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
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 ourselves. 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-
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
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>
</tr>
</thead>
</table>
| Lesson 1.  
Welcome and Introductions  
Handouts:  
• First Day Packet |
| Review Homework  
Thought for the Day  
Lesson 4.  
Take Responsibility for Learning  
Handouts:  
• Learner Note Taker  
• Pre-Survey: Take Responsibility for Learning  
• EFF Standard Take Responsibility for Learning  
• Post-Survey: Take Responsibility for Learning |
| Review Homework  
Thought for the Day  
Lesson 6.  
Reading Strategies  
Handouts:  
• Learner Note Taker  
• EFF Standard Read With Understanding  
ACTIVITY:  
**TABE Complete Battery**  
Homework: Academic Survival Guide—Note Taking |
| Review Homework  
Thought for the Day |
| Lesson 7.  
The Communication Process  
Handouts:  
• Learner Note Taker  
Lesson 8.  
How We Learn  
Handouts:  
• Learner Note Taker  
• Comparing Cognitive and Affective Domains of Learning  
Lesson 9.  
Weekly Review  
Handouts:  
• EFF Standard Reflect and Evaluate  
Homework:  
The Communications Loop |

### WEEK 2

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
</table>
| Review Homework  
Thought for the Day (see Lesson 2) |
| Review Homework  
Thought for the Day  
Lesson 12.  
Johari Window  
Handouts:  
• Learner Note Taker |
| Review Homework  
Thought for the Day  
ACTIVITY:  
**TABE Complete Battery** (completion)  
Homework: Independent Study in Workbooks |
| Review Homework  
Thought for the Day |
| Lesson 14.  
Note-Taking Skills  
Handouts:  
• Cornell Note-Taking form  
Lesson 15.  
Research Project  
Handouts:  
• Student Note Taker  
• EFF Standard Learn Through Research  
• Goals Worksheet  
Weekly Review (see Lesson 9)  
Homework: Begin working on presentation using the Writing Process  
Graduation Day (Lesson 27 can be used here if students enter every two weeks.) |
# Learning Skills Course

## Overview of Week Three and Four

### Week 3

<table>
<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</td>
<td>Thought for the Day</td>
<td>Thought for the Day</td>
<td>Thought for the Day</td>
</tr>
<tr>
<td>Welcome and Introductions</td>
<td>ACTIVITY: Test-Taking Strategies</td>
<td>ACTIVITY: Basic Skills Work</td>
<td>Problem-Solving Process</td>
</tr>
<tr>
<td>(Repeat Lesson 1 if new students enter on this day.)</td>
<td>Handouts: Student Note Taker</td>
<td>Lesson 20. Orientation to the Computer Lab</td>
<td>Handouts: Student Note Taker</td>
</tr>
<tr>
<td>Time Management</td>
<td>Thinking Skills</td>
<td>ACTIVITY: Basic Skills Using Technology</td>
<td>Lesson 22.</td>
</tr>
<tr>
<td>Handouts: Student Note Taker</td>
<td>Handouts: Student Note Taker</td>
<td>Homework: Read magazine articles on technology</td>
<td>Stress Management</td>
</tr>
<tr>
<td>Lesson 17.</td>
<td>Lesson 19.</td>
<td>Homework:</td>
<td>Handouts: Student Note Taker</td>
</tr>
<tr>
<td>Team Dynamics</td>
<td>Memory Skills</td>
<td>Team Dynamics Evaluation</td>
<td>Weekly Review</td>
</tr>
<tr>
<td>Handouts: Team Dynamics Analysis Worksheet</td>
<td>Handouts: Student Note Taker</td>
<td>(See Lesson 9)</td>
<td>Homework: Document Your Stress</td>
</tr>
<tr>
<td>Homework: Team Dynamics Analysis Worksheet</td>
<td>Homework:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework: Putting It to Work</td>
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</tbody>
</table>

### Week 4

<table>
<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</td>
<td>Thought for the Day</td>
<td>Thought for the Day</td>
<td>Thought for the Day</td>
</tr>
<tr>
<td>(See Lesson 2 for Master Lesson)</td>
<td>ACTIVITY: Test-Taking Strategies</td>
<td>ACTIVITY: Test-Taking Strategies Using the Act Step</td>
<td>ACTIVITY: Test-Taking Strategies Using the Act Step</td>
</tr>
<tr>
<td>ACTIVITY: Test-Taking Strategies</td>
<td>Handouts: Student Note Taker</td>
<td>(from the Shewhart Plan)</td>
<td>(from the Shewhart Plan)</td>
</tr>
<tr>
<td></td>
<td>Handouts: Student Note Taker</td>
<td>• EFF Standard Reflect and Evaluate</td>
<td>Lesson 27.</td>
</tr>
<tr>
<td></td>
<td>Lesson 24.</td>
<td>Homework:</td>
<td>Graduation Day</td>
</tr>
<tr>
<td></td>
<td>Speaking Essentials</td>
<td>Team Dynamics Evaluation</td>
<td>ACTIVITY: Class Visit</td>
</tr>
<tr>
<td></td>
<td>Handouts: Student Note Taker</td>
<td>ACTIVITY: Learning Skills Evaluation</td>
<td>ACTIVITY: Makeup Hour</td>
</tr>
<tr>
<td></td>
<td>Lesson 25.</td>
<td>Homework:</td>
<td>Homework: Presentation Practice</td>
</tr>
<tr>
<td></td>
<td>Next Steps after Learning Skills</td>
<td>Team Dynamics Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handouts:</td>
<td>ACTIVITY: Makeup Hour</td>
<td></td>
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<tr>
<td></td>
<td>• Student Note Taker</td>
<td>Homework:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EFF Standard Take Responsibility for Learning</td>
<td>Presentation Practice</td>
<td></td>
</tr>
<tr>
<td>Homework:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Study in Workbooks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 time-frame. 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.
Learning Skills’ Lesson Plan Model

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Learning</strong></td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>Synthesis</td>
</tr>
<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>
</tr>
<tr>
<td>Recall and recognition</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Affective Domain (Levels of Attitudes and Values)</th>
</tr>
</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, Resources, 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>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>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.</td>
</tr>
<tr>
<td>Achievement</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

### The Writing Process

1. **Prewrite** = 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 remediating and making improvements.
   - Read 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 didn’t miss any errors, such as spelling, punctuation, and paragraph indentation.

5. **Publish the Final Draft**

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**Logic Tree**

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Key Concepts and Tools

• 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.
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-
communicate with others. Even writing down your thoughts has helped a lot. Discussing things with others has helped. The teachers were great with their teaching, they really helped me to understand a lot better than I have before. The classroom, I wouldn’t change a thing. It is a very comfortable atmosphere. I was relaxed when I first started here this helped me with my learning process.”

“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.”

“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.”