Skills course. The day begins with the graduates seated at one table while the group that is in its second week is seated at another table. Each table is doing separate lessons but as the graduation begins, the entire class is encouraged to give feedback and their thoughts and feelings about the class.

Teaching Tip

The introduction of this lesson is said to the group as a whole. Then with Main Point 1 the lesson focuses back to the graduates only.

Remember that the newer learners are working on a separate lesson.

Lesson Plan

Introduction

Graduation Day is a day to celebrate. Many of you have not only taken the first step but have completed it. For those of you who have just begun, realize that today will assist in your learning journey by helping you to see what completing this course means.
Attention: Graduation Day means many things. It means that taking the first step is the biggest. It also means that completing all of the steps equals success because you have not only started your educational journey, you have completed one of the most challenging steps, the first.

Lead-Off Question: What did you think coming back to school would be like?
Follow-Up Question: What was different?

Motivation: Completing the Learning Skills course brings you one step closer to your goals. Learning Skills offers you many things that you can use throughout your life whether it be education, a better job, better parenting skills, or even just being a better person. We are here to help you in any way that we can. Today, many of you have accepted our offer while taking ownership of your education.

Overview for Learners: We will start graduation by reviewing some of the key concepts and tools that we have learned. Then, we will ask the graduates to present their papers to the group. We will discuss what they have written and said and wrap up the day with a ceremony and reflection about the day.

Body of Lesson

Main Point 1. What Does It Mean to Graduate From Learning Skills?
Graduating from Learning Skills means that you value your education. It means that you are prepared to use what you have learned in other aspects of your life. It is the start of new beginnings. You should know that not everyone who starts Learning Skills finishes. Many people could have been here today but they aren’t. Maybe they weren’t ready to take this big of a step and that’s okay. Just like wherever you are is okay, they have to prioritize their goals. This may not be a goal that is at the top of their list, but it has been at the top of yours. You have decided that this is something that you want and need. You have become interested in being a life-long learner. We are all life-long learners, and we all have so much more to learn. As long as you keep on trying your best, you will continue to learn.

Question: How do you feel about graduating?
Main Point 2. Key Concepts
All of you have learned many things since you first started the class.

**Question:** What are some things that you will take with you when you graduate?

Everything that you have mentioned are valuable tools. You have been open enough to take in as much information that you can. You have pushed yourself and have realized the meaning of learning.

**A. The 3 A’s: Attendance, Attitude, and Achievement** – Some people haven’t attended class. Those who have, have received the knowledge and understanding of what we have taught.

**Question:** Why is attendance important?

The three A’s are a kind of checkoff list that you can use to help you become successful.

1. **Attendance** – Your attendance is very important and will be in the classes to come. In many ways this is like a job. In order to do the work, you must be here. You have found that if you are here at least 90% of the time you have a better opportunity to move forward more quickly. You are less likely to miss important information when you are here. You are also able to link together the skills you are learning into a whole when you are here often. Remember, as adults you are just as responsible for your education as anyone else. In fact, in many ways you are more responsible for your education. You have more freedom as an adult to do what you want. We haven’t forced you to attend or to do the work. You have decided that this class is valuable to you. You have taken responsibility for your learning.

2. **Attitude** – Having a positive attitude is really the key to success. You believe in yourself and should continue to do so. It is good to have support from others like family and friends, but it comes down to how you feel about yourself and your situation. Check your attitude. The way you feel will affect how you do. Even for those of you who are getting ready to give your presentations, stay positive and have fun with it. It is your day. This will be a fun and special day. The graduates have chosen topics that they are interested in and are ready to share what they have discovered.

**Question:** Did it help to be interested in your topic or even in the class?
You may have even retained and remembered information better than you have in the past because of your interest level. There may be times when learning isn’t easy. It may be challenging or somewhat difficult for you to grasp at times. Try to stay positive and remember that you can do anything that you want as long as you believe in yourself.

**Question:** Graduates, what did you think when you first heard that you were going to write a paper and give a presentation on it?

It may have made you feel uneasy, but look how far you have come. You have finished your papers and are about to present them.

Your attitude can also affect others. We will always want the class to be a positive environment. Staying positive will help others to do the same. If you ever do have a problem or a bad day, discuss it with the teacher first. He or she will be able to help you and hopefully lift your spirits. We don’t want to bring others down with us when we are feeling blue. Problems do occur in life, but just realize that this time in class is for you. Try to resolve problems outside of class. If they can’t be resolved at least try to get the most out of the time in class that you have. You have learned tools that will help you in all parts of your life. They will also help you to set goals and solve problems in your life. Remember, “I CAN!”

**3. Achievement** – Continue to achieve as much as you can. Work hard and try your best. When you have assignments, finish them on time. Asking questions is just as important. Get the most out of your class time that you can. Take notes, listen effectively, and learn.

**Main Point 3. The Next Level**

**Question:** How will you and your teacher know what you need to learn?

Your scores helped us to know what you needed to learn and showed us what you already knew. The testing was really no big deal, but without it we would not know what you should learn. Maybe when you began the review you discovered that you didn’t read the question carefully, or maybe you just filled in the wrong answer. Think about all the other times that you have taken a test. What if you only missed a problem because you filled in another answer by mistake? You could have scored higher if you had taken your time or read the question more carefully. Continue to improve on your test taking strategies. Your scores should continue to improve the more you study, manage your time, and prepare.
Main Point 4. The *Learning Skills* Course

The *Learning Skills* Course was developed for several reasons. One was because we wanted to give you, the learner, a better idea of how the adult education system works, what is expected from you and us, and to help you see where you are and how you can be successful. We call it the “behind the scenes” look at learning. We hope that *Learning Skills* has helped you to find the true learner in you. Remember, learning never stops. As adults, we have had enough experiences and prior knowledge that we can learn some things much easier than when we were kids.

**Question:** What are some discoveries that you’ve found about yourself?

In this class you learned why it is important to learn. You have also learned how to learn. There are certain steps that everyone must go through in order to really learn a subject. Knowing is not enough. We also need to use what we have learned in our life. We hope that *Learning Skills* has helped you to see the connection between life and education. It’s not about doing the work while you are in school and then leaving it alone until the next school day. It’s about taking what you have learned in class, seeing its value, and understanding how it can make your life better. One of the questions that you have heard us ask is “How can you use it?” Asking this question allows you to predict how a tool, subject, or concept can be applied to your everyday life and goals. You have learned many things in *Learning Skills* that will help you throughout your life and educational journey. The things that we have taught in this class will help you to be more prepared for your next classes.

Let’s take a few minutes to review some key concepts and tools as a group. This discussion is for everyone. I encourage all of you to share your thoughts and experiences with the group. After our discussion, we will take a short break, and then the graduates will give their presentations.

**Question:** Look at the Communication Loop on the board. Right now I am the sender, sending you a…?

**Anticipated Response:** — You’re sending us a message.

**Question:** If I am the sender and I am sending you a message, what does that make you?

**Anticipated Response:** — The receiver.

**Question:** How will I know if you received my message correctly?

**Anticipated Response:** — We will need to give you feedback.
Question: But who will be the senders during the presentation?
Anticipated Response: — The graduates.

Question: Why do you think that it would be important to know how to communicate effectively?

Question: The graduates are telling about some topics that we may not know a lot about. So in many ways they become the…
Anticipated Response: — Teachers.

Question: What do we need to do when they are sending us a message?

We all need to give them our attention and really listen to what they have to say. Don’t let distractions get in your way. Try to get the most out of every presentation. We will have time to discuss our thoughts and questions for every presentation.

We have taught several things that are taught in college. Learning Skills in many ways is like a college orientation class. We are helping you to prepare for new experiences and change while at the same time providing you with helpful tools and lessons that will help you to succeed. Other topics that we have taught in Learning Skills are skills like note taking, study skills, time management, the writing process.

What else?

B. Many of the things that we discussed focused on how our education connects to our lives. We have talked about some of the ways that your education will affect your life. When we asked you about your goals, many of you mentioned your family or better jobs.

You see the value of knowing how to do things for yourself and others. You are equipping yourself for the future using all of the skills that you need to get that better job, to improve your family, etc. In the 21st century it will not be about what you know, but what you can do with what you know.
You have met the four purposes that adults need in order to succeed. We as a team have provided access to information. We’ve also been able to voice our opinions and thoughts. We have taken independent action by being able to do the work for ourselves without relying on others to do it for us. All of these purposes have helped you to create a bridge to your future. You’ve accepted the passport to your future.

**Key Concepts.** Many things that Learning Skills teaches are based on several key concepts. Key concepts are important tools that can help you in this class, your next classes, and even in your everyday life. Even when you graduate from Learning Skills, some of the classes that you may be assigned to use the same key concepts. These concepts have become a common language for our entire program.

_The following are some of the Key Concepts that learners will discuss. These concepts should be drawn on the board for the class to see. Remember that this discussion goes back and forth to graduates and the newer learners._

1. **The STAR Method** – The STAR method stands for _stop, think, act_, and _review_. We want you to continue to use the STAR method. You can teach your children to use this method. It will help them become better learners. It will help you to think before you act and will better prepare you for things to come.

2. **The Shewhart Cycle** – The Shewhart Cycle is a problem-solving process that is broken down into steps. It starts out with the planning step. Everyone should have a plan. Having a plan helps people to be better prepared for whatever it is that they want to achieve. You have used the Shewhart Cycle throughout Learning Skills. We hope that you value it and see why it is important. You have had a plan even for today. You planned to write your paper, then you did it. Today you will present your plan and tonight you will probably reflect and evaluate on how the presentation went. This is the time when you will study what went well or what needed to improve. So that the next time you need to write a paper or give a presentation you will know what to do better. The Shewhart Cycle is just a tool that anyone can use to improve a process. Some businesses, organizations, churches, and programs like ours use the Shewhart Cycle to do things better. It is a tool that if kept simple can make a world of difference.

3. **The Five W’s and 1 H** – The five W’s and 1 H are: Who, What, When, Where, Why, and How. These are key words that help people to find or
give information. Think about a news report. Journalists use the five W’s and 1 H to describe what happened, where it happened, why it happened, etc. We can also use the W’s and the H to gain information about a particular subject. The key is to ask questions and get answers. Asking questions is extremely valuable. Never feel afraid of asking a question. If you don’t ask, how will you find the answer? There are no stupid questions and chances are someone else has the same question. The Five W’s and 1 H will help you to learn and it can also help you to teach others. When you wrote your paper you may have used the 5 W’s and 1 H to create your main points. What are you writing about, why are you writing about it, etc.

4. Read, Write, Discuss – The read, write, and discuss model tool is a model that we use in Learning Skills and in all classes in the program.

Not only do people need to read and write, but they also need to voice and share what they have written. The read, write, discuss model has been used throughout Learning Skills. Every day when you receive the “Thought for the Day,” we ask…
1. What is it saying?
2. What does it mean to me?
3. Why is it important?
4. How can I use it?

These questions have encouraged you to think what is being said, but more importantly they have helped you to understand what you are learning about and have allowed you to predict the connection between what you are learning and your life.

5. The two C’s – Everyone thinks using two different types of thinking. They are critical thinking and creative thinking.

• Critical Thinking – Critical thinking is about breaking things apart and analyzing them. You have been asked to critically think about many things we have learned. Critical thinking allows us to improve our thinking skills.

• Creative Thinking – Everyone also thinks creatively. Creative thinking happens when you look at things in a different way or when you are inventing new and different things.

Both Critical and Creative thinking are valuable and should be used. There are many other key concepts that we have learned. Are there any others that we should discuss?
Summary (For use with any nongraduating students)

Question: Now that you have seen the graduation, what do you think?
Question: What did you learn?

On your graduation day you will have done everything that was required for you to do. You know that you can accomplish anything you put your mind to. You are becoming more and more motivated and ready for the next step.

We hope that today gave you an idea of what to expect on your graduation day. You are now the leaders of the class. You are the next group that will graduate. We will talk a little bit more about leadership today.

Re-Motivation: We hope you are feeling better about Learning Skills now that you have heard the presentations and the success stories.

Question: Do you feel that Learning Skills is something that will help you?

Remember, wherever you are is okay. Maintain that “I can!” attitude. If you have any questions, just ask. We are all here to help.

Teacher’s Note: Wrap up the Learning Skills review by giving learners a break. During the break talk to the graduates to see if they are ready to give their presentations. Motivate them to do their best. Encourage them to relax and enjoy the process. It is their day. You may also want to ask the graduates to decide on the order of the presentations and to keep that discussion to a minimum due to time constraints.

After break, begin the graduation by asking the audience to put away any distractions. Remind them to listen and observe. If needed, remind them that this is a positive time. There is no room for negativity. Positive comments and support are the keys.

Ask the first presenter to “take the stage.” After the presenter has finished speaking to the group, allow a minute or two for comments and questions from the group. Remember to keep it light and try to tie in anything that leads to the overall meaning of the day.

Some key questions that can be asked are:

1. Are there any questions or comments about the presentation?
2. How do you feel now that you have finished the presentation?

When everyone has completed their presentation, present a Learning Skills certificate and any extra incentives to the learners.

You might want to think about offering some food for lunch. This gives the entire class the time to relax and talk.

After the graduation is over, ask the graduating learners to visit their new classes or teachers. This will give them a preview of what the next class will be like and allows the new teacher some valuable time with the learners.

Allow the graduates to go on break while you sum up the lesson with the newer people.
**ACTIVITY: Class Visit**

**Goal:** The goal of this procedure is for each learner to be able to (1) comprehend what the next class will be like, and (2) respond positively to the class visit as it will apply to their life and goals.

**Procedure:** Enough time at the end of the day should be given for the new teacher and learners to meet and discuss what the next class experience will be like. It is a time for the new teacher and learners to communicate about class scheduling, activities, subjects that are taught, and to meet new class mates. Thirty minutes to an hour should be sufficient time to visit their new class.

1. Introduce learners to the new teacher and class.

2. Pass learner files to the new teacher including sample work, attendance, test scores, etc.

3. Answer any questions from the teacher and/or learners.

**Summary:** Gain feedback from learners about the visit. Dismiss the graduates after they have completed the *Learning Skills* Evaluation and written about what they have learned from the *Learning Skills* course.
**Objective:** The objective of this activity is for the graduating learners to (1) reflect and evaluate on the *Learning Skills* course and (2) give feedback on how to improve the course.

Learners have completed the *Learning Skills* course. They have given their presentations and have received their certificates of accomplishment. The evaluation should be given after learners visit their new teacher or class.

The *Learning Skills* Evaluation gives teachers and the program the feedback required to improve the class and to keep what works. The evaluations should be collected at the end of the day and placed into a file for review by the teachers and program. Evaluations are an important tool to report learner and/or program success.

**Procedure:** The *Learning Skills* Evaluation provides learners with a rating system, questions, and room for comments. Enough time should be given to fill out the evaluation, allowing learners to reflect, evaluate, and critically think about their responses. All graduates should complete the evaluation and turn it in before they leave for the day.

1. Review the *Equipped for the Future* Standard of *Reflect and Evaluate* with learners. Explain the significance of the evaluation and why it’s important to gain their feedback on the *Learning Skills* Course. The evaluation is important because teachers and programs need to know:
   - A. What works well and to keep doing it
   - B. What should be improved to make the class better
   - C. Learners’ thoughts and ideas

2. Ask learners to complete the evaluation.

3. Collect and file the evaluations for further analysis.

See the survey (in Appendix I). Hand out the *Learning Skills* Evaluation to graduates only.
References

Learning Skills Orientation Curriculum

Lesson Planning

Goal Setting
— Goals Worksheet, Adapted from: Project Read, San Francisco Library System.

Why Do We Assess

How We Learn

Communication Process
— Any college Communication 101 textbook.

Learning Styles

Personality
— Ulla Zang at: www.users.interport.net/~zang/personality.html

**Johari Window**

**Shewhart Cycle**

**Synergy**

**Note Taking**

**Leadership**

**Team Dynamics**

**Problem Solving**

**Equipped for the Future**

**Memory Skills**

**Thinking Skills**

**Strategies**

**Skill Connections**
APPENDIX I

Learner Handbook
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
- Think
- Review
- Act
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.”

Achieve

Avoid
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:

<table>
<thead>
<tr>
<th>MEET THESE FOUR PURPOSES</th>
<th>ACCOMPLISH THESE COMMON ACTIVITIES</th>
<th>DEMONSTRATE THESE GENERATIVE SKILLS</th>
<th>UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS</th>
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<td>Access</td>
<td>Gather, Analyze, and Use Information</td>
<td>Communication Skills</td>
<td>How We Grow and Develop</td>
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<td>Voice</td>
<td>Manage Resources</td>
<td>• Read With Understanding</td>
<td>How Groups and Teams Work</td>
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<td>Work Within the Big Picture</td>
<td>• Convey Ideas in Writing</td>
<td>How Systems Work</td>
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<td>Work Together</td>
<td>• Speak So Others Can Understand</td>
<td>Rights and Responsibilities</td>
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<td>Provide Leadership</td>
<td>• Listen Actively</td>
<td>Culture, Values, and Ethics</td>
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<td>Guide and Support Others</td>
<td>• Observe Critically</td>
<td>How the Past Shapes the World We Live In</td>
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<td>• Use Math to Solve Problems and Communicate</td>
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<td>Exercise Rights and Responsibilities</td>
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<td>Create and Pursue Vision and Goals</td>
<td>Interpersonal Skills</td>
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<td>Use Technology and Other Tools to Accomplish Goals</td>
<td>• Cooperate With Others</td>
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<td>Keep Pace With Change</td>
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<td>• Reflect and Evaluate</td>
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<tr>
<td></td>
<td></td>
<td>• Learn Through Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use Information and Communications Technology</td>
<td></td>
</tr>
</tbody>
</table>

Equipped for the future
Adult Education System

Tennessee Department of Human Services
Completion Levels

Community

Work

Family

Life (Self)

Learning Skills Course

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

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

Level 1: 0.0 – 1.9
Level 2: 2.0 – 3.9
Level 3: 4.0 – 5.9
Level 4: 6.0 – 8.9
Level 5: 9.0 – 10.9
Level 6: 11.0 – 12.0
Top 10 Goals

What are your TOP 10 goals?  Why is it important or what is the payoff?

1. _______________________________ _________________________________________________
2. _______________________________ _________________________________________________
3. _______________________________ _________________________________________________
4. _______________________________ _________________________________________________
5. _______________________________ _________________________________________________
6. _______________________________ _________________________________________________
7. _______________________________ _________________________________________________
8. _______________________________ _________________________________________________
9. _______________________________ _________________________________________________
10. _______________________________ _________________________________________________
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 text 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.
The Communication Process

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>
</tr>
<tr>
<td>And also through the 6 Intelligences</td>
<td>Analyzing</td>
<td>Experiences</td>
<td></td>
</tr>
<tr>
<td>Linguistic</td>
<td>Comparing</td>
<td>Images</td>
<td></td>
</tr>
<tr>
<td>Logical – Mathematical</td>
<td>Integrating</td>
<td>Feelings</td>
<td></td>
</tr>
<tr>
<td>Body – Kinesthetic</td>
<td>Questioning</td>
<td>Ideas, etc.</td>
<td></td>
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<tr>
<td>Spatial</td>
<td>Sequencing</td>
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<tr>
<td>Interpersonal</td>
<td>Organizing</td>
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<tr>
<td>Intrapersonal</td>
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</tbody>
</table>

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
ORGANIZATION
CHARACTERIZATION
```

---

LEARNING SKILLS 289
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

LEARNING SKILLS

The Writing Process

Meats

- Buying hamburgers

Preparing hamburgers

Condiments

Buns

Soybean
Ground Turkey
Ground Beef/Chuck

Grocery Store
Deli
Restaurant
Fast Food

Grill
Briol
Bake
Fry

Onions, Pickles
Mayonnaise/Ketchup

Mustard
Tomato
Lettuce
Cheese

Sourdough
Sesame Seed
White
Wheat

Hambugers

Such a popular food. Perhaps that is why
burgers for them.

People can make the perfect

Theme: Why so many

Ground Turkey

Hambugers

White
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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>• Become familiar with a range of learning strategies to acquire or retain knowledge.</td>
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<tr>
<td>• Identify and use strategies appropriate to goals, tasks, context, and the resources available for learning.</td>
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<tr>
<td>• Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.</td>
<td></td>
</tr>
<tr>
<td>• Test out new learning in real-life applications.</td>
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</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>Things others know about me</td>
<td></td>
</tr>
<tr>
<td>Things others don’t know about me</td>
<td></td>
</tr>
</tbody>
</table>

Main Point 2: Arena

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

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

### Main Point 4: Blind Spot

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

<table>
<thead>
<tr>
<th>Things I know about myself</th>
<th>Things I don’t know about myself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arena</strong></td>
<td><strong>Blind Spot</strong></td>
</tr>
<tr>
<td><strong>Hidden Arena</strong></td>
<td><strong>Unknown Area</strong></td>
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</table>

### Main Point 6: Putting It All Together

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

_Time Management_

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
Subject

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 – 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.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know all the rules and procedures of the lab.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I'd like to</td>
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<td></td>
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<tr>
<td>I can turn off the computer using the start menu.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>I'd like to</td>
<td></td>
<td></td>
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<tr>
<td>I know the parts of a computer and what they do.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>I'd like to</td>
<td></td>
<td></td>
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<tr>
<td>I can use a mouse.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
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<td></td>
<td></td>
<td>I'd like to</td>
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<td></td>
</tr>
<tr>
<td>I can use a keyboard easily.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
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<td></td>
<td>I'd like to</td>
<td></td>
<td></td>
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<tr>
<td>I know where a CD goes in the computer.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
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<td></td>
<td>I'd like to</td>
<td></td>
<td></td>
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<tr>
<td>I know where a floppy disk goes in the computer.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
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<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
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<td></td>
<td></td>
<td>I'd like to</td>
<td></td>
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</tr>
<tr>
<td>I know where my folder is kept.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
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<td></td>
<td></td>
<td></td>
<td>I'd like to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can open a program.</td>
<td>I don't</td>
<td>No</td>
<td>It's hard</td>
<td>I can do this,</td>
<td>Well</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td>for me</td>
<td>but not as well as</td>
<td>enough</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>I'd like to</td>
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</table>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<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

<table>
<thead>
<tr>
<th>esc</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
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<th>F7</th>
<th>F8</th>
<th>F9</th>
<th>F10</th>
<th>F11</th>
<th>F12</th>
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<td>~</td>
<td>!</td>
<td>@</td>
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<td>&amp;</td>
<td>*</td>
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<td>tab</td>
<td>Q</td>
<td>W</td>
<td>E</td>
<td>R</td>
<td>T</td>
<td>Y</td>
<td>U</td>
<td>I</td>
<td>O</td>
<td>P</td>
<td>{</td>
<td>}</td>
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<td>caps lock</td>
<td>A</td>
<td>S</td>
<td>D</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td>J</td>
<td>K</td>
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<td>shift</td>
<td>X</td>
<td>C</td>
<td>V</td>
<td>B</td>
<td>N</td>
<td>M</td>
<td>&lt;</td>
<td>&gt;</td>
<td>?</td>
<td>shift</td>
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<td>control</td>
<td>option</td>
<td>option</td>
<td>option</td>
<td>control</td>
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</tr>
</tbody>
</table>
_____ 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 : 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 affect 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.
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.

Scoring Scale: 
POOR MARGINAL FAIR GOOD EXCELLENT OUTSTANDING
1 2 3 4 5 6

Overall Inservice:
Scoring Scale: 
POOR MARGINAL FAIR GOOD EXCELLENT OUTSTANDING
1 2 3 4 5 6

Comments: ________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Specifics:
PRESENTATIONS MATERIALS USEFULNESS
1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6

Comments: ________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

L E A R N I N G S K I L L S
Appendix II

Teacher Materials
THOUGHTS FOR THE DAY

Week 1, Day 1:
“Education is not the filling of a pail, but the lighting of a fire.”
—William Butler Yeats

You’ve taken a big step. It’s time to feel good about being here. Spread the excitement and take in all the knowledge you can. Access all the information you need in order to apply what you have learned to your life.

Week 1, Day 2:
“All rising to great places is by a winding stair.”
—Frances Bacon

The future is yours, so embrace it. You may not know what the road ahead has to offer, but you can prepare yourself to achieve. Remember to carefully and thoughtfully take it step by step. Reaching your goals can be challenging. You may encounter several twists and turns. But in the end you will have succeeded.

Week 1, Day 3:
“If I try to be like him, who will be like me?”
—Yiddish Proverb

Be yourself. Give yourself a voice as a worker, parent, and citizen. Don’t compare yourself to anyone else. No one is better than anyone else. Take independent action by focusing on what you do and how well you do it. We all have our own unique learning clocks. We all have our own unique talents and skills. Be proud of who you are by being excellent in everything you do.

Week 1, Day 4:
“Education is our passport to the future, for tomorrow belongs to those who prepare for it today.”
—Malcom X

Prepare for success today. Don’t procrastinate by putting things off. Get educated in order to create a bridge to your future.

Thoughts for the Day

Week One

Motivation

“Wherever we are is okay.”

EFF and KSA Connection
Bottom Line Theme:
“You can do it!”

• It is your education: take charge of it.
• Light that fire within yourself and start climbing those stairs to success, step by step.
• Learn more about where you are starting your journey, and wherever you are, it’s okay.
• Set your short and long-range goals and the steps to get there.
• Start working on where you need and want to be each and every day.
• Help someone else with what you learn: pass it on to your family, community, and others.
• Use what you have learned.
**THOUGHTS FOR THE DAY**

**Week 2, Day 1:**

“I seem to have an awful lot of people inside of me.”  
— Edith Evans

We all have different things that happen in our lives that create different feelings inside of us. Get to know yourself well enough that you can identify what you’re feeling when you are feeling it. Learn to voice what you are feeling to share.

**Week 2, Day 2:**

“One doesn’t discover new lands without consenting to lose sight of the shore for a very long time.”  
— Andre Gide

Allow yourself to go to new and higher places. Don’t be afraid to accept the challenge of success. Don’t allow yourself to fall into the comfort zone. Be willing to try new things that will help you to create a bridge to your future.

**Week 2, Day 3:**

“What may be done at any time will be done at no time.”  
— Scottish proverb

Things do not get done when we continue to put them off. Prioritize what you need to do. Prioritizing means first things first. Don’t let others or yourself stop you from doing what should be done. Accomplishing and finishing the challenging things is half the battle.

**Week 2, Day 4:**

“If you really do put a small value upon yourself, rest assured that the world will not raise your price.”  
— Anonymous

Value your self worth. Know that you are worth what you think you are worth. Respect yourself and others will respect you.

**Bottom Line:**  
Learn more about yourself. Remember, wherever you’re at is okay. Your fire is lit and it’s time to think about what you want for yourself. You have the opportunity to empower yourself and influence others. Get to know who you are and be open enough to learn about others. Depend on yourself and support those around you as a family member, worker, and community member.
**THOUGHTS FOR THE DAY**

Week 3, Day 1:
“Look at a man the way that he is, he only becomes worse. But look at him as if he were what he could be, and then he becomes what he should be.”

—Goethe

Allow others to be better. Don’t limit others’ potential. Expect that others can become excellent.

Week 3, Day 2:
“I must create a system, or be enslaved by another man’s.”

—William Blake

Become a leader, not a follower. Empower yourself by creating your own way to success.

Week 3, Day 3:
“The greatest discovery of my generation is that a human being can alter his life by altering his attitude.”

—William James

The way you feel can affect how you do. Changing your life may be as simple as changing how you feel.

Week 3, Day 4:
“The wisest man I have ever known once said to me: ‘Nine out of ten people improve on acquaintance,’ and I have found his words true.”

—Frank Swinnerton

Get to know others. Don’t keep yourself in a shell. You have the opportunity to teach others and to learn from others.

**Bottom Line:**

**Work with others to realize your potential.**

Know what you can do and do it. Take responsibility for your learning by attending, achieving, and having a positive attitude. Discover more about yourself and others. Challenge yourself by taking risks. Continue to push yourself to reach the next step...success.
**THOUGHTS FOR THE DAY**

Week 4, Day 1:

“Small minds talk about people. Average minds talk about events. Great minds talk about ideas.”

—Anonymous

Don’t let yourself get wrapped up in things that don’t really matter. A great mind is a thoughtful mind that learns and improves.

Week 4, Day 2:

“The greatest thing in this world is not so much where we are, but in what direction we are moving.”

—O.W. Holmes

Accept where you are and what you have achieved. Have a plan and make good decisions so that you will know where you are headed tomorrow. Create your direction and travel that journey. You are in control of where you want to go and be.

Week 4, Day 3:

“It takes courage to push yourself to places that you have never been before...test your limits...to break through barriers.”

—Anonymous

Continue to push yourself to the top. Don’t get stuck in a comfort zone. Take pride in where you are going in your life. Believe in yourself and know that you can do it.

Week 4, Day 4:

“Excellence is going far and beyond the call of duty, and doing more than others expect. It comes from striving, maintaining the highest standards and looking after the smallest detail. Excellence means doing your very best. In everything. In every way.”

—Anonymous

Do the work it takes in order to succeed. Don’t just try, try your best. Push yourself to become excellent.

**EFF and KSA Connection**

*Bottom Line:*

You have successfully completed your first step. Don’t let yourself get wrapped up in unimportant things. Stay focused and determined. Barriers are stumbling blocks. Do your best. See the big picture when you’re dealing with the details. You are achieving your goals.

**Don’t let anyone or anything stop you from climbing your ladder to success.**
### Lesson 2: Thoughts for the Day – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF SKILL STANDARD</th>
<th>TENNESSEE KSAs</th>
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</thead>
<tbody>
<tr>
<td><strong>Listen Actively</strong></td>
<td><strong>Talking With Respect</strong></td>
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<tr>
<td>• Attend to oral information.</td>
<td>• Speak clearly.</td>
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<tr>
<td>• Clarify purpose for listening and use listening strategies appropriate to that purpose.</td>
<td>• Speak in a professional manner.</td>
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<tr>
<td>• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</td>
<td>• Speak so others can understand.</td>
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<tr>
<td>• Integrate information from listening with prior knowledge to address listening purpose.</td>
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<tr>
<td><strong>Observe Critically</strong></td>
<td><strong>Listen for Understanding</strong></td>
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<tr>
<td>• Attend to visual sources of information, including television and other media.</td>
<td>• Hear what is being said.</td>
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<tr>
<td>• Determine the purpose for observation and use strategies appropriate to the purpose.</td>
<td>• Pay attention.</td>
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<tr>
<td>• Monitor comprehension and adjust strategies.</td>
<td>• Stay focused on oral information.</td>
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<tr>
<td>• Analyze the accuracy, bias, and usefulness of the information.</td>
<td>• Value what is heard.</td>
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<tr>
<td>• Integrate it with prior knowledge to address viewing purpose.</td>
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<tr>
<td><strong>Reflect and Evaluate</strong></td>
<td><strong>Getting Along With Others</strong></td>
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<tr>
<td>• Take stock of where one is: assess what one knows already and the relevance of that knowledge.</td>
<td>• Communicate effectively.</td>
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<tr>
<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
<td>• Gain information.</td>
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<tr>
<td>• Pay attention to conversations of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.</td>
<td>• Receive information clearly.</td>
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<td><strong>Read With Understanding</strong></td>
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<tr>
<td>• Determine the reading purpose.</td>
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<td>• Select reading strategies appropriate to the purpose.</td>
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<td>• Monitor comprehension and adjust reading strategies.</td>
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<td>• Analyze the information and reflect on its underlying meaning.</td>
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<td>• Integrate it with prior knowledge to address reading purpose.</td>
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<td><strong>Convey Ideas in Writing</strong></td>
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<tr>
<td>• Determine the purpose for communicating.</td>
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<td>• Organize and present information to serve the purpose, context, and audience.</td>
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<tr>
<td>• Pay attention to conversations of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.</td>
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### Lesson 3: Goal Setting – Skill Standard Connections

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<tr>
<td><strong>Plan</strong></td>
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<tr>
<td>• Set and prioritize goals.</td>
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<tr>
<td>• Develop an organized approach of activities and objectives.</td>
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<td>• Actively carry out the plan.</td>
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<td>• Monitor the plan’s progress while considering any need to adjust the plan.</td>
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<td>• Evaluate its effectiveness in achieving the goals.</td>
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<tr>
<td><strong>Planning</strong></td>
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<tr>
<td>• Set a Goal</td>
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<td>• A Method</td>
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<tr>
<td>• An Outline of Steps Defining an Approach to a Goal</td>
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<td><strong>To Achieve:</strong></td>
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<tr>
<td>• Confidence</td>
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<td>• Self Management</td>
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### Lesson 4: Take Responsibility for Learning – Skill Standard Connections

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<tr>
<td><strong>Take Responsibility for Learning</strong></td>
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<tr>
<td>• Establish learning goals that are based on an understanding of one’s own current and future learning needs.</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>
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<tr>
<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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<td><strong>Do the Right Thing</strong></td>
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<tr>
<td>• Accomplish what should be done.</td>
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<td>• Follow through with the goal.</td>
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<td><strong>To Achieve:</strong></td>
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<tr>
<td>• Confidence</td>
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<td>• Self Management</td>
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### Lesson 5: Why We Assess – Skill Standard Connections

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<tr>
<th>EFF STANDARD</th>
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<tbody>
<tr>
<td>Reflect and Evaluate</td>
<td>Do the Right Thing</td>
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<tr>
<td>• Take stock of where one is: assess what one knows already and the relevance of that knowledge.</td>
<td>• Accomplish what should be done.</td>
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<tr>
<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
<td>• Follow through with the goal.</td>
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<tr>
<td>• Reflect and Evaluate</td>
<td>• Study how it is going and make adjustments.</td>
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<td>Plan</td>
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<tr>
<td>• Set and prioritize goals.</td>
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<td>• Develop an organized approach of activities and objectives.</td>
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<td>• Actively carry out the plan.</td>
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<td>• Monitor the plan’s progress while considering any need to adjust the plan.</td>
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<td>Take Responsibility for Learning</td>
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<tr>
<td>• Establish learning goals that are based on an understanding of one’s own current and future learning needs.</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>
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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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### Lesson 6: Reading Strategies – Skill Standard Connections

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<th>EFF STANDARD</th>
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<tr>
<td>Read with Understanding</td>
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<tr>
<td>• Determine the reading purpose.</td>
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<td>• Select reading strategies appro-</td>
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<td>priate to the purpose.</td>
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<tr>
<td>• Monitor comprehension and adjust reading strategies.</td>
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<td>• Analyze the information and reflect on its underlying meaning.</td>
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<tr>
<td>• Integrate it with prior knowledge to address reading purpose.</td>
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<tr>
<td>Reading</td>
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<tr>
<td>• Take in information using the alpha-</td>
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<td>bet or some other symbol system.</td>
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<tr>
<td>• Understand what is being read.</td>
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<tr>
<td>• Able to respond to read material.</td>
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<tr>
<td>• Focus on the reading material.</td>
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</tr>
<tr>
<td>• Listen to what the reading material is trying to communicate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See the importance of the reading material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 7: Communication Process – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen Actively</strong></td>
<td><strong>Listen for Understanding</strong></td>
</tr>
<tr>
<td>• Attend to oral information.</td>
<td>• Hear what is being said.</td>
</tr>
<tr>
<td>• Clarify purpose for listening and use listening strategies appropriate to that purpose.</td>
<td>• Pay attention.</td>
</tr>
<tr>
<td>• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</td>
<td>• Stay focused on oral information</td>
</tr>
<tr>
<td>• Integrate information from listening with prior knowledge to address listening purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Speak So Others Can Understand</strong></td>
<td><strong>Talking With Respect</strong></td>
</tr>
<tr>
<td>• Determine the purpose for communicating.</td>
<td>• Speak clearly.</td>
</tr>
<tr>
<td>• Organize and relay information to effectively serve the purpose, context, and listener.</td>
<td>• Speak in a professional manner.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Speak so others can understand</td>
</tr>
<tr>
<td>• Use multiple strategies to monitor the effectiveness of the communication.</td>
<td></td>
</tr>
<tr>
<td><strong>Observe Critically</strong></td>
<td><strong>Getting Along With Others</strong></td>
</tr>
<tr>
<td>• Attend to visual sources of information, including television and other media.</td>
<td>• Communicate effectively</td>
</tr>
<tr>
<td>• Determine the purpose for observation and use strategies appropriate to the purpose.</td>
<td>• Gain information clearly</td>
</tr>
<tr>
<td>• Monitor comprehension and adjust strategies.</td>
<td>• Receive information clearly</td>
</tr>
<tr>
<td>• Analyze the accuracy, bias, and usefulness of the information.</td>
<td></td>
</tr>
<tr>
<td>• Integrate it with prior knowledge to address viewing purpose.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8: How We Learn – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take Responsibility for Learning</strong></td>
<td><strong>Do the right thing</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>• Accomplish what should be done.</td>
</tr>
<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>• Follow through with the goal.</td>
</tr>
<tr>
<td>• Become familiar with a range of learning strategies to acquire or retain knowledge.</td>
<td></td>
</tr>
<tr>
<td>• Identify and use strategies appropriate to goals, tasks, context, and the resources available for learning.</td>
<td></td>
</tr>
<tr>
<td>• Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.</td>
<td></td>
</tr>
<tr>
<td>• Test out new learning in real-life applications.</td>
<td></td>
</tr>
</tbody>
</table>

| **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. | |

Lesson 9: What I Have Learned This Week and Changes – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflect and Evaluate</strong></td>
</tr>
<tr>
<td>• Take stock of where one is: assess what one knows already and the relevance of that knowledge.</td>
</tr>
<tr>
<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
</tr>
</tbody>
</table>
Lesson 10: Learning Styles – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take Responsibility for Learning</strong></td>
<td><strong>Listen for Understanding</strong></td>
</tr>
</tbody>
</table>
| • Establish learning goals that are based on an understanding of one’s own current and future learning needs. | • Hear what is being said.  
• Pay attention.  
• Stay focused on oral information.  
• Value what is heard. |
| • Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner. | **Self-Awareness** |
| • Become familiar with a range of learning strategies to acquire or retain knowledge. | • To know oneself  
• Knowledge gained through means of information |
| • Identify and use strategies appropriate to goals, tasks, context, and the resources available for learning. | **Reflect and Evaluate** |
| • Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals. | • 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. |
| • Test out new learning in real-life applications | **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. |

Lesson 11: The Writing Process – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
<th>GED</th>
</tr>
</thead>
</table>
| **Convey Ideas in Writing** | **Writing** | **Synthesis** – assess items prior to evaluation  
Applying Information in a concrete situation  
Interpret (literal, inferential, or implied information) |
| • Determine the purpose for communicating. | • Create clear and concise description of ideas or thoughts.  
• Write so others can understand.  
• Improve by making corrections. |
| • Organize and present information to serve the purpose, context, and audience. | | |
| • Pay attention to conversations 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. | | |
### Lesson 12: Johari Window – Skill Standard Connections

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>• Establish learning goals that are based on an understanding of one’s own current and future learning needs.</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></td>
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<tr>
<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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<tr>
<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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<tr>
<td>• Test out new learning in real-life applications.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>• To know oneself</td>
<td></td>
</tr>
<tr>
<td>• Knowledge gained through means of information</td>
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</tbody>
</table>

### Lesson 13: Listen Actively – Skill Standard Connections

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<tr>
<td>• Attend to oral information.</td>
<td></td>
</tr>
<tr>
<td>• Clarify purpose for listening and use listening strategies appropriate to that purpose.</td>
<td></td>
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<tr>
<td>• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</td>
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<tr>
<td>• Integrate information from listening with prior knowledge to address listening purpose.</td>
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</tr>
<tr>
<td><strong>Listen for Understanding</strong></td>
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</tr>
<tr>
<td>• Hear what is being said.</td>
<td></td>
</tr>
<tr>
<td>• Pay attention.</td>
<td></td>
</tr>
<tr>
<td>• Stay focused on oral information.</td>
<td></td>
</tr>
<tr>
<td><strong>Observe Critically</strong></td>
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<tr>
<td>• Attend to visual sources of information, including television and other media.</td>
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<tr>
<td>• Determine the purpose for observation and use strategies appropriate to the purpose.</td>
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</tr>
<tr>
<td>• Monitor comprehension and adjust strategies.</td>
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</tr>
<tr>
<td>• Analyze the accuracy, bias, and usefulness of the information.</td>
<td></td>
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<tr>
<td>• Integrate it with prior knowledge to address viewing purpose.</td>
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</tr>
</tbody>
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### Lesson 14: Note-Taking Skills – Skill Standard Connections

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<thead>
<tr>
<th>EFF STANDARD</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Convey Ideas In Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>• Determine the purpose for communicating.</td>
<td>• Create clear and concise description of ideas or thoughts.</td>
</tr>
<tr>
<td>• Organize and present information to serve the purpose, context, and audience.</td>
<td>• Write so others can understand.</td>
</tr>
<tr>
<td>• Pay attention to conversations of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.</td>
<td>• Improve by making corrections.</td>
</tr>
<tr>
<td>• Seek feedback and revise to enhance the effectiveness of the communication.</td>
<td></td>
</tr>
<tr>
<td><strong>Listen Actively</strong></td>
<td><strong>Listen for Understanding</strong></td>
</tr>
<tr>
<td>• Attend to oral information.</td>
<td>• Hear what is being said.</td>
</tr>
<tr>
<td>• Clarify purpose for listening and use listening strategies appropriate to that purpose.</td>
<td>• Pay attention.</td>
</tr>
<tr>
<td>• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</td>
<td>• Stay focused on oral information.</td>
</tr>
<tr>
<td>• Integrate information from listening with prior knowledge to address listening purpose.</td>
<td>• Value what is heard.</td>
</tr>
</tbody>
</table>

### Lesson 15: Research Project – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learn Through Research</strong></td>
<td><strong>Evaluate Information</strong></td>
</tr>
<tr>
<td>• Pose a question to be answered or make a prediction about objects or events.</td>
<td>• Assess the Information</td>
</tr>
<tr>
<td>• Use multiple lines of inquiry to collect information.</td>
<td>• Rate the Information</td>
</tr>
<tr>
<td>• Organize, evaluate, analyze, and interpret findings.</td>
<td>• Value the Information</td>
</tr>
<tr>
<td><strong>Convey Ideas in Writing</strong></td>
<td><strong>Write</strong></td>
</tr>
<tr>
<td>• Determine the purpose for communicating.</td>
<td>• Create Clear, Concise Description of Ideas or Thoughts</td>
</tr>
<tr>
<td>• Organize and present info to serve the purpose, context, and audience.</td>
<td>• Write So Others Can Understand</td>
</tr>
<tr>
<td>• Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader’s comprehension.</td>
<td>• Improve by Making Corrections</td>
</tr>
<tr>
<td>• Seek feedback and revise to enhance the effectiveness of the communication.</td>
<td>• Organize work</td>
</tr>
<tr>
<td><strong>Speak So Others Can Understand</strong></td>
<td><strong>Talk Respectfully</strong></td>
</tr>
<tr>
<td>• Determine the purpose for communicating.</td>
<td>• Speak Clearly</td>
</tr>
<tr>
<td>• Organize and relay information to effectively serve the purpose, context, and listener.</td>
<td>• Speak in a Professional Manner</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Speak So Others Can Understand</td>
</tr>
<tr>
<td>• Use multiple strategies to monitor the effectiveness of the communication.</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 16: Time Management – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan</strong></td>
<td><strong>Manage Time</strong></td>
</tr>
<tr>
<td>• Set and prioritize goals.</td>
<td>• To direct or control the use of time.</td>
</tr>
<tr>
<td>• Develop an organized approach of activities and objectives.</td>
<td>• The ability to analyze what you are doing, how you are doing it, what is necessary, and how much time is being utilized.</td>
</tr>
<tr>
<td>• Actively carry out the plan.</td>
<td></td>
</tr>
<tr>
<td>• Evaluate its effectiveness in achieving the goals.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

### Lesson 17: Team Dynamics – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperate With Others</strong></td>
<td><strong>Getting Along With Others</strong></td>
</tr>
<tr>
<td>• Interact with others in ways that are friendly, courteous, and tactful, and that demonstrate respect for others’ ideas, opinions, and contributions.</td>
<td>• Communicate effectively.</td>
</tr>
<tr>
<td>• Seek input from others in order to understand their actions and reactions.</td>
<td>• Give information clearly.</td>
</tr>
<tr>
<td>• Try to adjust one’s actions to take into account the needs of others and/or the task to be accomplished.</td>
<td>• Receive information from others clearly.</td>
</tr>
</tbody>
</table>
Lesson 18: Thinking Skills – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solve Problems and Make Decisions</strong></td>
<td><strong>Think Creatively</strong></td>
</tr>
<tr>
<td>• Anticipate or identify problems.</td>
<td>• Be imaginative.</td>
</tr>
<tr>
<td>• Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.</td>
<td>• Discover new things or better ways of doing these things.</td>
</tr>
<tr>
<td>• Generate alternative solutions.</td>
<td><strong>Think Critically</strong></td>
</tr>
<tr>
<td>• Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.</td>
<td>• Analyze what you’re thinking about.</td>
</tr>
<tr>
<td>• Select alternative that is most appropriate to goal, context, and available resources.</td>
<td>• Evaluate what you’re thinking about.</td>
</tr>
<tr>
<td></td>
<td>• Come to a conclusion.</td>
</tr>
</tbody>
</table>

Lesson 19: Memory Skills – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflect and Evaluate</strong></td>
<td><strong>Think Creatively</strong></td>
</tr>
<tr>
<td>• Take stock of where one is: Assess what one knows already and the relevance of that knowledge.</td>
<td>• Be imaginative.</td>
</tr>
<tr>
<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
<td>• Discover new things or better ways of doing these things.</td>
</tr>
<tr>
<td><strong>Solve Problems and Make Decisions</strong></td>
<td><strong>Think Critically</strong></td>
</tr>
<tr>
<td>• Anticipate or identify problems.</td>
<td>• Analyze what you’re thinking about.</td>
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<tr>
<td>• Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.</td>
<td>• Evaluate what you’re thinking about.</td>
</tr>
<tr>
<td>• Generate alternative solutions.</td>
<td>• Come to a conclusion.</td>
</tr>
<tr>
<td>• Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.</td>
<td></td>
</tr>
<tr>
<td>• Select alternative that is most appropriate to goal, context, and available resources.</td>
<td></td>
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</tbody>
</table>
### Lesson 20: Orientation to the Computer Lab – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use Information and Communications Technology</strong></td>
<td><strong>Use a Computer</strong></td>
</tr>
<tr>
<td>• Use computers and other electronic tools to acquire, process, and manage information.</td>
<td>• Recognize the basic parts of a computer.</td>
</tr>
<tr>
<td>• Use electronic tools to learn and practice skills.</td>
<td>• Have the ability to use the computer to acquire information.</td>
</tr>
<tr>
<td>• Use the Internet to explore topics, gather information, and communicate</td>
<td>• Have the ability to use the computer to process and manage information.</td>
</tr>
</tbody>
</table>

### Lesson 21: Problem-Solving Process – Skill Standard Connections

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Solve Problems and Make Decisions</strong></td>
<td><strong>Solve Problems</strong></td>
</tr>
<tr>
<td>• Anticipate or identify problems.</td>
<td>• Identify the problem</td>
</tr>
<tr>
<td>• Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.</td>
<td>• Generate solutions</td>
</tr>
<tr>
<td>• Generate alternative solutions.</td>
<td>• Evaluate the potential solutions</td>
</tr>
<tr>
<td>• Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.</td>
<td>• Select a solution</td>
</tr>
<tr>
<td>• Select alternative that is most appropriate to goal, context, and available resources.</td>
<td></td>
</tr>
<tr>
<td>• Establish criteria for evaluating effectiveness of solution or decision.</td>
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</table>

### Lesson 22: Stress Management – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solve Problems and Make Decisions</strong></td>
<td><strong>Solve Problems Self-Awareness</strong> – Understanding self and who and where you are. Knowing strengths and weaknesses.</td>
</tr>
<tr>
<td>• Anticipate or identify problems.</td>
<td><strong>How and When to Make Decisions</strong> – Effectively solving problems by understanding the problem and choosing the best option.</td>
</tr>
<tr>
<td>• Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.</td>
<td><strong>Stay Calm Under Pressure</strong> – Control affective feelings by critically thinking about how to resolve problems.</td>
</tr>
<tr>
<td>• Generate alternative solutions.</td>
<td></td>
</tr>
<tr>
<td>• Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.</td>
<td></td>
</tr>
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<td>• Select alternative that is most appropriate to goal, context, and available resources.</td>
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</tr>
<tr>
<td>• Establish criteria for evaluating effectiveness of solution or decision.</td>
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</tbody>
</table>
Lesson 23: Test-Taking Strategies and Study Skills – Skill Standard Connections

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<tbody>
<tr>
<td>Reflect and Evaluate</td>
<td>Evaluate Information</td>
<td>Interpret (literal, inferential, or implied) Information</td>
</tr>
<tr>
<td>• Take stock of where one is: assess what one knows already and the relevance of that knowledge.</td>
<td>• Assess the information</td>
<td></td>
</tr>
<tr>
<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
<td>• Rate the information</td>
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</tr>
<tr>
<td>• Value the information</td>
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Lesson 24: Speaking Essentials – Skill Standard Connections

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<tbody>
<tr>
<td>Speak So Others Can Understand</td>
<td>Talking With Respect</td>
</tr>
<tr>
<td>• Determine the purpose for communicating.</td>
<td>• Speak clearly.</td>
</tr>
<tr>
<td>• Organize and relay information to effectively serve the purpose, context, and listener.</td>
<td>• Speak in a professional manner.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Speak so others can understand.</td>
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<tr>
<td>• Use multiple strategies to monitor the effectiveness of the communication.</td>
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Lesson 25: Next Steps After Learning Skills – Skill Standard Connections

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<td>Interpret (literal, inferential, or implied) Information</td>
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<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
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Lesson 26: What Have I Learned in This Class – Skill Standard Connections

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<tbody>
<tr>
<td>Reflect and Evaluate</td>
<td>Evaluate Information</td>
<td>Interpret (literal, inferential, or implied) Information</td>
</tr>
<tr>
<td>• Take stock of where one is: assess what one knows already and the relevance of that knowledge.</td>
<td>• Assess the information</td>
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<tr>
<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
<td>• Rate the information</td>
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<tr>
<td>• Value the information</td>
<td>• Value the information</td>
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Lesson 27: Graduation Day – Skill Standard Connections

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
<th>GED</th>
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</table>
| **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, to minimize barriers to listener’s comprehension.  
• Use multiple strategies to monitor the effectiveness of the communication. | | |
| **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. | | |
| **Observe Critically** | • Attend to visual sources of information, including television and other media.  
• Determine the purpose for observation and use strategies appropriate to the purpose.  
• Monitor comprehension and adjust strategies.  
• Analyze the accuracy, bias, and usefulness of the information.  
• Integrate it with prior knowledge to address viewing purpose. | | |
| **Talking With Respect** | • Speak Clearly  
• Speak in a Professional Manner  
• Speak So Others Can Understand | | |
| **Listen for Understanding** | • Hear What Is Being Said  
• Pay Attention  
• Stay Focused on Oral Information | | |
| | • Distinguish facts from opinion or from hypotheses  
• Recognize unstated assumptions  
• Distinguish a conclusion from a supporting statement  
• Demonstrate active listening  
• Clarifying a statement  
• Confirming a statement  
• Summarizing a spoken message  
• Asking for more information which will aid understanding | | |

Continued, next page
Lesson 27: Graduation Day – Skill Standard Connections, continued

<table>
<thead>
<tr>
<th>EFF STANDARD</th>
<th>TENNESSEE KSAs</th>
<th>GED</th>
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<tbody>
<tr>
<td><strong>Take Responsibility for Learning</strong></td>
<td>• Accurately Perform Work</td>
<td><strong>To Achieve</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>• Follow Directions</td>
<td>• Confidence</td>
</tr>
<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>• Follow a Plan</td>
<td>• Self management</td>
</tr>
<tr>
<td>• Become familiar with a range of learning strategies to acquire or retain knowledge.</td>
<td>• Stay on Track</td>
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<tr>
<td>• Identify and use strategies appropriate to goals, task, 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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<tr>
<td><strong>Reflect and Evaluate</strong></td>
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<tr>
<td>• Make inferences, predictions, or judgments based on one’s reflections.</td>
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<tr>
<td><strong>Learn Through Research</strong></td>
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<td>• Pose a question to be answered or make a prediction about objects or events.</td>
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<tr>
<td>• Use multiple lines of inquiry to collect information.</td>
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<td>• Organize, evaluate, analyze, and interpret findings.</td>
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<td>• Applying information in a concrete situation</td>
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<td>• Interpret (literal, inferential, or implied) information.</td>
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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.)

Teaching Tip
- Develop student responses and guide them towards learning more about EFF. Use the set of four basic questions to guide the student responses: What is the author trying to say, what does it mean to you, why is it important, and how can you use it? This series of questions will be the main questions in all “Thought for the Days” work.

Teaching Tip
- Using the EFF chart as a guide, explain to the students the historical development of EFF. Using the three key questions: (What does it mean to you? Why is it important? How can you use it?). Have the students discuss the value of EFF. This lesson brings out a lot of pent up feelings on the student’s part, and the teacher has to work with, develop, and focus the responses to meet the learning objectives.
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

- Read With Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically
- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan
- Cooperate With Others
- Advocate and Influence
- Guide Others
- Resolve Conflict and Negotiate
- Reflect and Evaluate
- Take Responsibility for Learning
- Learn Through Research
- Use Information and Communications Technology
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically
- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan
- Cooperate With Others
- Advocate and Influence
- Guide Others
- Resolve Conflict and Negotiate
- Reflect and Evaluate
- Take Responsibility for Learning
- Learn Through Research
- Use Information and Communications Technology
Effective family members contribute to building and maintaining a strong family system that promotes growth and development. Here are some key activities:

**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.

**Meet Family Needs and Responsibilities**
- Provide for safety and physical needs.
- Manage family resources.
- Balance priorities to meet multiple needs and responsibilities.
- Give and receive support outside the immediate family.
- Provide for self-improvement.
- Direct and discipline children.
- Guide and mentor other family members.
- Support children’s formal education.
- Foster informal education of children.
- Foster development of all family members.

**Promote Family Members’ Growth and Development**
- Make and pursue plans for self-improvement.
- Guide and mentor other family members.
- Support children’s formal education.
- Foster informal education of children.
- Form and maintain supportive family relationships.
- Provide for safety and physical needs.

**BROAD AREAS OF RESPONSIBILITY**

- Family members create and maintain a strong sense of family.
- Family members support the growth and development of all family members, including themselves.
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
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.

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

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.
- Balance individual needs with those of the organization.
- Guide work activities to performance and strategy.
- Communicate with others inside and outside the organization.

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, motivation, and direction.
- Balance individual needs and organizational goals.
- Respect organizational norms.
- Communicate with others inside and outside the organization.

Do the Work

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

- Organize, plan, and prioritize work.
- Take responsibility for assigning work.
- Respond to and meet new work directions and action.
- Other work looks to pull ideas and resources and contribute.
- Use technology, resources, and other work directions and actions.
- Communicate with others inside and outside the organization.
- Balance individual needs and organizational goals.
- Guide work activities to performance and strategy.
- Work within organizational norms.

Worker Role Map

Broad Areas of Responsibility

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

Key Activities

- Learners, skills, and results
- Organize, plan, and prioritize work
- Take responsibility for assigning work
- Respond to and meet new work directions and action
- Other work looks to pull ideas and resources and contribute
- Use technology, resources, and other work directions and actions
- Communicate with others inside and outside the organization
- Balance individual needs and organizational goals
- Guide work activities to performance and strategy
- Work within organizational norms
APPENDIX IV

Using Learning Skills

A Report From Six Tennessee Families First Adult Education Programs
Using Learning Skills

A Report From Six Tennessee Families First Adult Education Programs

The Center for Literacy Studies and the Tennessee Department of Human Services awarded five grants in 2000-2001 to local adult education programs to field-test the Learning Skills curriculum and to determine whether the curriculum would be useful to a wide variety of Families First classes. Knox County Adult Education volunteered to test the curriculum with its evening classes to bring the number of pilots to six.

Given differences in settings and student populations in adult education programs and classes, it was important to find out how flexible the curriculum is and whether it can be implemented in different program environments.

The purpose of the field test:
- Assess the effectiveness of the curriculum and make recommendations for improvement.
- Confirm that the skills identified in the curriculum will help Families First participants prepare for further classroom success.
- Identify different ways the curriculum can be implemented depending on a program’s needs and structure.

Initial Expectations of Supervisors and Teachers
The five programs’ supervisors and teachers received a two-day orientation training to the Learning Skills philosophy, approach, and curriculum. At the beginning of the training the supervisors and teachers were asked to share their hopes and expectations for the curriculum and the project in their programs. The following reflects the results and common themes of this activity.

— Find ways to motivate and retain Adult Education (AE) Families First students.
— Give students life skills to help them succeed after AE.

Peggy Davis, Trenton/Gibson

The five programs selected:

Trenton Special School District/Gibson County
Adult Education Program
Peggy Davis, Supervisor
Ernest R. Pounds, Families First Teacher

Hardin County Adult Education Program
Judy Warrington, Supervisor
Dean Hagy, Families First Teacher

Henry County Adult Education Program
Sue Quinn, Director
Lynette Travis, Adult Education Teacher
Donna Winders, Program Assistant

The Martha O’Bryan Center
Robert Regan, Family Education Program Director
Andrea Blackman, Adult Education Instructor

Nashville Opportunities Industrialization Center
Margaret McClain, Program Director
Una Fenderson, Families First Teacher

Knox County Adult Literacy Program
(Voluntary Participation)
Jane Knight, Adult Literacy Program Coordinator
Knox County Adult Literacy Program volunteered as a sixth program to test the curriculum with its evening classes to enhance the field-test feedback.
— Help students to see worth of themselves.
— Motivate students to stay in class.
— Help students to have a better attitude about themselves and life in general.

*Ernest Pounds, Trenton/Gibson*

Expect *Learning Skills* to help with:
— Motivation.
— Retention.
— Building self-esteem.
— Work ethics for job retention.

*Judy Warrington, Hardin County*

— Positive feedback from students.
— Students will be able to communicate and express their feelings more.
— Improve students’ self-esteem and self-worth.

*Dean Hagy, Hardin County*

My expectations:
— To get enough information to know how to have a better program.
— To boost motivation, retention, and overall to give some “pizzazz” to the program.

*Una Fenderson, Nashville OIC*

— Motivation.
— Retention.
— Change of attitude to “I can” and “I will.”
— Prepared for learning.
— Develop a passion for learning.

*Sue Quinn, Henry County*

— Different way to reach my students.
— To help students discover themselves and what they really want in life.
— Learn different ways to help the students stay on track.

*Lynette Travis, Henry County*

— To develop a means to help with student motivation and retention.
— To hopefully change some attitudes towards leaving the program.
— To “…light a fire.”
— To show students that they can and must take ownership of their learning.
— To show students that “true” learning occurs when the spark has been ignited.
— They begin to pursue knowledge on their own—becomes a passion.

  Robert Regan, Family Education at Martha O’Bryan

— I expect feedback from the data and information submitted to the Center for Literacy Studies, University of Tennessee, about our implementation.
— I expect a systematic method of individualized instruction, which uses innovative means.
— I expect to see a change in the perception of education and its values.

  Andrea Blackman, Family Education at Martha O’Bryan

An **analysis of key phrases** used by the supervisors and teachers to describe their expectations revealed the following common themes:

| 2. Retention |
| 3. Develop a passion for learning – “Light the Fire,” Prepare for education and learning, pursue knowledge and its value, and take responsibility for learning |
| 4. Systematic method of individualized instruction using innovative means, different ways to reach students and keep them on track, receive positive feedback |
| 5. Build work ethics, skills to succeed, and communicate better |
| 6. Students discover themselves and what they want in life |
| 7. Information to have a better program and put some “pizzazz” in the program |
| 8. CLS Feedback on data submitted on the various implementations |

**Keyword Groupings** (*fusion of expectations*)

| Changed View of Self | 11 |
| Retention | 6 |
| Ready to Pursue Learning | 6 |
| Different Approach | 5 |
| Building Skills | 3 |
| Self Discovery/Life Goals | 2 |
| Better Program/“Pizzazz” | 2 |
| CLS Feedback | 1 |
Initial Ideas and Implementation Strategies

During the training, programs had an opportunity to individually brainstorm and share their potential implementation strategies. These strategies were later refined as the program continued with the pilot. All field-test sites agreed upon a 14-week field-test window to adapt and test the curriculum within their respective programs. This timeframe started shortly after the training session and ended May 29, 2001.

Each program adapted the curriculum to fit its students, localities, and specific program needs. The supervisors and teachers used the Learning Skills philosophical approach with the curriculum, as well as creating and developing additional lessons to make the curriculum successful.

**Trenton Special School District/Gibson County Adult Education**
- Select a group of 10 “mixed” regular Adult Education, Families First, and high-school dropouts aged 17, 18, and 19 years old.
- Use the Learning Skills curriculum for two hours each day for 32 days.
- Offer incentives.
- Have a celebration (graduation banquet).
- Provide a certificate of completion for students to frame and include in their resume.
- Involve AE, FF, Even Start, and FRC teachers in helping with teaching.

**Hardin County Adult Education**
First, allow time to gather all materials and supplies, schedule speakers and field trips. Develop the classroom atmosphere with the visual aids and other materials:
- Inform and orient the students about the program and have a question-and-answer session.
- Present a workbook as a guide for students.
- Set a date to complete project and be flexible with students about time limits for lessons.
- Set a time for instruction.
- Allow for two hours of instruction and stay on task.
- Use other signs of encouragement for students.
- Include students in “Thoughts for the Day” (Rainbow = Pot of Gold and obtaining their dreams).
- The Big Day...Graduation: Prepare a nice ceremony for graduates with a dinner, speakers, and presentation of certificates.
**Henry County Adult Education**

Learning Skills Class
• Monday - Thursday 12:15 p.m. - 4 p.m.
• Three classes:
  1. February 5 - March 1
  2. February 28 - March 23
  3. April 9 - May 8
• Limited class size: 15
• Recruitment: Invitational targeting
  1. Long-term learners
  2. Families First participants/DHS
  3. 18-year-old dropouts
  4. Dislocated workers
  5. Community agencies and industries (marketing)
• Incentives
• Motivational activities/Student involvement/Resource people
• Tangibles, etc. (For example, a candle symbolizes the “lighting a fire”)
• Perfect attendance
• Graduation program with certificates - possible banquet

**Martha O'Bryan and Nashville Opportunities Industrialization Center**

Dates: February - April
• Target Plan: We plan to incorporate Learning Skills into our existing ABE class (all Families First clients).
• Expand homework component as a way of including children. (Continue “motivation” cycle at home.)
• Focus on attitude ideas of “STAR.”
• Change existing journal writing activities to “Thought of the Day” component.

**Knox County’s Adult Literacy Program**

Knox County did not participate in this initial training session, given its familiarity with and application of the curriculum over the previous three years. Knox County’s expectations and implementation strategies were:
• Students would be tested on Monday and Wednesday evenings and assigned to the next Learning Skills class available. (This was later modified to place students first in computer lab while waiting for Learning Skills class.)
• Students would attend six weeks of classes for six hours each week. (This was later changed to a four-week course.)
Bottom-Line Results

It works! It’s useful! It helps students, teachers, and programs. The concluding assumption is that everyone can use and adapt the approach and curriculum to add to existing classes and/or use in an orientation framework.

The response to the initial three inquiry areas is:

1. The curriculum is an effective tool not only for students but also for teachers wishing to add variety, motivation, and inspiration to their work.
2. The core skills identified in the curriculum will help Families First participants be better prepared for further classroom success, as well as success with their families, communities, and work situations. The additional lessons identified and developed by the field sites help to extend the effectiveness of the curriculum.
3. The curriculum can serve as a core foundation for various adaptations in orientation situations and in regular AE classrooms.

Further observations:

1. The Learning Skills philosophical approach works because it matches what teachers do and want to see happen in their classrooms for students.
2. The lessons and philosophy are adaptable and useful in varying degrees through the skillful use by teachers. The lessons serve as a very usable resource to bolster the teachers’ lesson repertoire.
4. The approach and curriculum stimulates other lesson ideas, approaches, and teacher enthusiasm.
5. Additional lessons are easily developed to extend the learning approach and meet students’ needs.

In the end, the field-test sites took the curriculum to another level of implementation through modification and integration to fit their programs’ needs, location, and students.

Learning Skills Curriculum Field Reports

The six field sites’ teachers and staffs brought their own unique creativity and strategies to portions of the curriculum. They also added their own sense of what would work best for their students, which provides a new
richness of approaches, lessons, and other unique features to the base curriculum. As each program acknowledged, the core curriculum that Knox County developed provided a solid foundation and resource to build upon. Another byproduct of this project, which reconfirmed Knox County’s experiences, was the philosophical and motivational themes that build a common thread throughout the curriculum. It is a belief in the students, their abilities, and their potential.

The following summary highlights information gained from the Field Site Reports. The complete reports for each field site are available upon request from the Center for Literacy Studies.

**Adaptations From the Programs**

The six programs field-testing the *Learning Skills* curriculum had more common experiences than dissimilar ones, despite initial differences in settings, student population characteristics, teaching styles, and program emphases. Each program adapted the curriculum to fit local realities and specific needs. Trenton left out some parts of the guide and added sections in science, math, and writing skills. Knox County made adjustments when teachers found they could not cover all the content in their time frame. Hardin County condensed some lessons to fit its time schedule and also deleted some materials “that seemed repetitious” and then used other parts as springboards to work on writing skills. Henry County added a lesson on self-esteem, expanded the lesson on essay writing, and added stress management to the Time Management lesson. Nashville Opportunities Industrialization Center (NOIC) adjusted classes to meet its time frame. Martha O’Bryan instructors suggested “tweaking” the curriculum to fit their program and stated that “the flexibility allowed during implementation was the greatest asset to the curriculum.”

**Initial Reactions of Teachers**

Some teachers who had not used the *Learning Skills* curriculum previously expressed hesitancy and some apprehension in getting started. Trenton hand-picked the class that piloted the program to give the program its best chance to succeed. Trenton also carefully scheduled the staff members who would assist and took special care to supply the right environment, “not only a special place to study but also the right materials.” At NOIC, the instructor admitted, “At first, I was a bit skeptical about incor-
The curriculum seemed to have aided teachers in connecting and sometimes bonding with students and setting a positive atmosphere or climate in the class conducive to learner progress.

The curriculum seemed to have aided teachers in connecting and sometimes bonding with students and setting a positive atmosphere or climate in the class conducive to learner progress. NOIC stated, “We developed a very good rapport and became ‘acquainted’ with students’ family members. Sharing information as a group enabled students to see learning as real as well as build their needs and goals. It also helped to increase their self-worth and foster their leadership skills.” Hardin County’s advice to instructors using the curriculum is “to listen to your students and be willing to make changes if needed.” Henry County’s advice was similar: “I need to be more attentive to the needs of my students…. I need to use a variety of approaches and different teaching methods in order to reach my students and this curriculum has helped me come to this conclusion…. I didn’t have any trouble presenting any of the material. I think we assume that our students cannot grasp some of this material and certain terms, but they can. It’s not always what we say, but how we say it.”

In addition, the curriculum helped adult learners bond with and be supportive of each other. NOIC adult learners “who were unresponsive became self-starters in that they prodded others to verbalize their opinions. There was also positive camaraderie among the students.” Henry County reported, “I see them opening up with the Communication Lesson. They tell the class about past mistakes in communicating with their parents and now with their families. The students have bonded more. They knew each other prior to class, but each class session, they are discovering more about each other.” In Hardin County, “We all cried when one student practiced her presentation. She talked about Friendship and the friends she had made in the class and how this class helped and
strengthened her. Never did I expect the response and comments I received from this class.”

Some students who were initially skeptical of the class seemed to have been won over as the class progressed, and instructors reported good participation and cooperation on the part of their adult learners. Hardin County started out with some students’ having “negative attitudes” and both practitioner and learners felt that there was “too much material to cover in one day.” Nevertheless, the teacher was able to respond in her log day after day that “Today was a good day!” and in the end reported that learners became motivated and excited about the program and adopted new approaches and strategies for learning. Trenton reported that “each student came away from the program with the belief that they could succeed no matter what problems or shortcomings they may have.... They participated in class, arrived at class on time and seemed to be truly interested in the fact that we were trying something new to help them succeed.” The attitudes of NOIC students “changed over the course of the Learning Skills program. They became more cooperative and paid closer attention to being academically prepared.... Attention span and confidence levels improved.” Henry County provided a glowing recommendation: “The adult learners in the two classes we presented loved the material.... Halfway through the classes we could see students change, come alive, gain confidence in themselves and the goals they have set.... They are having fun learning new information and no one seems bored.” Martha O’Bryan clients were reportedly “receptive and motivated” with the curriculum.

“All instructors mentioned the “Thoughts for the Day” as a most important part of the program. Hardin County says, “It is like our cup of coffee in the morning. This is the students’ favorite part of the day.... It is the power point of the program that helps to stimulate and motivate the students to participate in the discussion and activities of the day. It is the heart of the program.” NOIC decided to focus on the “Thoughts for the Day,” seeing that part of the curriculum as an opportunity to incorporate a writing class. Other parts that teachers mentioned as particularly helpful in gaining learner involvement and participation were goal setting (Trenton, Hardin), emphasis on taking responsibility for one’s own learning (Trenton, Hardin, Martha O’Bryan), individual learning styles (Trenton, Martha O’Bryan), how to do homework (Trenton), communication
skills (Hardin), writing skills (Hardin), team building (Hardin), note-taking skills (Hardin). Hardin County said, “This program has wonderful activities.”

Research Project

Practitioners and learners alike experienced the culminating student experience, the oral presentation to their cohorts of a research topic, as a triumph. It was an achievement that few students had ever tried to accomplish before. Trenton reported that “at first…participants were reluctant to speak publicly, but…each did an exceptional job…. All agreed the program had helped them.” NOIC students were excited and enthusiastic about their presentations. Everyone in the center was invited to hear them, and their “students were highly complimented on their presentations.” Henry County instructors were pleased with the effort their learners were expending on this challenge and the pride learners were taking in their work. Instructors thought “the presentations were fantastic! Everyone did well.”

Graduation

Several programs concluded the Learning Skills curriculum with a separate celebration and/or graduation. Martha O’Bryan Center learners “developed a class skit based on concepts and ideas learned from the curriculum. The class wrote, starred in, and produced a 10-minute skit/performance designed to entertain guests during the graduation celebration.” The adult learners produced this skit without help from their instructors, wanting the production to be a surprise for the guests and their teachers. Teachers reported being “truly impressed!” The celebration also included a special luncheon and certificates of completion. Trenton had a pizza party with invited family members and also awarded certificates for completion of the program. Hardin County participants invited guests and ate out at a steak house. They received certificates and a gift. Henry County noted that their learners made “an extra effort to look nice,” and that “Graduation was beautiful.”
Program Outcomes

Among the program outcomes noted by teachers were improved attendance (Trenton, Hardin), improved test scores (Trenton, Hardin), learners motivated to continue their studies (Trenton), improved self-confidence and/or self-esteem (Trenton, Hardin), internalization of a “system and pattern of performance (that) helped them to set a routine of study” (Trenton), improved writing skills (NOIC), and improved verbal communication skills (NOIC). Instructors could notice change in their students during the course of the program. “My students were beginning to open up and express themselves more,” reported Hardin County. “(They) are now able to add more meaning to the Thought for the Day. They are able to look beyond the quote and realize the value it has on their lives…. My students have a vision, a purpose, in their lives, and that is to reach their goals.”

Summative Thoughts From Teachers

Teachers’ summative thoughts were that the curriculum was well received by the participants, and both teachers and adult learners found the curriculum inspirational. Trenton’s instructor stated, “I would recommend this program or an adaptation of the curriculum for any adult education program anywhere. We will try to implement the program into our regular Adult Ed. Programs…. ” Hardin County said, “The curriculum provided a wonderful change to our classroom as well as my approach to teaching. I will continue to use the tools and concepts and the “Thoughts for the Day”…. I think the program is wonderful.” Hardin County stated, “I do plan to continue to use the tools and concepts. I also plan to use the lessons in the Learning Skills program. This excellent program can be used in a variety of settings.” Henry County’s response was, “I would have to rate the effectiveness of this curriculum as excellent. We plan to continue our classes this fall…. I feel all ABE classes can use this program, whether they use the curriculum in a single class as we do here or if they decide to use separate lessons in their regular classroom. I feel the results would be worth it…. I love this class and the results I have seen so far.” NOIC stated, “This program is a very powerful model for the adult education program. With the collaboration of students and teachers, it provides the ‘fireworks’ that spark enthusiasm and action within the classroom.”
Practitioners have high hopes that their adult learners will take with them the attitudes and skills that they achieved through this curriculum. “Several of my students have plans to further their education. Our students have an opportunity to attend a small college here in Hardin County. I have two students who plan to go in the Nursing field. My students realize that these tools and concepts will follow them throughout their educational journey. They see the positive results that this program has had on them and hopefully it will continue to affect their lives.” Henry County practitioners could “see positive attitudes towards reaching goals they (learners) have set; changes they are set to make with their families and their own personal lives.” Instructors say they “have stayed in touch with most of the students who finish the Learning Skills class and all of them are doing well. Students who are working on their GED have a new attitude. Many students have finished school and have enrolled in tech school or have jobs. Teachers have made comments about certain students and how they have changed after completing the Learning Skills class. We have nothing but positive praise for this program.”

Finally, several instructors noted that using the curriculum had had a lasting influence on them as well as on their adult learners. Trenton noted, “This concept of setting goals can be used in any class or in any subject. Goal setting is also important in our lives outside the classroom. Every student and teacher can use the concept of taking responsibility.” The Hardin instructor said, “It provided me with fresh material, new tools and concepts, creative ideas and activities, and a great classroom environment.” She added, “The one thing this program has taught me is to be more organized. It has also helped me to focus more on my goals… (It) has also helped me as a teacher and a learner to communicate more with my students and to use the tools and concepts more…” The NOIC instructor reported “learning some valuable lessons…. The Learning Skills curriculum allowed me to see that the learners are just as important as the teacher. They both create a curriculum together which includes basic skills, study skills and life-related subjects…. Sharing my life experiences with students also helped them to understand that learning is mutual and the obstacles to attaining goals are not insurmountable…. Learn to go over those barriers and don't let them stop you from achieving.”
Conclusion

The pilot testing of the Learning Skills approach and curriculum provided a wealth of useful materials, feedback, and additional, creative lessons and insights. This is only the beginning of what other Tennessee teachers and programs will do to use and expand this curriculum. The field sites’ work with Learning Skills was an effort to pass along classroom teachers’ best work. We encourage further use of the curriculum, adapting it as necessary to support classroom work and student needs and passing it along to others within your programs.

Learning Skills is more than a curriculum. It is a philosophical approach based on many of the core values we feel as adult educators. It is a teacher who brings his or her creative energy and motivation to the students and the classroom. It is the students who see “no limit” to what they can do if we help light their educational fire.

By providing this core curriculum, teachers can become inspired to try other nontraditional approaches to teaching. The curriculum helps reluctant teachers see that students will respond in a positive manner to other forms and skills of learning beyond the core GED subjects. In fact, the curriculum encourages linking the traditional subjects to life experiences in a new and exciting way to make learning come alive.

The curriculum encourages students and teachers to make the connection of linking classroom learning to life situations. The students learn how they can use the curriculum and their teacher’s modifications to not only work as a team in the classroom, but also most importantly take the skills home to their families, to their communities, and eventually to their work situations.

Note: For information on Learning Skills or the pilot sites’ reports, contact Jim Ford at the Center for Literacy Studies (jford@utk.edu or 865-974-4109).