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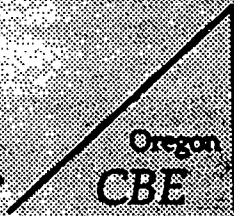
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ABSTRACT

This packet contains 43 learning activities for use with adult basic education (ABE) students. The activities are grouped under nine headings: consumer economics, community resources, health, occupational knowledge, government and law, computation, communication (writing); communication (social language--team building and icebreaking activities); and learning to learn. Activities have the following components: a topic and competency, materials needed, description of activities, level, group size, special notes, handouts and information sheets as needed, space required, outcomes and evaluation, and suggested resources and names and telephone numbers of the teachers who submitted them. Types of activities include simulations, problem solving, puzzles, and role playing. (KC)

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BASIS/CASAS/WORKSKILLS

Ideas that Work for ABE

**Activities and Resources for Competency-based
Adult Basic Education**

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**Prepared by
Oregon CBE Curriculum Committee
1990/91**

**Funded by a 353 Grant under the
Adult Education Act**

CF 065-933

Oregon CBE Curriculum Committee

The Competency-based Curriculum Committee for ABE, also known as the *Fuchsia Force*, is a network of Oregon adult basic education instructors who have been working on issues of competency-based instruction for the past three years.

Oregon CBE Curriculum Committee, 1990-91 ...

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Preface

Background...

The Oregon Competency-based Education Committee was formed to assist in the design and implementation of a competency-based systems approach that integrated basic skills with functional life skills instruction in adult basic education.

The focus of the first year was on implementing the BASIS/CASAS functional assessments and on program delivery, primarily at seven welfare reform pilot sites.

During the second year the committee developed the curriculum materials, *Functional Life Skills: Lesson Guides for Competency-Based Adult Basic Education*. These provided sample functional life skill lessons and suggested ways of including group instruction in the classroom. Members of the committee and other instructors "piloted" many of these lessons in their classrooms.

As committee members began to share their classroom experiences and the ideas that had worked for them and their students, the thrust for the third year project became obvious. The committee felt that the sharing of ideas that had been so helpful and encouraging should be passed on to other instructors. That was the beginning of this project, *Ideas That Work for ABE: Activities and Resources for Competency-based Adult Basic Education*.

Ideas that Work is a collaborative effort of the CBE Committee and other instructors from throughout Oregon. Included are ideas that have been effective both for instructional purposes and for providing fun group interaction. We invite you to use them as they are, alter them, or use them as a springboard to create your own ideas.

An Unfinished Collection...

This is only a beginning of a process for an exchange of ideas among instructors. We invite and encourage you to add to this collection by sharing an idea or technique that has worked for you and your ABE/GED students. Please use the enclosed blank *Ideas That Work for ABE* form at the back and send your idea to:

Sharlene Walker, Curriculum and Staff Development Specialist
Office of Community College Services
700 Pringle Parkway SE
Salem, OR 97310

Happy teaching!

The Oregon CBE Committee
1990-91

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Section 1.
Consumer Economics

Title of Activity

- Buy or Sell (Making change game)
- How Much for One? (Unit pricing)
- Smart Shopping with Coupons
- Oregon Driver's Manual (Audio cassettes)

Ideas that Work for ABE

Topic/Competency: CONSUMER ECONOMICS 1.1 Counting money, making change

"Buy or Sell" - (Making change game)

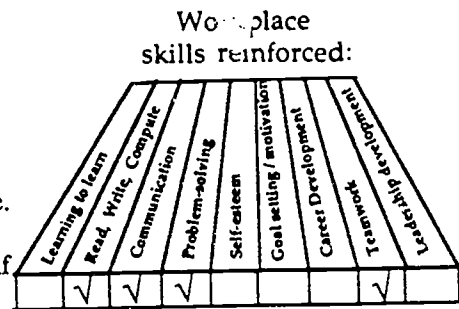
Materials needed: Handouts attached (✓)

- Play money (paper bills and coins)
- Homemade die with "B" (for buy) and "S" (for sell) on the sides, or a poker chip marked "S" on one side and "B" on the other side
- Two stacks, each a different color, (approx. 25 cards per stack) of homemade cards that have various money amounts written on them (i.e., \$1.95, \$3.15, etc.). One stack labeled "BUY" and the other stack "SELL". The cards could also have cut out pictures from ads with prices.

Description of activity: Estimated time: 15 - 60 min.

This is a game for practicing counting money and making change. Before the game begins, each player counts out an agreed upon amount of money to use.

Two stacks of cards are put on the table upside down. One is "BUY", the other "SELL." (Good to have two colors of cards). First player rolls the die. If it turns up "B", then he/she draws a "BUY" card and gives the amount of money on the card to the other player. Player 2 may have to make change if the "buyer" does not have exact amount. If the die turns up "SELL", the first player draws a "SELL" card and Player 2 "pays" the "seller" the amount on the SELL card. Player 1 may have to make change to the buyer. At the end, each player counts his/her money again to see who has the most.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

(A) (B) C D (ESL) multileveled

Group size: 2 or 3 Individual: (✓) (with tutor/instructor)

Special notes:

When played for the first time it is good to do it with a tutor or more adept player. The players can also try to "cheat" each other for fun, or also make the other one give change. There can also be a "Banker" to make change or give loans.

Instructors may want to make an easier card set (smaller dollar amounts) and a more difficult set for players at different skill levels.

Space required:

Desk or small table space for each player.

Outcomes/evaluation:

Students will be able to make correct change with coins and paper money.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Marilyn Nunemaker
Phone: 244-6111 Ext. 5452

Instructional site: Portland C.C.
City: Portland, OR

Topic/Competency: CONSUM. ECON. 1.2 Unit pricing

How Much for One? Unit Pricing

Materials needed: Handouts attached (✓)

1. Cereal boxes, cracker boxes, coffee cans, etc.
2. Calculators
3. Ziplock bag with one ounce of cereal premeasured.

Description of activity: Estimated time: 20-30 min.

Post prices of items on the boxes (containers). Place 2 to 3 boxes on each table around the room.

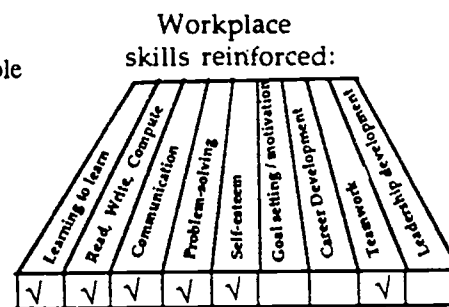
Display bag with one ounce of cereal in it. Ask students to guess the price of cereal. How much is one oz.?

Divide class into teams to find the unit price of each box on a table. Allow calculator use.

On board write: $COST + OUNCES = UNIT PRICE$

Discuss results as whole group comparing prices and original guesses.

Use newspaper ad to determine cost per ounce of an advertised meat item, milk, margarine, etc.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: 10-15 Individual: (✓)

Special notes:

Discuss unit prices posted in stores. Where are they located? How are they read? How are they useful? Why does cost/oz. vary so drastically. Discuss "additions" (prizes), packaging, advertising costs, etc.

Space required:

Outcomes/evaluation:

What is the best buy? Why? Large quantities of items with lower cost/oz. may not be the best buy if it is for a small family.

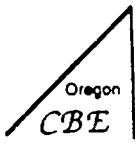
Resources: (i.e. community personnel, publications, etc.)

Submitted by: Pris Nagle

Phone: 399-5292

Instructional site: Chemeketa C. C.

City: Salem, OR



Ideas that Work for ABE

Topic/Competency: CONSUMER ECON. 1.3 Using coupons to purchase goods and services

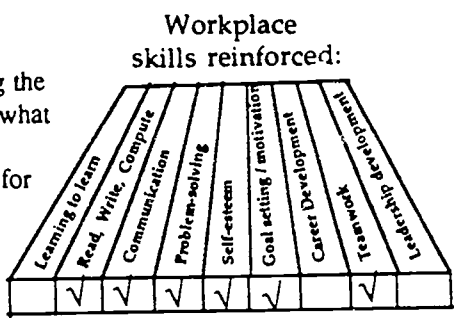
Smart Shopping With Coupons

Materials needed: Handouts attached (✓)

- Various coupons from newspapers, magazines, etc.
- Articles on couponing (handouts)
- Sample grocery receipt with coupon deductions (attached)
- Coupon holder (or envelope)
- Scratch paper
- Scissors

Description of activity: Estimated time: 1.5 - 2 hrs.

1. Catch the students' interest with a humorous cartoon and/or by computing the percent of savings on a particular shopping day (See handouts). Discuss what can be done with the extra money or food stamps.
2. Discuss articles about couponing. (Handouts) Students may want to send for free brochure, *Clipping Sense*.
3. Clip coupons from newspapers, magazines, coupon fliers, etc. and organize.
4. Make a shopping list from local newspaper ads.
5. Discard outdated coupons.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

- A B C D ESL **multileveled**

Group size: 8 - 10 Individual: (✓)

Special notes:

Couponing can be taught at all CASAS levels. Some of the Level A students had some great tips that Level D students could use when couponing.

Space required:

Small area of a classroom

Outcomes/evaluation:

- Students will be able to use and organize coupons.
- Students may report their savings after actually using coupons.

Resources: (i.e. community personnel, publications, etc.)

13 Steps to Coupon Savvy, Jan Leisure Books, PO Box 639, Libertyville, IL 60048 (Free with self-addressed, stamped envelope).

Submitted by: Jeannette Embree
Phone: 760-4007

Instructional site: MHCC/Centennial Ctr.
City: Portland, OR



Smart Shopping With Coupons

HERB & JAMAAL

LOOK AT THIS 50-POUND SACK OF DOG FOOD I BOUGHT AT THE NEW SUPERMARKET AT HALF PRICE..

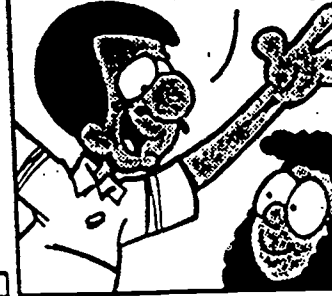


..AND I SAVED AN EXTRA 50 CENTS BY USING A COUPON.

THAT'S GREAT HONEY.



IT'S AMAZING HOW MUCH MONEY CAN BE SAVED JUST WITH SALES AND COUPONS!



NOW IF ONLY WE OWNED A DOG.



AT GLISAN THRIFTWAY
 YOU ALWAYS GET
 OUR BEST

Smart Shopping With Coupons

CHEERIOS	2.25
H/W CATRAKE	3.39
SELSUN BLUE	6.49
W/F O.J.-12OZ	1.29
W/F O.J.-12OZ	1.29
IMPERIAL MRG	.69
ANGEL SOFT	1.49
CHUCK RST	3.31
BB WHI TUNA	.99
QUECEL AA8PK	4.99
12 5/8	1.99
PB SNICKERS	.40
28	1.15
2RH SUGAR	2.30
SBTL	28.88
VCPH	-.20
	STCP↓
WFCR	B -.20
VCPH	G -.25
	STCP↓
GRG	F -.25
VCPH	B -.50
	STCP↓
GRG	F -.50
VCPH	G -.50
	STCP↓
GRG	F -.50
	STCP↓
SELSUN BLUE	-1.50
	STCP↓
ANGEL SOFT	-.72
	STCP↓
28	.27
W/F 2LB SUGAR	-.54
	STCP↓
IMPERIAL	-.30
	STCP↓
28	.60
W/F O/JUICE	-1.20
SBTL	21.72
TOTL	\$21.72

ACCT 1200019399
 CHER 31.72
 CHRS 10.00

TS 231
 ITEM 13

A112 1000004
 3174 12:11PM 11/04/90

Grocery Receipt:

SBTL = subtotal
 STCP = store coupon
 TOTL = total

- What was the cost without coupons?
- How much was saved using coupons?
- What percent was saved?

Coupons help you save on weekly bill

A new free brochure aims to help shoppers save up to \$75 a week on their food bill.

The answer is coupons. About 77 percent of American households now use coupons, but some people simply can't get the swing of it. They clip coupons and put them away, only to find them weeks after they expire. Or they buy things they don't need with coupons they've clipped.

"Clipping Sense" is filled with tips to teach shoppers how to get the most out of their grocery dollars by using coupons wisely. To get a free copy, send a self-addressed stamped

envelope to Clipping Sense, c/o Public Relations, 36111 Schoolcraft Road, Livonia, Miss. 48150.

Here's a few tips:

- Make a shopping list.
- Organize coupons to keep track of expiration dates. Many stores sell special coupon-organizer purses that help you organize coupons by food group or manufacturer.
- Take advantage of product refunds and rebates, but make sure they are worth the postage and effort.
- Keep track of how much you

save each week.

- Shop at stores that double your coupons.

- Keep your coupon organizer in your car for spur-of-the-moment shopping.

- Look for coupons everywhere. More than 86 percent of coupons appear in newspapers. However, they are also in magazines, retail circulars and on packages of products.

- Get the family involved, and use your savings to help pay allowances, start a college fund, save for a vacation or buy something

AMERICANS SAVE WITH COUPONS

Last year, American shoppers saved money by using their coupons. They redeemed more than seven billion of them. And they saved more than \$3.1 billion at checkout counters all over the country.

NCN is a company that studies who uses coupons and how they are used. The people at NCN recently reported that 77 percent of all American households used store coupons in 1989. That's more than ever before.

Every Sunday, most newspapers in America carry coupons. Almost 86 percent of the coupons used got to customers through newspapers. Almost three-fourths of the coupons were used for grocery store products. And the average coupon was worth about 50 cents.

Newspaper readers have found that using coupons saves them a lot of money. In fact, using coupons allows readers to save more money at the grocery store each week than it would cost them to buy a full month's newspaper subscription.

BEST COPY AVAILABLE



THE HAPPY EATER

By Rob Kasper

Catching the coupon fever

The coupon-clipping fever has arrived at my house. I noticed the symptoms the other morning as I was sitting at the kitchen table, pawing through the newspaper.

Before I could say, "Where's the sports section?" my wife, our two kids and several pairs of scissors had taken over the table. Newspapers ruffled. Scissors snipped. Coupons went flying.

When one of the kids spotted a coupon for some sickeningly sweet foodstuff, he checked with his mother for approval. "Do we buy this stuff?" he asked. If the answer was "Yes," the delighted snipper dropped his prized coupon into a white paper sack.

If the answer was "No," the disappointed hunter went on the prowl through the pile of papers looking for another cents-off prize.

This was unusual behavior for my family.

First of all, until the other morning I couldn't recall seeing that many functioning pairs of scissors in the same room. Usually we have to search the entire house just to find one working pair.

Secondly, until recently, our home was not a coupon-clipping

household.

My wife and I had the usual reasons for abstention. We didn't have the time. We couldn't keep track of the coupons. We didn't use most of the items that the coupons offered discounts on.

Then things changed.

Mainly, the kids became of scissor-bearing age. That meant that, instead of being a tedious responsibility, the work of cutting out the coupons could be delegated to our kids.

Kids enjoy cutting things. The other day, for instance, in an idle moment he shared with a stray pair of scissors, one of our sons sliced holes in his pajamas. When I asked him for an explanation, he said he just wanted to see what his leg looked like through holes in his pjs.

With this fondness for spur-of-the-moment slicing, it didn't take much effort to make coupon-clipping a form of entertainment at our house.

The kids also quickly learned to ask their mother, not me, which coupons were keepers. I vetoed virtually every coupon that was set before me. Like the ones for sickeningly sweet spaghetti sauce. When the kids presented a coupon knocking 25 cents off a jar of the stuff, I told them

to throw the coupon in the trash.

"We don't allow that kind of sauce in this house," I told the tribe. "In this house, we like our sauce made in a pan with a little pork, then with some tomatoes that cook slowly.

"That is real sauce. And this," I said, waving the coupon for the stuff from a factory, "This is just tomatoes and sugar." I started to toss the coupon into the wastebasket. My wife snatched it from my hand. Sickeningly sweet spaghetti sauce, my wife reminded me, is the only kind of spaghetti sauce both of the kids will eat. And since we are going to end up buying a jar of the stuff, we might as well get it for a discount.

And so, the coupon that I had banished from the house ended up in the keeper file.

So now, instead of coupons for a few choice items, we have a bag bulging with tiny pieces of paper. We have enough coupons to buy rivers of spaghetti sauce, storage depots of instant oatmeal and mountains of flavored chips.

We'll see which expires first — the date on the coupons or the enthusiasm of the clippers.

Rob Kasper writes The Happy Eater column for the Baltimore Sun

Distributed by Los Angeles Times Syndicate

Topic/Competency: CONSUMER ECON. 1.9 Procedures to obtain a driver's license

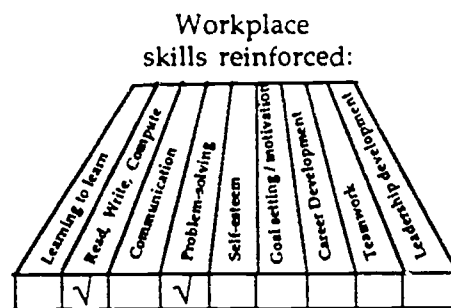
Oregon Driver's Manual on audio cassette

Materials needed: Handouts attached (√)

- Audio cassette player with headphones
- Audio cassettes of Oregon Driver's Manual, Class 4 (based on 1987-88 edition) Available for duplicating at local libraries or from the Dept. of Motor Vehicles, Salem, (378-6966) or Office of Community College Services (378-4156).
- Oregon Driver's Manual, 1989-91 (or most current)

Description of activity: Estimated time: on-going

Students can listen to the audio cassette and follow in the Driver's Manual (1987-88 edition). Some of the information on the tape will not match the 1989-91 version due to changes in the law, and some of the page numbers referred to will not match the latest edition. However, the information on the tapes is still in effect and is helpful for preparing to take the written exam.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: _____ Individual: (√)

Special notes:

The tapes are fast-paced and a beginning reader finds it hard to follow the book with the tape. For a lower level reader, the instructor or tutor should check frequently to see if the student is following correctly. It is helpful to sit with the student for the first few pages and help him/her run his finger along the book to keep up with the print.

Space required:

Desk area for tape recorder

Outcomes/evaluation:

- Student will be able to access information from the Driver's Manual in auditory mode.
- Student will be able to pass the written Driver's Test.

Resources: (i.e. community personnel, publications, etc.)

- Public library for audio cassette tapes of Driver's Manual
- A master copy for duplicating is also available from the Office of Community College Services (378-4156)

Submitted by: Marilyn Nunemaker
Phone: 244-6111 Ext. 5452

Instructional site: Portland Comm. College
City: Portland, OR.

Section 2.
Community Resources

Title of Activity

- Traffic Sign Bingo
- How to Put Your TV to Work
- Newspaper in the Classroom
- Newspaper Steeplechase (Game)
- Classroom Speakers Resources

Ideas that Work for ABE

Topic/Competency: COMM. RESOURCES 2.2 Recognize signs related to transportation

Traffic Sign Bingo

Materials needed: Handouts attached (✓)

- *Traffic Sign Bingo*, Developmental Learning Materials, Allen, TX (Description attached).

Description of activity: Estimated time: 1 hour

Students play *Traffic Sign Bingo* after studying the traffic signs and participating in class discussion. Individual bingo cards may be photocopied and cut apart for use as flashcards and for vocabulary development.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership/Personal
✓	✓							✓

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL

multileveled

Group size: up to 14 Individual: (✓)

Special notes:

The game can also be played as a "Concentration" game.

Space required:

Classroom

Outcomes/evaluation:

Students will be able to identify 45 different traffic signs.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Nancy Meyrick
Phone: 296-6183

Instructional site: Columbia Gorge C. C.
City: The Dalles, OR

TRAFFIC SIGN BINGO

DLM #710
Sydney K. Fitch

Components

This package provides all of the components for students to play a bingo game based on traffic signs, including those for pedestrian, cyclist, and driver safety. The specific items included are:

- 15 full-color, two-sided playing cards
- 1 full-color, master list of 45 traffic signs
- 150 cover pieces
- 1 blackline master of Student Performance Sheet
- 45 full-color, 1½" x 1½" calling cards of traffic signs

Purpose

Traffic Sign Bingo is designed to assist learning of and drill in the recognition of basic traffic signs. The first 26 signs, shown on Side A of the playing cards, reinforce the traffic signs related to pedestrian and cyclist safety. The additional 16 signs, shown on Side B of the playing cards, reinforce the traffic signs related to driver safety.

Performance Objectives

Following extensive drill and practice of the traffic signs, the student will be able to:

- correctly identify specific traffic signs when given their title or descriptions orally.
- correctly explain the message being conveyed by specific traffic signs.

Directions for Use

The *Traffic Sign Bingo* game can be used with young adolescents in both regular education and special education classrooms or resource rooms. It can be used effectively as supplementary, drill material for EMR students enrolled in driver education courses. Students using this material must be able to process verbal directions and cues in order to select and/or discriminate specific signs from a variety of others. Because the game consists almost entirely of reading-free signs, it can be effectively used with non-reading students as well as with students with varying reading abilities.

The game is played the same as regular bingo with the caller calling out one traffic sign at a time as it is drawn randomly from the individual calling cards, usually placed in a box or envelope for easy drawing. As the traffic sign on the calling card is called, each player covers that sign with a cover piece if it appears on the card he/she is playing. When a player covers a row of signs horizontally, vertically, diagonally, or covers all four corners, he/she calls out "Bingo." Then the player must read each of the winning signs covered on his/her card by naming or telling the meaning of the sign to the caller in order to score a win. The caller checks the signs marked as the player calls the winning signs. Some students may want to play with more than one card in a game.



DEVELOPMENTAL LEARNING MATERIALS
One DLM Park • Allen, Texas 75002



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The *Traffic Sign Bingo* playing cards have two different sides so that the game can be played at two different levels. Side A of each card has only 16 signs illustrated. These signs were selected randomly from the 26 traffic signs related to pedestrian and cyclist safety. If students are using only Side A of the cards, the caller will need to select out only the calling cards numbered 1 through 26 for use. It may be advisable to begin students on Side A until those signs have been mastered before moving on to Side B.

Side B of the playing cards is designed to give students practice in recognition of and discrimination between the 42 randomly distributed signs on the cards. Side B of each card has 24 signs illustrated. The caller should use the calling cards numbered 1 through 42 for games with players using Side B of the playing card. Before a game using Side B of the cards begins, players should cover the Parking sign in the center of the card—the usual “free” space. Games using Side B of the playing cards provide practice in the recognition of pedestrian, cyclist, and driver safety signs.

Students experiencing difficulty managing Side B of the playing cards could be allowed to play Side A at the same time the others in the group are playing Side B.

The Student Performance Sheet accompanies the *Traffic Sign Bingo* game. A test can be administered individually to each student who participated in the game to assess individual progress in recognition of the selected traffic signs and to check for transfer or generalization of learning. The blackline master provided in the package is to be duplicated for recording individual performance in this testing. The test can be administered at various times: before, during, or periodically after the training of traffic signs is taught and the game is played.

The test can be administered by using the master list the caller uses or by using the individual calling cards. In giving the test, select 20 or 25 of the traffic signs to be tested. Present these specific signs, either by placing the calling card for that sign in front of the student or by pointing to the sign on the master list, and ask the student to verbally tell you its meaning. Mark the student's response with a + (plus) if the student responds correctly or with a - (minus) if the student responds incorrectly.

The Student Performance Sheet provides space to mark the response for each of the signs presented. It might be advisable to indicate those signs being tested by circling the number of the signs presented on the performance sheet. This will give you a cue to the spaces where a response should be placed. Each sheet provides space for the student to be tested a maximum of four times. If you wish to test the student more than four times, duplicate forms will be needed for that student. The sheet also provides space to record the student's name, the date each test was given, and the score the student received for the four tests.

Remember that in testing the student, the first 26 signs given on the master list are those signs that pertain to pedestrian and cyclist safety and are included on Side A of the playing cards. Signs numbered 27 through 42 are those that pertain to driver safety and are included in the randomly placed signs on Side B of the playing cards. Signs numbered 43, 44, and 45 are common signs not included in the game, but are included for testing purposes to check students for transfer or generalization of sign-reading skills. Remember to remove cards 43, 44, and 45 from the calling cards when playing the game.

The following description of each of the traffic signs used in this program, by number, can be used as a guide for calling the signs during the game, for student response in calling winning cards during the game, and for student response in the testing of traffic signs. Words or phrases given in parenthesis are descriptive to the specific signs and should be accepted in answers; these may also be necessary for the caller to use during early use of the game for more cues to the student. These should be faded from use by the caller as students progress through the game.

Traffic Sign Bingo

- 1—NO PARKING (allowed)
- ~~X~~ 2—RAILROAD CROSSING
- 3—ONE-WAY TRAFFIC (only)*
- 4—(this is a) BICYCLE ROUTE
- 5—TRAFFIC SIGNAL AHEAD
- 6—(this is a) SCHOOL ZONE
- 7—ONE-WAY TRAFFIC: (only)*
- 8—STOP (sign) AHEAD
- 9—TRAFFIC SIGNAL AHEAD
- 10—PHONE (there is a public telephone ahead)
- ~~X~~ 11—HOSPITAL (there is a hospital ahead)
- 12—PEDESTRIAN CROSSING
- 13—YIELD (to those in the mainstream of traffic)
- 14—TRAIL (there is a trail for hikers near)
- 15—(this) ROAD (is) CLOSED
- 16—STOP
- 17—NO (right) TURN (allowed) ON (a) RED (light)
- 18—(this is a) BICYCLE CROSSING
- ~~X~~ 19—NO BICYCLES (allowed)
- ~~X~~ 20—(this is a) SCHOOL CROSSING
- ~~X~~ 21—(there is an) INTERSECTION. AHEAD
- 22—NO RIGHT TURN (allowed)
- 23—SPEED LIMIT 50 (miles per hour)
- 24—MERGING TRAFFIC AHEAD
- 25—WRONG WAY (do not continue in this direction)
- 26—NO LEFT TURN (allowed)
- 27—(this road is) SLIPPERY WHEN (it is) WET
- 28—DO NOT ENTER
- 29—LOW CLEARANCE—12'6" (maximum height for clearance)
- 30—(there is a) SHARP CURVE (to the) LEFT (ahead)
- 31—TWO-WAY TRAFFIC (ahead)
- 32—(this is a) NO PASSING ZONE
- 33—PARKING RESERVED FOR HANDICAPPED
- 34—(caution) DEER CROSSING (deer may cross this road at any time)
- 35—NO U-TURN (allowed)
- 36—WINDING ROAD AHEAD
- 37—KEEP RIGHT (drive to the right of the median only)
- 38—DIVIDED HIGHWAY (opposing lanes of traffic will be divided by a median ahead)
- 39—CAMPING AREA AHEAD (electric hook-ups are available here)
- 40—RIGHT LANE ENDS AHEAD
- 41—DO NOT PASS
- 42—ROAD ENDS AHEAD (you must turn right or left to continue)
- 43—NO TRUCKS ALLOWED ON THIS ROAD
- 44—CATTLE CROSSING (caution, cattle may cross this road at any time)
- 45—DIVIDED HIGHWAY ENDS (median which divides the opposing lanes of traffic ends ahead)

*While there are two signs for this direction, both do not appear on any one card

Adaptations

DLM's materials are designed to be used flexibly as the student's needs and learning situation warrant. Each person working with this product is encouraged to adapt the materials in any way possible to ensure a successful learning experience for the student.

The *Traffic Sign Bingo* game can be used in as many different ways as regular bingo is played. After the game has been used for an extended period of time, you might require that all spaces on the player's card be covered before "Bingo" can be called. Students who are capable may play more than one card at a time.

You may want to use the Student Performance Sheet to record the signs correctly covered and read back during a game or session when the game is played. Various types of "prizes" or reinforcement can be given the winners of games or series of games. Tournaments between individual students, groups of students, or classrooms can be held using the game. The game can also be used for various "out-of-class" activities, as a reinforcement for work completed, or can be sent home with students for family playing.

Related DLM Products

International Signs and Symbols	#448
Functional Signs	#190
Functional Signs Match-Ups	#239
Survival Signs	#505
Functional Word Assessment	#708
Where I Am	#457
Concept Town	#562

Ideas that Work for ABE

Topic/Competency: COMMUNITY RESOURCES 2.7 Using leisure time resources (TV)

How to Put Your TV Set to Work - Parent-child activity

Materials needed: Handouts attached (✓)

- TV show
- Activity card (ideas attached)

Description of activity: Estimated time: length of TV show

Attached is a description of activities parents can do with their children while watching TV.

- Note "A Word of Caution" for parents.
- Prepare TV Watching Activity cards to send home with parents.

Workplace
skills reinforced:

Learning to learn	Read	Write	Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓			✓	✓	✓					✓

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: any Individual: (✓)

Special notes:

"Too Angry for Words" would help ESL student understand our cultural expressions, and help us understand theirs.

"Doing Their Job" is especially applicable to adults as well as children.

"What Rhymes With" and "Where Are We?" are also easily adapted to adults.

Space required: (at home)

Depends on activity. Space to move around in front of TV.

Outcomes/evaluation:

Parents and children will be able to include learning activities during TV time.

Resources: (i.e. community personnel, publications, etc.)

How to Put Your TV Set to Work, Morris, E.; Gregory, F. (see attached).

Submitted by: Virginia Tardaewether
Phone: 399-2641

Instructional site: Bush School/Even Start Prog.
City: Chemeketa C.C./Salem-Keizer Dist.
Salem OR.

How to Put Your TV Set to Work

A Word of Caution: Don't be disturbed if some of these games seem too simple. Remember that what you do now with ease, your child has yet to master. If a game ceases to be fun for the child, stop playing it. But try to think of another that teaches the same thing, by inventing new games to play around the television set, "family viewing time" can last as long as you and your children like.

Activities: (copy onto cards)

I Saw It First (4 years old and up): As a TV show begins, ask your children to name an object -- such as a purse, pickup truck or stuffed animal. Then tell them to watch for that object to show up at some point in the program. The one who spots it says, "I saw it first." He or she is then awarded a point (if you're keeping score) and allowed to name the next object to look for. Win or lose, the players learn how to observe closely the world around them and, at the same time, gain familiarity with numbers. Vary the game any way you or your children choose. Include or exclude commercials. Name very specific objects -- like a blue-striped necktie, etc. Switch from sight to sound and change the game to "I heard it first."

What's Happening? (ages 4 to 6): cover the TV screen, black it out or have your children stand with their backs to it. Then tell each one to describe or act out what is happening on the screen. This game teaches children to listen more carefully and to communicate with greater precision.

Too Angry for Words (4 and up): Follow the action on the TV screen, but keep the sound off. As the characters converse, point to one of them and ask your children if the character is angry, frightened, disappointed, curious, surprised, happy, or hysterical. (If very young children are playing the game, "sad" or "happy" will do). Have your children mimic -- through facial expressions or bodily gestures -- the emotions they attribute to the characters on screen. Turn on the sound and find out how accurately they have judged the emotions. Now it's your turn. The game's purpose is to teach children that although words may mean one thing, gestures may convey an entirely different message.

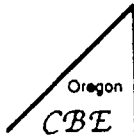
Beat the Clock (5 and up): While game show contestants try to answer a question or complete a stunt before the clock runs out on them, ask your children to perform a task within the same time. They can choose to stand on one foot, count the lights in the room or walk around balancing books on their heads. What they learn is some conception of time -- how long a minute or 10 seconds really is.

Doing Their Jobs (5 and up): The object here is to list as many different occupations as are seen or mentioned during a show. (If you want, include the commercials). After the program, the players compare their lists and, if challenged, explain precisely where in the program each job was shown or mentioned. The one with the longest list wins. Like "I Saw It First," this game sharpens a child's powers of observation. But it also demonstrates the variety of ways one may earn a living, how realistically each occupation is depicted and which ones seem to be exclusively for men or women.

What Rhymes With? (5 to 6): Take the name of a character in a TV show and ask your children to think up some words that rhyme with it.

Where Are We? (5 to 8): Look at the weather maps on TV and point out to your children the state where they live or perhaps some other state (like the one where their grandmother lives). Later, ask your children if they can locate the same state on other maps.

From: *How to Put Your TV Set to Work* by Edward Morris and Freida Gregory
(authors and teachers of a college course titled, "How to Teach Your Child with TV"), TV Guide, September 27, 1975.



Ideas that Work for ABE

Topic/Competency: COMMUNITY RESOURCES 2.8 Use published or broadcast information

Using the Newspaper in the Classroom

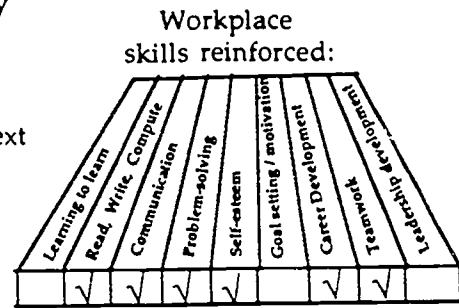
Materials needed: Handouts attached (✓)

1. One newspaper (or classified section) for each student
2. Scissors
3. Glue or tape

Description of activity: Estimated time: 45 min/each activity

Attached are directions for two activities that require the classified section of the newspaper.

1. *On My Own* - Students find a job and determine monthly wage. Next they find ads that show the cost of various monthly expenses and record and deduct these expenditures on a "check register."
2. *Raider of the Lost Ark* - Students, in teams of 3, locate ads that will provide service or material needed to overcome barriers.
3. *Scavenger Hunt for Fun* - Students search paper for list of things.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: 8 - 15 Individual: (✓)

Special notes:

For *Raiders* activity, students can design their own barriers, such as getting the baby home from the hospital, repairing two flat tires, etc.

Space required:

Classroom

Outcomes/evaluation:

Students will 1) gain familiarity with classified section, 2) gain a sense of the cost of living, and 3) have fun.

Resources: (i.e. community personnel, publications, etc.)

Press-Telegram Newspaper in Education, 3200 E. 59th St. Long Beach, CA 90805, Phone: 213-408-3300

Submitted by: Sharlene Walker
Phone: 378-4156

Instructional site: Office of Comm. Coll. Serv.
City: Salem, OR



Newspaper in Education

Programs for Teachers from the Press-Telegram

3200 E. 59th Street, Long Beach, Ca. 90805

213/408-3300

ON MY OWN

Find a job in the classified ads with salary listed. Determine monthly wage. Pretend you took this job and have just received your first pay check. Enter that amount on the top line of the BALANCE column on the sample check register below, and keep a new balance as you go along. (Optimally done with a check register and sample checks for your students.)

1. Find an apartment you can afford. Pay the first month's rent and deduct it from your total.
2. Find a car. Determine reasonable monthly payments or buy a cheapie in full, and write a check for that amount.
3. Estimate and write on your list monthly expenses for FOOD, UTILITIES, TRANSPORTATION (\$.26/mi).
4. Find an ad for clothing and buy some, deduct from your list.
5. Find a restaurant ad. Take Mom & Dad to dinner and deduct it from your list.
6. You always have to save something every month. Find a mutual fund or an ad for a savings institution. Deduct this cost from your list.

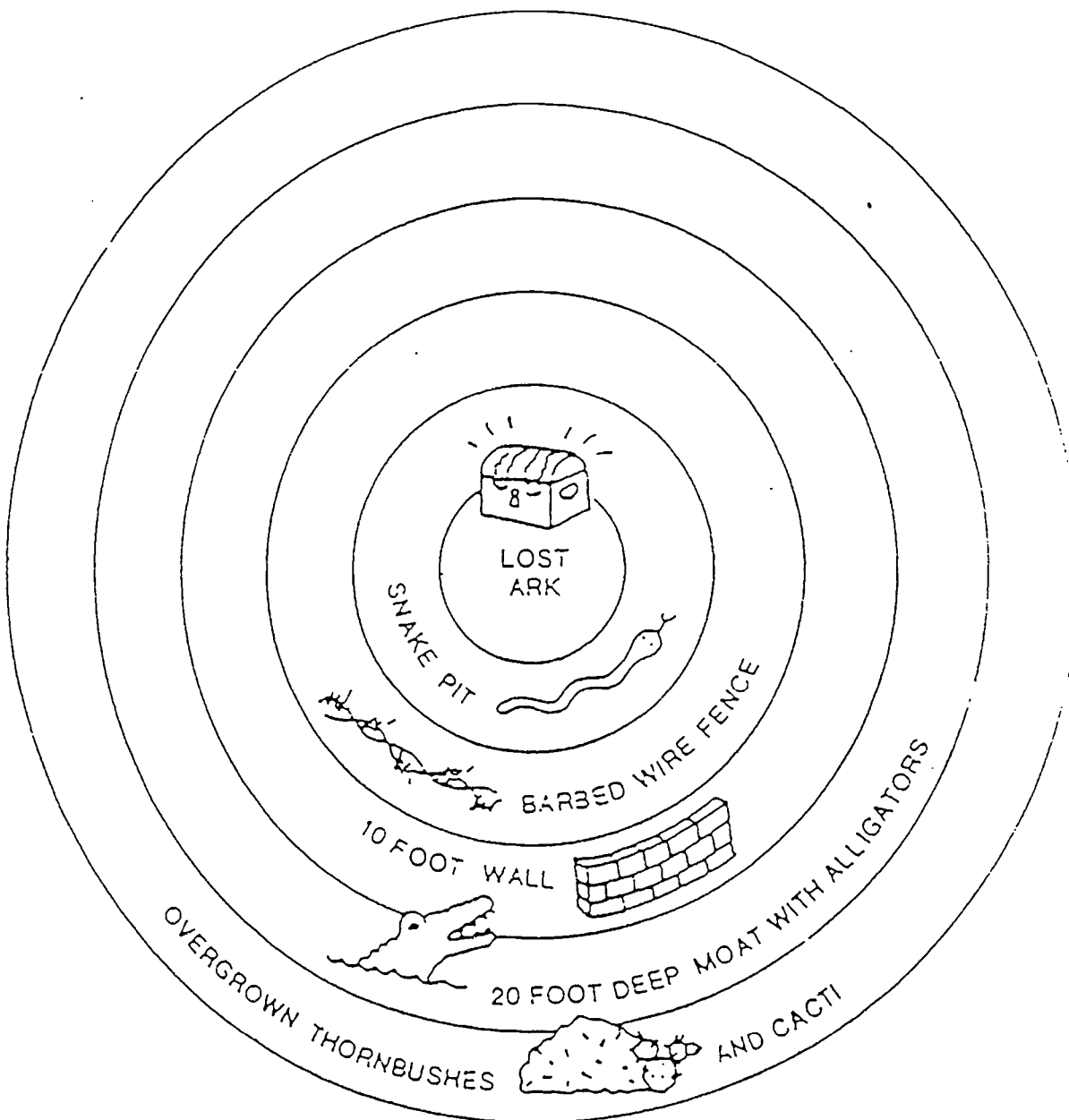
HOW DID YOU COME OUT?

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/CREDIT			BALANCE
			PAYMENT	CREDIT	FEE	
1.			\$	\$	\$	
2.						
3.*						
4.						
5.						
6.						

* Food _____ + Utilities _____ + Transportation _____ = Total =? _____

RAIDERS OF THE LOST ARK



DIRECTIONS:

You and your team must overcome each of the 5 barriers to find the Lost Ark. Use the classified ads to buy materials or hire services to help you cross each barrier. Cut out the appropriate ad(s) and paste it near the description of the barrier. The first team to complete the activity and arrive safely at the Ark will be awarded a prize.



Newspaper in Education

Programs for Teachers from the Press-Telegram

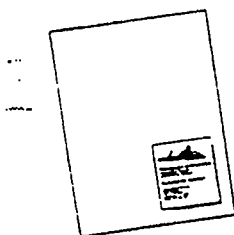
Scavenger Hunt for Fun

1. Find an ad for something you would like to buy that begins with the letter "B."
2. Find a number over 100.
3. Find a picture of a person doing his job.
4. Find the number of your age plus 13.
5. Find an exclamation point.
6. Find a picture of someone who is happy.
7. Find a movie that starts before 8:30 p.m.
8. Find a three-syllable word in a headline.
9. Find the city in the United States with the highest temperature yesterday.
10. Find a compound word from the sports section.
11. Find a picture of an animal.
12. Find two words that rhyme.
13. Find a word from a headline containing a short "u" vowel sound.
14. Find a number written as a fraction.
15. Find a proper noun other than a person's name.

Ten Great Newspaper Teaching Guides

You may select from these ten curriculums according to the guidelines for your size of order. Each description below includes a summary of the curriculum's subject matter and identifies the target grade level. The teaching guides are ready to use and require little preparation. Worksheets for students may be photocopied.

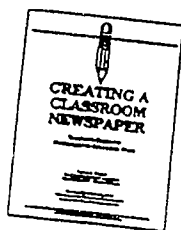
Our curriculums are free to NIE subscribers. Check the order form for details.



Sampler for Teachers (K-12)

A look at terminology, newspaper scavenger hunts, news writing style and three dozen teaching ideas for all levels. Fifteen page booklet.

2



Creating a Classroom Newspaper (1-12)

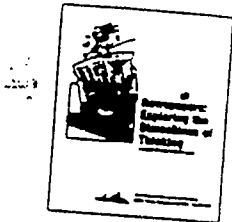
This 30 page guide is designed for five days of instruction. Each day's work has been organized with a lesson plan, student worksheet and additional activities with the goal of producing a class newspaper. Three levels of complexity.

3



Read All About It: Your Neighborhood, Your Nation, Your World (1-12)

This is a geography curriculum which focuses on five themes: location, place, relationships, movement and regions. Each lesson has a complete plan, worksheet and enrichment activities in three levels of complexity. Thirty pages plus outline map.



Exploring the Dimensions of Thinking (1-12)

Five complete lessons teach students to apply their thinking and reasoning skills to problems and situations around them by using the newspaper. Thirty pages of plans are presented in three difficulty levels and the "Monitoring Thinking" section helps students apply critical thinking processes to real life situations.

5



Secondary Idea Book (8-12)

Forty-two pages of lesson plans, worksheets and activities cover all curriculum areas. The guide includes five-day introductory lessons plus the on-going newspaper notebook assignment. Ideas! Ideas! Ideas!

6



Garfield Primary Curriculum Cards (K-3)

Forty-five activity cards in language arts, math, social studies, science, and life skills. These are also appropriate for grades 4-6 to reinforce skills or for beginning level ESL students. Can be used for independent or cooperative learning, as homework with parents, or as teacher-directed activities.

7



Reading Realities (4-12 and Adult Literacy)

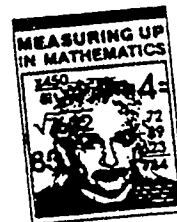
Reading, writing and thinking skills are enhanced with this guide. Fifty-seven activity pages plus 16 supplemental activities.



California: Today and Tomorrow (4)

This is a curriculum developed by NIE coordinators statewide to meet social studies framework guidelines for 4th grade. Seventeen activities plus 44 extension activities and two California outline maps.

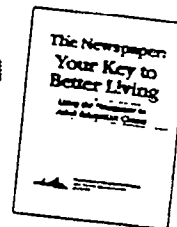
9



Measuring Up in Mathematics (K-8)

This guide provides innovative ways to address the National Council of Teachers of Math (NCTM) standards, making math learning more relevant and transferable by using the newspaper.

10



The Newspaper: Your Key to Better Living (Adult Education)

Practical, everyday reading and life skills can be taught with the daily newspaper. Especially helpful to the new citizen or to adults needing help with survival skills.





NEWSPAPER IN EDUCATION SUBSCRIPTION

The Press-Telegram 12 1/2¢ Textbook

Free Curriculums and Sample Orders

Please circle your choice(s)

1. Sampler for Teachers (K-12)
2. Creating a Classroom Newspaper (1-12)
3. Read All About It: Your Neighborhood, Your Nation, Your World (1-12)
4. Exploring the Dimensions in Thinking (1-12)
5. Idea Book for Secondary (K-12)
6. Garfield Primary Curriculum Cards (K-3)
7. Reading Realities (4-12 or Adult Literacy)
8. California Today and Tomorrow (1-12)
9. Measuring Up in Mathematics (1-8)
10. The Newspaper: Your Key to Better Living (Adult Education)

With any order, you receive #1. Minimum order is 4 weeks of 10 newspapers each week (Cost is \$5.00)

With an order of at least 150 newspapers (example: 30 newspapers x 5 deliveries x .125 = \$18.75), you may choose a guide from numbers 2-4.

With an order totalling at least 300 newspapers (example: 30 newspapers x 10 deliveries x .125 = \$37.50), you may choose a guide from numbers 2-10.

With a classroom set weekly for one semester or more, choose two guides from numbers 2-10 (minimum of 500 papers = \$62.50)

Your classroom set may include any number of papers above the minimum of ten per delivery. These are sample orders for illustration.

For subscriptions other than the sample orders, cost is 12 1/2¢ per newspaper. Newspapers will not be delivered on common school holidays. Please make a note of any unusual school calendar holidays.

Special Weekly Sections:

- Monday *Business Monday/Teen Advisory Panel*
- Tuesday *Fitness*
- Wednesday *Mini Page/Family/School News*
- Thursday *Food*
- Friday *Weekend Plus/Stepping Out*

Call in your order or complete the form and mail it to:
 Press-Telegram Newspaper in Education
 3200 East 59th Street, Long Beach, CA 90805
 (213) 408-3300

Questions about Newspaper in Education?
 Call NIE Educational Coordinators:
 Gayle Knapp and Ann Stromquist

For Office Use Only— Route No. _____

Education Rate:

12 1/2¢ per copy Monday-Friday (\$.125)

Beginning Delivery Date _____

Last Day to Delivery _____

Number of Deliveries _____

Days of week to be Delivered:
 (Indicate how many papers per day)

Mon.	Tues.	Wed.	Thurs	Fr.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Deliver To:

Teacher's name _____

School _____

School Address _____

City/Zip _____

District _____

School Telephone _____

Grade/Subject _____

Exact Delivery Location _____

To Compute Total Cost:

Multiply number of copies x deliveries x .125 = \$ Total Cost

Method of Payment:

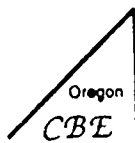
Bill to School District

P.O. number _____

School District _____

Check enclosed _____

Who to bill if other than above:



Ideas that Work for ABE

Topic/Competency: COMMUNITY RESOURCES 2.8 Use published or broadcast information

Newspaper Steeplechase

Materials needed: Handouts attached (✓)

- 1. A set of newspapers for the class (one per student)
- 2. Newspaper Steeplechase (Handout)
- 3. M & M's
- 4. Jelly beans
- 5. Scissors
- 6. Rulers

Description of activity: Estimated time: 45 min.

Each student needs to have a complete newspaper or a section. Sections can be traded among students. Students read and follow the directions for *Newspaper Steeplechase* - all nine steps.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓	✓	✓				✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: 8 - 10 Individual: (✓)

Special notes:

This is a fun, noisy activity.

Space required:

Classroom

Outcomes/evaluation:

Students will gain familiarity with the newspaper, gain newspaper vocabulary, and have fun.

Resources: (i.e. community personnel, publications, etc.)

Press-Telegram Newspaper in Education, 3200 E. 59th St. Long Beach, CA 90805 Phone: 213-408-3300

Submitted by: Sharlene Walker
Phone: 378-4156

Instructional site: Office of Comm. College Serv.
City: Salem, OR



Newspaper Steeplechase

(Using the Newspaper as the Catalyst)
An idea for you to adapt for your own class.

1. Count the number of letters in the nameplate. How many?

If the number is *even* and the number of letters in your last name is *even*, get up and walk around your chair once. If the number of letters in your last name is *odd*, pat your neighbor on the back. If the number of letters in the nameplate is *odd* and the number of letters in your last name is *odd*, get up and walk around your chair twice. If the number of letters in your last name is *even*, shake hands with the person nearest you who looks friendly.

Bonus: If you knew what a nameplate was without looking at the bottom of the page, pat yourself on the back twice. (Put your pencil down first; you don't want to get poked!) You are so clever that your coffee at the break will be FREE.

If you did *not* know what a nameplate was, you are to be congratulated upon learning a new vocabulary word. You deserve a reward. At the front of the room will will find delicious jelly beans. You may have one only, of any color you wish except green. Greens are poison. However, if greens are your passion and you wish to live dangerously, be my guest. But you *have* been warned. Now, go.

Now turn to the next page

Nameplate the name of the newspaper you are USING.



Newspaper in Education

Programs for Teachers from the Press-Telegram

2. If you are male, skip to Item No. 3.

Count the number of news photographs on the first two pages of your news section. Write the number in this space.

If your answer is 3 or less, go to the board and write your first name.

If your answer is 4 or more, find the closest wall and rap on it twice.

3. If you are female, skip this item.

Count the number of news photographs on the first two pages of your sports section. (Don't count ad photos.) Write your answer here.

If your answer is 4 or less, get up out of your chair immediately! Act out one bodily movement of your favorite sport.

If your answer is 5 or more, tap your neighbor on the shoulder and tell that person your favorite sport. Tell each other your names also.

4. Find the Crossword Puzzle. (Helpful hint: Look in the index. It saves time and frustration.) Multiply the number of boxes in the first item Across by the number of boxes in the last item DOWN.

Answer:

If your answer is 17 or less, stand. Gaze all around the room while executing a big toothy grin. You may continue this lesson as soon as someone acknowledges your big toothy grin. (One of us will be watching for you, too, so you won't be standing there like an idiot for 10 minutes.)

If your answer is 18 or more, find the person nearest you wearing the same color as you. Compliment each other on your good taste. Write that person's first name someplace in your crossword puzzle squares.

Cut out your crossword puzzle square and paste it to the bottom of this piece of paper.



Newspaper in Education

Programs for Teachers from the Press-Telegram

5. Estimate the width of page one of your newspaper in inches. Write your estimate in the margin directly to the left of this item (No. 5).

Now measure the width accurately. The actual width is _____ inches.

If you have estimated correctly within one inch of the actual width, you may walk up to the front of the room and reward yourself with *three* M&Ms. If your guess is within two inches of the correct measurement, you may treat yourself to *two* M&Ms. If you are way off, you may have a consolation prize of 1/2 jelly bean (remember, no green unless you are brave). We trust you to bite it in half and throw the other half in the wastebasket. This part also tests your strength of character.

6. In your comic section, count the number of *different characters* who are shown wearing glasses.

Read the above item again. Note that it does not ask how many times glasses appear on the comic page. Write your answer here.

If no characters are wearing glasses, draw a pair on someone in the comics, cut them out and paste them below.

7. Find the editorial page. (Remember, the index.) Skim for the names of writers - Story writers, columnists, cartoonists, or people who have written letters to the editor.

If one of them has the same name as yours, either first or last, circle the name, stand up and shout "Hurray". (Loudly please, we want to hear you. You are special!)

If your name does not appear, pound your fist on the desk twice. (We'll understand. You are still special to us!)

8. Turn to the theater page.



Newspaper in Education

Programs for Teachers from the Press-Telegram

Do part A or part B. DO NOT DO BOTH PARTS.

(Hard) A. Hunt for a movie with a G rating. If you find one, say out loud, "Eureka, I have found it!" Write the title on the following line:

(Easy) B. Find an R-rated movie title. Revise the title - suitable for a G-rated movie. Use words or parts of words in the original title. (A little creative writing here!) Write the title on the following line:

If you did both A and B, you did not follow directions. Walk to the front of the room, face the class, and hum Middle C. Don't be nervous. Probably no one will pay any attention to you anyway.)

Helpful hint: A. Middle C is the 40th note "up" on the piano, including black keys.

B. Middle C is the note that starts "America"

9. If your last name begins with one of the first 13 letters of the alphabet, choose the lowest numbered TV channel listed in your newspaper.

If your last name begins with one of the last 13 letters of the alphabet, choose the highest numbered channel listed

Write the channel number that you had to select.

If the 6 p.m. program on your channel is a news program, tear off the whole last page of the classified section and throw it away in the wastebasket. Please stamp down the trash in the basket twice after you have made your contribution.

If the 6 p.m. program on your channel is not a news program, tear out the entertainment page, fold it up neatly with at least 4 folds, and politely present it to a friend.

Now, turn to the next page

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Newspaper in Education

Programs for Teachers from the Press-Telegram

Post Steeplechase:

- a. You may rest.
- b. You may help your neighbor finish.
- c. You may drink coffee.
- d. You may look at the samples on the ~~wall~~ table.
- e. You might start thinking about how to adapt this idea for use in your own class.
- f. You may do any or all or none of the above.

Ideas that Work for ABE

Oregon
CBE

BASIS/CASAS/WORKSKILLS

Topic/Competency: COMMUNITY RESOURCES: Classroom speakers

Materials needed: Handouts attached (✓)

- Resource List of contacts for classroom speakers from the community (Attached is a list from an ABE class at Portland Community College. All speakers have come without charge).

Description of activity: Estimated time: 30 min. - 1 hr.
Throughout the term we invite speakers from the community to speak to our ABE class. Speakers are a helpful resource for a current classroom topic. Some terms we decide on a theme for a "speakers series," such as career development. For this series we invited personal managers/potential employers from various companies. Another theme may focus on issues such as the environment or health concerns.

Often we do a pre-activity to prepare the students for the information and vocabulary.

Follow-up activities may include the following writing tasks:

- Thank you letter from the class
- Summary of what the speaker said (individually or in groups)

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A

B

C

D

ESL

multileveled

Group size: any size Individual: (✓)

Special notes:

It is important to explain to the speakers the composition of the class so they are aware of vocabulary levels and needs and interests of the students.

Space required:

Outcomes/evaluation:

Students develop listening and questioning skills. Students gain ease in going for job interviews or seeking information from community resources.

Resources: (i.e. community personnel, publications, etc.)

See attached.

Workplace
skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership Development
✓	✓	✓		✓		✓		

Submitted by: Rita Collins/Judy Heumann/Piper
Phone: O'Neil (MHCC- Cent. Ctr.)
244-6111 Ext.6246/ 760-4007 Cent.Ctr.

Instructional site: Portland Community College
City: Portland, OR

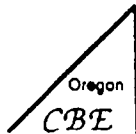
Resource List for Classroom Speakers (Portland area)

- **Access Oregon** - A community resource center for person with disabilities
- **American Cancer Society** - Provide information on early detection of cancer, etc.
330 SW Curry, Portland, OR 97201, Phone: 295-6422
- **Audubon Society of Portland** - Bird sanctuary in Northwest Portland that provides travelling programs for a small fee.
- **Consumer Credit Counseling Service** - A nonprofit agency that will help solve debt problems, avoid bankruptcy and provide information on handling money.
- **GED Instructors** - The on-site GED instructor can provide useful information to ABE students as to the "next step" in their education.
- **IRS Taxpayer Education Dept.** - Speakers will speak on subject of taxation and/or answer specific questions (326-6565)
- **Walt Morey** - Pacific Northwest author of *Gentle Ben* and other books.
- **Metro Crisis Intervention Service** - Provides information on how to access intervention help in various times of life crisis. (Portland: 223-6161)
- **Multnomah County Legal Aid Service** - An independent nonprofit agency which provides legal services to low income people in Multnomah County in non-criminal cases (Each county has a Legal Aid Service).
- **Multnomah County Library System** - The library has people that come to the class to talk about the library services and how to access them. Children's librarian can share information of selection of books for children.
- **NeighborCare** - Provides medical services for people at low cost. A nurse will come speak on basic health issues. (Portland: 288-5995).
- **Oregon State County Extension Office** - Resource in each county for topics relating to home economics (parenting, nutrition, health, etc.). Two week notice requested.
- **Oxbow Park: Multnomah County Parks Dept.** - A representative can come to talk about old growth forest, salmon runs, and other local environmental issues.
- **Portland's Women's Crisis Line** - A round the clock intervention hotline service for women and children who are victims of violence. (Contact for speaker: 232-9751; For services: 235-5333).
- **Washington Park Zoo** - The educational office provides volunteer who will visit classes. They bring a slide show which details aspect of the zoo, animal habitat, endangered species, etc.

Section 3. Health

Title of Activity

- Stress and Health Appraisals
- Stress Reducing Tips
- Simple Stress Profile



Ideas that Work for ABE

Topic/Competency: HEALTH: 3.5 Principles of health maintenance

Stress and Health Appraisals

Materials needed: Handouts attached (✓)

1. Stress Survey for Adult Learners
2. Health Appraisals (Permission to duplicate granted by author).

Description of activity: Estimated time: 2 hours per activity
(Activities spread out through term/year)

Throughout the term or year students complete the stress and health appraisals.

The appraisals are useful tools for...

- helping students identify areas of health which may affect their ability to be successful in attending school/work
- helping instructors gain greater insight into needs and assets of students
- providing topics of interest for further discussion/ study/ writing activities
- providing information to help link students with other services (i.e. counseling, medical, etc.)

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership
✓	✓	✓	✓	✓		✓		

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: large or small Individual: (✓)

Special notes:

Blood pressure and pulse readings of the students, part of the Health Appraisal, were done at first by nursing students at the college who volunteered to come to the class. However, if the equipment were available, students and/or instructors could routinely do this in class.

Space required:

Outcomes/evaluation:

Students' blood pressures and pulses are taken and recorded. Students target one health related goal to work on for three weeks and then report on to class.

Resources: (i.e. community personnel, publications, etc.)

- Nursing students/staff
- Free hospital /medical office publications
- *Guide to Managing Stress*, Krames Communication, 1100 Grundy Lane, San Bruno, CA 94066 Ph: 800-333-3032 (20 page pamphlet \$1.25 each)

Submitted by: Caroline Cate
Phone: 657-6958 Ext. 300

Instructional site: Clackamas Comm. College
City: Clackamas, OR

Stress Survey for Adult Learners

This is a worksheet for you. It need not be shared with anyone if you prefer. It will help you think about some of the things that might cause stress for you at home, at work, or in school and might interfere with your learning.

DIRECTIONS: Consider each stress factor and how it affects your personal life, your work, or your role as a student. Circle the number in the column at the right according to how you feel that item applies to you. Use the following scale to mark each item.

0 = Does NOT APPLY to me (NA)
 1 = Causes NO STRESS (N)
 2 = Causes LOW STRESS (L)
 3 = Causes MEDIUM STRESS (M)
 4 = Causes HIGH STRESS (H)

Stress Factors	NA	N	L	M	H
1. Fear of failure	0	1	2	3	4
2. Doing math	0	1	2	3	4
3. Doing difficult subjects	0	1	2	3	4
4. Speaking in public or in front of the class	0	1	2	3	4
5. Not having good study skills and habits	0	1	2	3	4
6. Feeling too old to be a student again	0	1	2	3	4
7. Being a slow reader	0	1	2	3	4
8. Writing letters and papers	0	1	2	3	4
9. Taking tests	0	1	2	3	4
10. Determining my educational goals	0	1	2	3	4
11. Finding a job to pay for additional schooling	0	1	2	3	4
12. Handling pressure in my own life	0	1	2	3	4
13. Not having time at home to study	0	1	2	3	4
14. Using the library	0	1	2	3	4
15. Completing requirements to graduate	0	1	2	3	4
16. Maintaining my health	0	1	2	3	4
17. Working with counselors	0	1	2	3	4

(continued on next page)

0 = Does NOT APPLY to me (NA)
1 = Causes NO STRESS (N)
2 = Causes LOW STRESS (L)
3 = Causes MEDIUM STRESS (M)
4 = Causes HIGH STRESS (H)

Stress Factors	NA	N	L	M	H
18. Talking with teachers	0	1	2	3	4
19. Expressing my own ideas	0	1	2	3	4
20. Dealing with people different from me	0	1	2	3	4
21. Coping with marriage problems	0	1	2	3	4
22. Coping with problems with my children	0	1	2	3	4
23. Dealing with problems of divorce	0	1	2	3	4
24. Relating to younger students in class	0	1	2	3	4
25. Relating to older students in class	0	1	2	3	4
26. Interesting others in my education	0	1	2	3	4
27. Not being encouraged by my family or others close to me	0	1	2	3	4
28. Getting child care services	0	1	2	3	4
29. Learning my way around the school	0	1	2	3	4
30. Feeling isolated and lonely	0	1	2	3	4
31. Having to study things meaningless to me	0	1	2	3	4
32. Talking to others about my problems	0	1	2	3	4
33. Not knowing what is expected in class	0	1	2	3	4
34. Not knowing whom to ask for help	0	1	2	3	4
35. Not feeling in control of my educational goals	0	1	2	3	4
36. Not having my experiences considered	0	1	2	3	4
37. Having transportation problems	0	1	2	3	4
38. Lacking confidence about my ability to learn	0	1	2	3	4
39. Giving up some of my leisure time	0	1	2	3	4
40. Getting financial aid to return to school	0	1	2	3	4

(Adapted from Oschoa, Ruben, *Adult Literacy and Basic Education*, Vol. 8, #3, 1984)

HEALTH APPRAISALS

*Institute for Fitness and Health, Inc.
Post Office Box 98882
Tacoma, Washington 98499
(206) 584-4481*

CARDIOVASCULAR HEALTH SELF-ASSESSMENT

AGE

10 TO 20 YEARS	80
21 TO 30 YEARS	70
31 TO 40 YEARS	60
41 TO 50 YEARS	50
51 TO 60 YEARS	20
61 TO 70 YEARS	10

(YOUR SCORE)

GENDER

FEMALE, UNDER 40	70
FEMALE, 40 TO 50	60
FEMALE, OVER 50	50
MALE	30
MALE, STOCKY	20
MALE, BALD AND STOCKY	10

(YOUR SCORE)

FAMILY HISTORY

NO KNOWN FAMILY HISTORY OF HEART DISEASE	70
ONE RELATIVE (OVER 60) WITH HEART DISEASE	60
TWO RELATIVES (OVER 60) WITH HEART DISEASE	50
ONE RELATIVE (UNDER 60) WITH HEART DISEASE	40
TWO RELATIVES (UNDER 60) WITH HEART DISEASE	20
THREE RELATIVES (UNDER 60) WITH HEART DISEASE	10

(YOUR SCORE)

**SYSTOLIC
BLOOD
PRESSURE**

UP TO 100	80
101 TO 120	70
121 TO 140	60
141 TO 160	50
161 TO 180	30
181 TO 200	20
OVER 200	10

(YOUR SCORE)

**AEROBIC
EXERCISE
(20 minute minimum)**

5-7 TIMES WEEKLY	80
3-4 TIMES WEEKLY	70
2-3 TIMES WEEKLY	60
ONCE WEEKLY	40
ONCE MONTHLY	30
COMPLETE LACK OF EXERCISE	10

(YOUR SCORE)

**USE OF
TOBACCO**

NON-TOBACCO USER	100
FORMER TOBACCO USER	80
CIGAR AND/OR PIPE SMOKER, OR 1 TO 10 CIGARETTES DAILY	50
11 TO 19 CIGARETTES DAILY	40
20 TO 29 CIGARETTES DAILY	30
30 TO 39 CIGARETTES DAILY	20
40 OR MORE CIGARETTES DAILY	10

(YOUR SCORE)

SODIUM

<p>READ LABELS. AVOID ALL FOODS WITH SODIUM. ADD NO SALT AT TABLE OR WHILE COOKING.</p> <p style="text-align: center;">70</p>
<p>READ LABELS. AVOID MOST FOODS WITH ADDED SODIUM. ADD NO SALT AT TABLE. 1/4 AMOUNT WHEN COOKING.</p> <p style="text-align: center;">60</p>
<p>READ LABELS. AVOID MOST FOODS WITH ADDED SODIUM. ADD NO SALT AT TABLE. USE SALT IN COOKING.</p> <p style="text-align: center;">40</p>
<p>AVOID MOST FOODS WITH ADDED SODIUM. ADD LIMITED SALT AT TABLE. USE SALT WHEN COOKING.</p> <p style="text-align: center;">30</p>
<p>AVOID SOME FOODS HIGH IN SODIUM. COOK WITH SALT. ADD SALT AT TABLE.</p> <p style="text-align: center;">20</p>
<p>COOK WITH SALT. ADD SALT AT TABLE. EAT FOODS HIGH IN SODIUM.</p> <p style="text-align: center;">10</p>

CHOLESTEROL

<p>CHOLESTEROL BELOW 180 MG.</p> <p style="text-align: center;">70</p>
<p>CHOLESTEROL 181 - 205 MG.</p> <p style="text-align: center;">60</p>
<p>CHOLESTEROL 206 - 230 MG.</p> <p style="text-align: center;">50</p>
<p>CHOLESTEROL 231 - 255 MG.</p> <p style="text-align: center;">40</p>
<p>CHOLESTEROL 256 - 280 MG.</p> <p style="text-align: center;">30</p>
<p>CHOLESTEROL 281 - 330 MG.</p> <p style="text-align: center;">10</p>

WEIGHT CONTROL

<p>MORE THAN 5 LBS. BELOW STANDARD WEIGHT (NOTE: EXTREME THINNESS CAN BE HARMFUL.)</p> <p style="text-align: center;">70</p>
<p>STANDARD WEIGHT + / - 5 LBS</p> <p style="text-align: center;">60</p>
<p>6 - 20 LBS. OVERWEIGHT</p> <p style="text-align: center;">50</p>
<p>21 - 35 LBS. OVERWEIGHT</p> <p style="text-align: center;">40</p>
<p>36 - 50 LBS. OVERWEIGHT</p> <p style="text-align: center;">20</p>
<p>51 - 65 LBS. OVERWEIGHT</p> <p style="text-align: center;">10</p>

(YOUR SCORE)

(YOUR SCORE) 45

(YOUR SCORE)

**STRESS
MANAGEMENT**

IDENTIFY PERSONAL STRESS AND PRACTICE STRESS MANAGEMENT DAILY	70
IDENTIFY PERSONAL STRESS AND PRACTICE STRESS MANAGEMENT 5-6 DAYS A WEEK	60
IDENTIFY PERSONAL STRESS AND PRACTICE STRESS MANAGEMENT 3-4 DAYS A WEEK	50
IDENTIFY PERSONAL STRESS AND PRACTICE STRESS MANAGEMENT 1-2 DAYS A WEEK	30
IDENTIFY PERSONAL STRESS BUT NEVER PRACTICE STRESS MANAGEMENT	20
CANNOT IDENTIFY PERSONAL STRESS AND NEVER PRACTICE STRESS MANAGEMENT	10

**APPROXIMATE PROTECTION AGAINST
HEART DISEASE:**

HIGH:	650 TO 760
MODERATE/HIGH:	530 TO 640
MODERATE:	420 TO 520
LOW/MODERATE:	270 TO 420
LOW:	90 TO 260

DATE/SCORE	DATE/SCORE	DATE/SCORE

(YOUR SCORE)

Ideas that Work for ABE

Topic/Competency: HEALTH: 3.5 Principles of health maintenance

Stress Reducing Tips

Materials needed: Handouts attached (✓)

1. Stress: Self Evaluation
2. 15 Stress Reducing Tips
3. Stress Breakers

Description of activity: Estimated time: 15 - 30 min.

These activities are useful for helping students identify their health patterns and be aware of various stress management techniques.

Each student completes the "Stress: Self Evaluation" questionnaire. Discuss results.

Suggestions for using *15 Stress Reducing Tips*:

- In small groups, students identify stress reducing tips that they now use and share with group.
- Each student selects one or two tips that they don't currently do, but would like to begin to use. Share with group. (During the week/term, students report back to group on effectiveness of tips).
- Stress Breakers can be daily class activities that students do as a whole group.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Character Development	Teamwork	Leadership development
	✓	✓	✓				✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: large or small Individual: (✓) (pairs)

Special notes:

Some people may have difficulty relating to the results. They don't want to believe they are "that stressed" in their patterns of living.

I found my students very receptive to the Stress Reducing Tips and Stress Breakers and actually tried a lot of the ideas.

Space required:

Outcomes/evaluation:

Possible evaluation techniques:

- Student self-evaluation via journal writing
- Weekly progress updates in small groups

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Linda Renfro
Phone: 535-7050

Instructional site: Rogue River Comm. College.
City: Phoenix, OR

Cardiology Services - Valley Memorial Hospital

Self-Evaluation: The Glazer-Stress Control Life-Style Questionnaire*

As you can see, each scale below is composed of a pair of adjectives or phrases separated by a series of horizontal lines. Each pair has been chosen to represent two kinds of contrasting behavior. Each of us belongs somewhere along the line between the two extremes. Since most of us are neither the most competitive nor the least competitive person we know, put a check mark where you think you belong between the two extremes.

		1	2	3	4	5	6	7	
1	Doesn't mind leaving things temporarily unfinished	-	-	-	-	-	-	-	Must get things finished once started
2	Calm and unhurried about appointments	-	-	-	-	-	-	-	Never late for appointments
3	Not competitive	-	-	-	-	-	-	-	Highly competitive
4	Listens well, lets others finish speaking	-	-	-	-	-	-	-	Anticipates others in conversation (nods, interrupts, finishes sentences for the other)
5	Never in a hurry, even when pressured	-	-	-	-	-	-	-	Always in a hurry
6	Able to wait calmly	-	-	-	-	-	-	-	Uneasy when waiting
7	Easygoing	-	-	-	-	-	-	-	Always going full speed ahead
8	Takes one thing at a time	-	-	-	-	-	-	-	Tries to do more than one thing at a time, thinks about what to do next
9	Slow and deliberate in speech	-	-	-	-	-	-	-	Vigorous and forceful in speech (uses a lot of gestures)
10	Concerned with satisfying himself, not others	-	-	-	-	-	-	-	Wants recognition by others for a job well done
11	Slow doing things	-	-	-	-	-	-	-	Fast doing things (eating, walking, etc.)
12	Easygoing	-	-	-	-	-	-	-	Hard driving
13	Expresses feelings openly	-	-	-	-	-	-	-	Holds feelings in
14	Has a large number of interests	-	-	-	-	-	-	-	Few interests outside of work
15	Satisfied with job	-	-	-	-	-	-	-	Ambitious, wants quick advancement on job
16	Never sets own deadlines	-	-	-	-	-	-	-	Always sets own deadlines
17	Feels limited responsibility	-	-	-	-	-	-	-	Often feels responsible
18	Never judges things in terms of numbers	-	-	-	-	-	-	-	Often judges performance in terms of numbers (how many, how much)
19	Casual about work	-	-	-	-	-	-	-	Takes work very seriously (works weekends, brings work home)
20	Not very precise	-	-	-	-	-	-	-	Very precise (careful about detail)
SCORING: Assign a value from 1 to 7 for each score. Total them up.									

Total score = 110-140: Type A1
If you are in this category, and especially if you are over 40 and smoke, you are likely to have a high risk of developing cardiac illness.

Total score = 80-109: Type A2
You are in the direction of being cardiac prone, but your risk is not as high as the A1. You should, nevertheless, pay careful attention to the advice given to all Type A's.

Total score = 60-79: Type AB.
You are an admixture of A and B patterns. This is a healthier pattern than either A1 or A2, but you have the potential for slipping into A behavior and you should recognize this.

Total score = 30-59: Type B2.
Your behavior is on the less cardiac prone end of the spectrum. You are generally relaxed and cope adequately with stress.

Total score = 0-29: Type B1.
You tend to the extreme of non-cardiac traits. Your behavior expresses few of the reactions associated with cardiac disease.

BEST COPY AVAILABLE

This test will give you some idea of where you stand in the discussion of Type A behavior that follows. The higher your score, the more cardiac prone you tend to be. Remember, though, even B persons occasionally slip into A behavior, and any of these patterns can change over time.

*This questionnaire was designed for *Executive Health* by Dr. Howard I. Glazer, director of behavior management systems at EHF, Stresscontrol Systems, Inc.

15 Stress Reducing Tips

1. **Get to know your body:** Shallow breathing and frequent fast pulse is an indication of your body's reaction to stress.
2. **Learn to relax:** Deep breathing is a natural relaxant. Try to take several deep breaths each hour.
3. **Practice this simple exercise to help you relax:** Tense all your muscles, hold for a count of 5, then let go. Do this five times a day and notice the difference.
4. **At the end of the day, take a brisk walk, do a few minutes of fast dancing, or body shaking.** This stimulating exercising will loosen you up and get your blood flowing.
5. **Smile:** You will be surprised how good it make you and others feel.
6. **Practice unwinding every day, don't wait for your annual vacation.** Your body is the only one you get - be good to it!
7. **Have fun, learn to play a little.** Plan frequent mini trips or outings. Sometime all it takes is creative thinking.
8. **Take a walk at lunchtime - get out of the office or house.** Fresh air cleans the brain, and the change of scenery helps you relax.
9. **Beware of your need for frequent relaxation times in your day. Try this simple exercise:** Stand up and stretch like a cat, then close your eyes for 5 minutes and pretend you're walking on the beach, or fishing in a cool brook - teach yourself to relax.
10. **Limit your intake of caffeinated beverages.**
11. **Begin you day with some limbering up and simple stretching exercises, then jog in place or jump rope for a few minutes.** This routine will warm you up for the day.
12. **Keeping fit helps prevent stress.** Vigorous exercise is a great way to get rid of that up-tight, stressed feeling.
13. **Take your aggressions out on the racquetball court, golf course, swimming pool.** Providing yourself with an outlet helps.
14. **Learn to make lists.** Writing down a daily list of priorities helps you avoid too many deadlines, and at the end of the day you can see your accomplishments.
15. **Take control of your own life.** Live up to *your* expectations, not someone else's.

STRESS BREAKERS

Effective methods for reducing daily stress and tension:

1. **Diaphragmatic Breathing:** Place one hand on your abdomen and the other on your chest. Emphasize the breathing of the abdomen, feeling the hand rise as you inhale and fall as you exhale. Let the chest relax.
2. **Neck exercises:** (1) Drop head forward (chin to chest), hold for 10 seconds. Slowly rotate to the left with ear toward shoulder, and hold 10 seconds. Drop forward, rotate to right, hold 10 seconds. (2) Look over left shoulder, relax, hold for 10 seconds
3. **Shoulder exercises:** (1) Place fingers on shoulders, rotate shoulder by imagining that you are drawing a circle with your elbows for 20 seconds. (2) Interlace your fingers and stretch arms above your head facing and pressing palms toward the ceiling.
4. **Meditation:** Focus your awareness on your breath either following the rising and falling of abdomen or the inhalation and exhalation through the nostrils. If the mind wanders (which it will) gently bring your awareness back to your breath. Practice for 10 to 20 minutes.
5. **Double Breath:** Inhale a vigorous double breath through the nostrils and exhale through the mouth with an ah-ha sound. Repeat three times.
6. **Scream:** Roll up the windows in your car or wrap a towel around your head and let out a scream. Screaming is a great way to let go of tension and anger.
7. **Cold Splash:** Splash your face with cold water at mid-day. This is invigorating and refreshing. Better yet, take a quick shower if possible.
8. **Clutter-Confusion:** Clear up the clutter at your desk or in your home. This odes wonders for reducing mental stress.
9. **Massage:** Give yourself a neck, shoulder and/or foot massage. Better yet, trade a quick massage with a friend. Massage improves circulation and lowers muscle tension.
10. **Laughter:** Call dial a joke, exchange jokes with a friend or think of a funny past experience. Laughter releases endorphins into the system and relaxes the nervous system.

11. **Seclusion:** Set aside some time (even a few minutes) to be totally alone during the day.
12. **Being Present:** Learn to 'be present and appreciate whatever you are doing. We spend most of our time thinking about the past or worrying about the future.
13. **Utilize Empty Times:** While standing in line at the bank or waiting at a stop light, take a few deep breaths and use this as an opportunity to practice relaxation.
14. **Stand on Your Head:** This is an excellent way to see life from a different point of view.
15. **Think One Thought at a Time:** Also don't interrupt others while they are speaking. Let them complete their sentences.
Slow Down, Think Positive.
16. **A Candlelight Dinner:** Remember to eat your food slowly and never eat food if you are emotionally upset. Avoid caffeine, salt, and sugar.
17. **Exercise:** Take a walk, bike ride, tennis, jogging. Exercise is a natural stress reducer.
18. **Progressive Muscle Relaxation:** Tense and relax each of these muscle groups-feet, calves, thighs, buttocks, stomach, chest and shoulders, arms and hands, back area, cheeks, jaw and throat, forehead and nose, back of neck and scalp. Inhale just before you tense and exhale completely each time you relax.
19. **A Hug a Day:** A hug a day keeps stress away. Give and receive at least one hug a day. Tell a friend or spouse how much you appreciate them. Do something for others.
20. **Music:** Listen to music that is soothing-i.e., classical, light jazz.

Stress Breakers
Page 3

21. **Time Management:** Schedule in time for breaks and free time to unwind in addition to your regular duties.
22. **Stress Cues:** Use stress triggers such as telephone calls and traffic jams as cues to practice relaxation-e.g., take a couple of deep breaths before answering the telephone or while sitting in traffic. You will begin to associate the stressor with relaxation. You can place stick-on stars on certain stressors as reminders to practice relaxation (e.g., telephone, steering wheel, child's forehead!).
23. **Express Yourself:** Express your emotions and feelings to loved ones. Honesty cuts through stress. Talk out your worries.
24. **Reward Yourself:** If you handle a stressful situation effectively-reward yourself with some new clothes, a movie or dinner.
25. **Count Your Blessings:** Stop and think about all the things that are going well in your life instead of focusing on what is wrong.

Topic/Competency: HEALTH: 3.5 Principles of health maintenance

Simple Stress Profile

Materials needed: Handouts attached (✓)

1. *Simplified Self-Scoring Test for Gauging Stress* (front side)
2. *Observer Behavior Rating Inventory* (reverse side)

Description of activity: Estimated time: 15 - 30 min.

This is a quick, self-scoring worksheet that students can use to check their tension levels.

Each student needs a handout. Side one is completed by the student. Side two is done by an observer who knows the student and his/her behaviors. Students must be acquainted with each other well enough to complete side two, or they may have someone outside the class complete side two.

Suggestions for discussion:

- Compare self-perceptions with observations of another.
- Discuss value of minimizing tension in life. When is tension useful?
- Look at any 2's (side one) or 3's (side two) and suggestions for relieving tension.
(See 15 Stress Reducing Tips)

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership/development
✓	✓	✓	✓	✓				

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: large or small Individual: (✓) (pairs)

Special notes:

Space required: classroom

Outcomes/evaluation:

Students gain an awareness of their levels of tension and how other people observe their behaviors that may indicate stress or tension in their lives.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Linda Renfro
Phone: 535-7050

Instructional site: Rogue River Comm. Coll.
City: Phoenix OR

Simplified Self-Scoring Test for Gauging Stress and Tension Levels

Directions: Read each of the behaviors and circle the number that applies to you.

BEHAVIOR	Often	A few times a week	Rarely
1. I feel tense, anxious, or have nervous indigestion.	2	1	0
2. People at work/home make me feel tense.	2	1	0
3. I eat/drink/smoke in response to tension.	2	1	0
4. I have tension or migraine headaches, or pain in the neck or shoulders, or am not able to sleep at night (insomnia).	2	1	0
5. I can't turn off my thoughts at night or on weekends long enough to feel relaxed and refreshed the next day.	2	1	0
6. I find it difficult to concentrate on what I'm doing because of worrying about other things.	2	1	0
7. I take tranquilizers (or other drugs) to relax.	2	1	0
8. I have difficulty finding enough time to relax.	2	1	0
9. Once I find the time, it is hard for me to relax.		1 (yes)	0 (No)
10. My workday is made up of many deadlines.		1 (yes)	0 (No)
Maximum score: 18		My total score: _____	

Score
14-18 Considerably above average
10-13 Above average

Score
6-9 Average
3-5 Below Average

Score
0-2 Considerably below average

48

55

Observer Behavior Rating Inventory

Circle the number in the box that most accurately describes how often _____ engages in these behaviors.

Behavior	Never a week)	Seldom (Once or twice every day)	Often (Practically (Once a day)	Very frequently
1. Hurriedness: Eats and/or moves fast.	0	1	2	3
2. Talking: Speaks fast, in an explosive manner, repeats self unnecessarily, and/or interrupts others.	0	1	2	3
3. Listening: Has to have things repeated apparently because of inattentiveness.	0	1	2	3
4. Worries: Expresses worries about trivia and/or things he/she can do nothing about.	0	1	2	3
5. Anger/hostility: Gets mad at self and/or others.	0	1	2	3
6. Impatience: Tries to hurry others and/or becomes frustrated with own pace.	0	1	2	3
<div style="display: flex; justify-content: space-between;"> (Maximum total score: 18) Subject's total score: _____ </div>				

Score

14-18 Considerably above average
10-13 Above average

Score

6-9 Average
3-5 Below Average

Score

0-2 Considerably below average

Reference: *The American Way of Life Need Not be Hazardous to Your Health*, John W. Farquhar, M.D.

Section 4.
Occupational Knowledge

Title of Activity

- Job Descriptions in the Classroom
- Workplace Basics
- Career Exploration
- Cooperation Square Corporation
- Career Development (Curriculum resource)

Section 4: Occupational Knowledge

Ideas that Work for ABE

Topic/Competency: OCCUP. KNOWLEDGE 4.4: Keeping a job and getting promoted

Job Descriptions in the Classroom

Materials needed: Handouts attached (✓)

Job description for person to read, understand, and do "on the job."

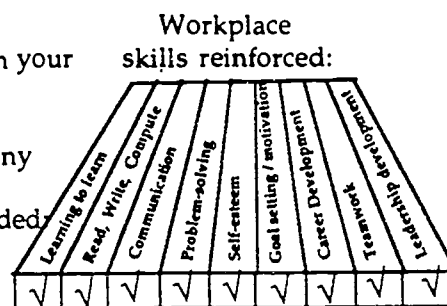
Description of activity: Estimated time: Scheduled

Write an itemized list of the duties required by the particular "job" in your classroom.

As a new family literacy (Even Start) program, our classroom has many visitors.

A job description for "receptionist" or classroom "host/hostess" included:

- Meet and greet visitors (listing what that means)
- Make coffee
- Answer phone (fill in all blanks on phone message form)
- Ask guest to sign in
- Answer questions and find out what visitors need
- Introduce guest speakers



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: _____ Individual: (✓)

Special notes:

As students get competent in basic receptionist duties, expand job to include filing, errands that need to be done during classtime, etc.

Jobs and job descriptions will vary with type of class, location, needs of the class, and student turnover.

Space required:

Desk with phone, phone message forms, pencils, paper, etc.

Outcomes/evaluation:

Students gain practical job skills.

A letter of recommendation is given when a student demonstrates competence.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Virginia Tardaewether
Phone: 399-2641

Instructional site: Bush School/Even Start Prog.
City: Chemeketa C.C./Salem-Keizer Dist.
Salem, OR.

Ideas that Work for ABE

Topic/Competency: OCCUP. KNOW. 4.4 Getting and keeping a job, getting promoted

Workplace Basics

Materials needed: Handouts attached (✓)

- Classified ads
- Workplace Basics graphic (Instructor resource information).
- *Workplace Basics: The Skills Employers Want*, American Society for Training and Development, or, *Building a Quality Workforce*, US Depts. Labor, Education, and Commerce (Excerpt attached).

Description of activity: Estimated time: 40 min.

Have students brainstorm a list of skills that they think employers are looking for in employees that may be called "workplace basics." Next, if a copy of one of the publications listed above is available, the instructor can read some of the skills mentioned and discuss them with the class, i.e., communication skills, flexibility and adaptability, problem solving, self-direction and initiative. (See graphic at right).

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership
✓					✓	✓		

Other traits such as experience, skills, and attitude should also be included.

Next, hand out several pages of the help-wanted ads from the local paper. With students working in pairs or individually, ask them to list the skills, experience, and other necessary qualities described in the ads for particular occupations.

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A

B

C

D

ESL

multileveled

Group size: 5 - 20 Individual: (✓)

Special notes:

This activity created conversation and discussion among the students, and they seemed to find it both interesting and fun.

Space required:

Classroom with tables

Outcomes/evaluation:

Students will gain basic knowledge of employment skills and will increase their vocabularies for use in writing resumes.

Resources: (i.e. community personnel, publications, etc.)

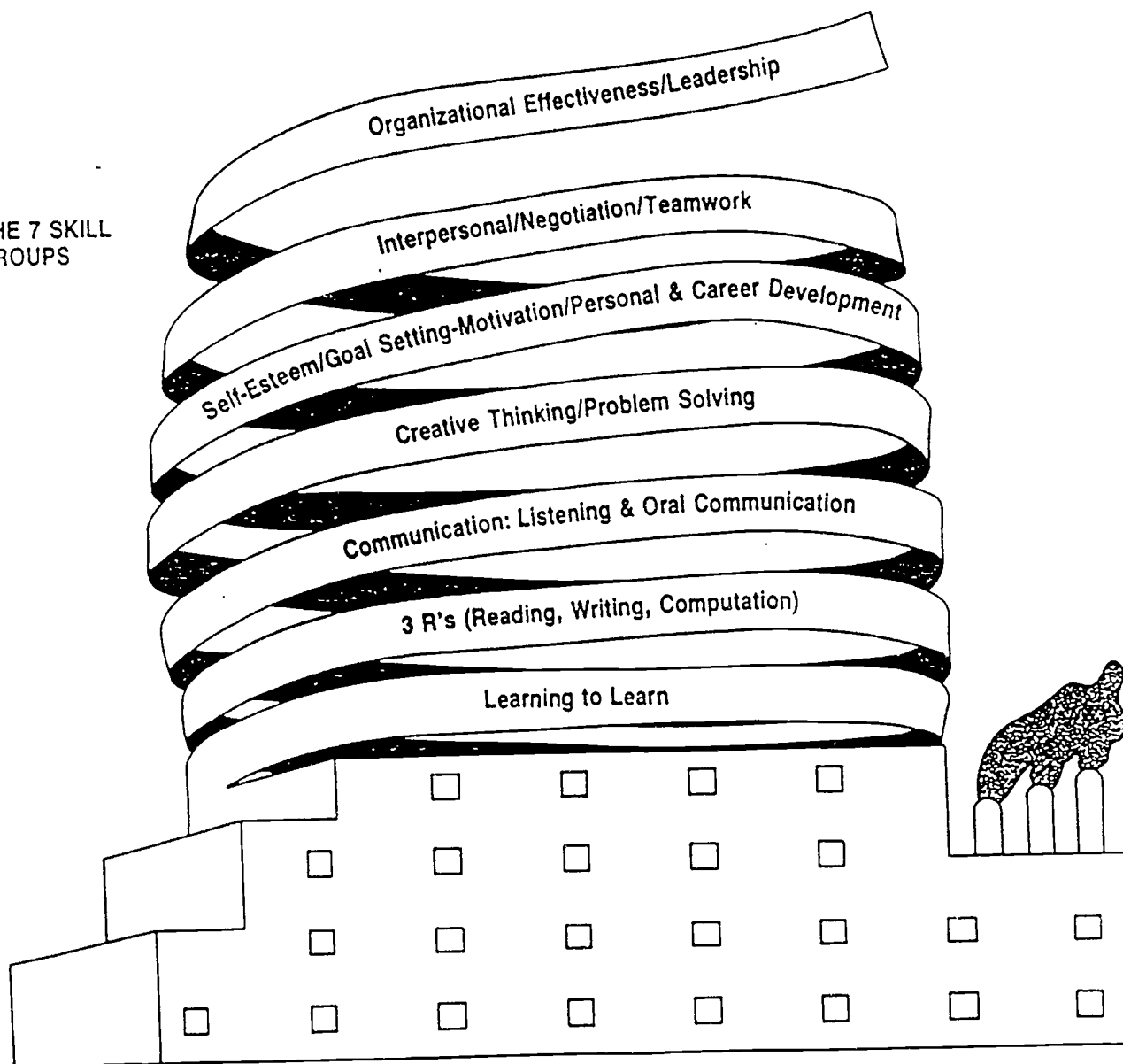
- Carnevale, A., *Workplace Basics: The Skills Employers Want*, American Society for Training and Development, 1990.
- *Building a Quality Workforce*, US Depts. Labor, Education, and Commerce, 1988.

Submitted by: Lonnie Myers
Phone: 399-5224

Instructional site: Chemeketa C. C.
City: Salem, OR

WORKPLACE BASICS

THE 7 SKILL GROUPS



(From: Carnevale, A., et al, (1988), *Workplace Basics: The Skills Employers Want*, American Society for Training and Development, Alexandria, VA)

Business' Challenge to Education -- The Skills Gap

(From: "Building a Quality Workforce", US Depts. Labor, Education, and Commerce, 1988).

The basic skills gap between what business needs, and the qualifications of the entry level workers available to business, is widening.

The pervasive themes emerging from the series of interviews and forums held throughout the country, as well as earlier studies, reiterate what is known about the quality of this country's current entry labor force and future entry labor force needs.

Two-thirds of employers consulted assessed the current pool of entry level applicants as being insufficiently prepared in basic skills.

More and more businesses are citing difficulties in finding qualified applicants. At the New York Telephone Company, only 20 percent of those taking an operator's test pass. At Campbell-Mithun Advertising in Minneapolis, the applicant pool is generally below their minimum standards in reading and writing. The ratio of applicants to those qualifying is 20:1 for secretaries and 10:1 for supply and mail clerks. Motorola finds that only 20 percent of its applicants can pass a simple 7th grade English comprehension or 5th grade math test. Michigan Bell reports that only 2 out of 15 applicants for clerical positions successfully complete all the written and typing tests.

When Mazda moved to Michigan, the company was engulfed by job applications -- more than 100,000 people applied for 3,500 jobs at its new state-of-the-art assembly plant. Mazda tested more than 80,000 people, and found that many

applicants didn't have even the basic skills required to qualify them for a quality job.

According to employers in a 1983 Colorado Employability Skills Survey, "Sixty percent of the young people applying for jobs were rejected because of deficiencies in the application/interview process. Young applicants were particularly weak in legible writing, spelling, English usage, and often failed to express an interest in or knowledge of the position and the company."

Chemical Bank in New York gives prospective tellers a basic math test. The percentage of applicants passing the test declined from 70 percent in 1983 to 55 percent in 1987. In Massachusetts, a state-sponsored job program reported that the average reading ability of participants dropped in the last five years from 9th grade level to 4th grade level as the local job market tightened.

Employers are practically unanimous in their concern that competencies of entry level workers are deficient. These include reading, writing, mathematics and communication skills. These basic skills deficiencies of workers are a serious concern for business, regardless of their location, size, or type, and regardless of the type of entry level job.

An overwhelming majority of the business representatives consulted indicated entry level workers should read at least at the eighth grade level. However, many held that the increased technological content of manuals and

required reading materials coupled with greater demands on entry level workers to maintain and upgrade the equipment they operate requires an 11th or 12th grade reading level. Additionally, the majority expected entry level workers within office settings to have a sound grasp of grammar and spelling.

With regard to the basic skills of reading and writing, here are samples of what employers indicated:

Reading and Writing

"Technicians must be able to read at the 12th grade level or above since technical, safety, and quality control manuals are written at this level."

Dr. Raymond Reed
Rockwell International
Corporation
Dallas, Texas

"CRT and Word Processing employees are not well prepared in basic skills areas, even to the point of not being able to thoroughly and accurately complete employment applications."

Dave M. Forsythe
ARCO Oil and Gas
Dallas, Texas

"Assemblers and machine operators should be able to read at an 8th grade level. The employee manual is required reading and is written on the 8th grade level."

David Ayres
ITW Switches
Chicago, Illinois

"Training materials are written in levels requiring an eighth grade reading comprehension level. However, the jobs

require maturity and the ability to deal effectively with the public."

Fred Threadgill
Walt Disney World
Company
Orlando, Florida

"Assistant Managers are required to have a high school or equivalent degree. A 12th grade reading level is required to understand operations and store administration manuals."

Denise Griffith
KFC National
Management Company
Irving, Texas

"Writing skills continue to decline, particularly the ability to write declaratively, whether it is a sentence, a paragraph, or a several page report. This is the area where we have had to do the most remedial work over the past 5-10 years at all levels."

Gordon Bonfield
Tenneco
Houston, Texas

The National Assessment of Educational Progress assessment of the literacy skills of young adults ages 21 to 25 confirms business' assertions, finding that sizeable numbers were unable to do well on tasks of even moderate complexity. Three out of five 20-year-olds in our country could not get from point A to point B on a map; three out of five could not add up their bill after lunch and did not know if they were given correct change. And while three out of five could read the lead article in a newspaper, they could not reiterate its salient points.

Nine out of ten employers consulted indicated that entry level positions require a solid basic mathematical foundation. Entry workers should be

able to work with fractions, decimals, determine proportional relationships, and work with metric measurements. Here are samples of what employers say:

Mathematics

"General material handlers need to have a minimum of 10th grade computation ability. They should be able to recognize fractions and decimals and be able to perform those conversions, as well as those from the metric system."

William Davis
Eagle Steel Products
Louisville, Kentucky

"Understanding numerically controlled manufacturing processes is a major problem area. They must be able to understand and use computer-controlled machine tools."

Laurence H. Polsky
Cooper Industries
Houston, Texas

The "Mathematics Report Card" issued by the National Assessment of Educational Progress in June 1988 stated that "the highest level of performance attained by any substantial proportion of students in 1986 reflects only moderately complex skills and understandings." That includes computation with decimals and simple fractions, measurement, calculation of areas of rectangles and interpretation of graphs.

This report states that nearly half of American 17-year-olds cannot perform math problems normally taught in junior high school, 27 percent of 13-year-olds could not perform math work normally taught in elementary school, and only six percent of 17-year-olds could solve problems that required several steps or algebra.

Nearly all business representatives stressed the importance of communication skills, noting advancement beyond entry level is highly unlikely without this ability.

Patricia Donald, BellSouth Corporation, Atlanta, Georgia, describes the gap as follows: "Our performance problems in clerical positions and sales representatives are generally tied to communication skills, such as oral, ability to write, and persuasiveness."

Here is what other employers indicate:

Communication Skills

"Telephone etiquette, customer service, grooming and dress communicate positive or negative feedback to customers."

Mike Wilkerson
Scotty's
Winter Haven, Florida

"Tellers need excellent oral communication skills to interact with customers, peers, management, and all levels of officers of the bank. They also need basic writing skills."

Lisa Cohen
First Chicago National Bank
Chicago, Illinois

Business also expressed concerns about workers with deficiencies in basic workplace abilities:

Many of today's entry level jobs require a greater span of responsibilities, and greater ability to adapt to change. In addition to the three Rs, business noted that today's jobs require skills, attitudes and abilities generally thought of as needed at the supervisory and managerial level. Businesses, regardless of location, size, or type, consistently noted

deficiencies in such areas as problem solving, self discipline, acceptance of responsibility, reliability, initiative, teamwork, and the work ethic. Most business representatives wanted entry level workers to operate with minimum to moderate supervision.

Specifically, in countless conversations, employers reiterated a need for young people to be able to figure out what they need to know and how to find that information. Above all, they note that employees must be able to think their way creatively through tough problems.

Describing the skill needs of the future, Ernest J. Savoie, Director of Ford Motor Company's employee development program, said employees must be willing to work in groups, they must be computer literate, and they must be able to understand the production process.

Here are samples of what other employers said:

Flexibility and Adaptability

"The financial industry has been experiencing dramatic change, sometimes on a daily basis. Flexibility and adaptability are important in coping with these changes in the financial industry."

Karen Rhodes
Federal Reserve Bank
Atlanta, Georgia

"We look for people who are promotable. These are adaptable people who are willing to volunteer, pitching in beyond the job description."

Deidre Abair
Atlanta Journal and Constitution
Atlanta, Georgia

"Flexibility and adaptability are very important in a small company. They have to be able to do more things."

Dennis L. Havlin
Ramp Manufacturing
Dundee, Florida

"Our jobs are changing rapidly due to re-organization and technological changes. Our workers of the future can expect at least three to four career changes requiring retraining during their careers in our companies. They will increasingly be called upon to adapt and learn ways to conduct our business. Also, the international business environment we operate in requires increased flexibility."

Patricia Donald
BellSouth Corporation
Atlanta, Georgia

Problem Solving

"We are working with a quality team concept -- working in a team environment for solving work problems and interpersonal problems."

Michael Badka
Motorola
Schaumburg, Illinois

"We notice a problem of follow through. We detect the inability to think through or to take ownership of the problems they unearth. They tell their customers they cannot help, give wrong answers, or refer to their co-workers who might know less than they do."

Elizabeth R. Rowe
Rich's Department Store
Atlanta, Georgia

"Problem solving becomes critical, particularly for technical positions. For example, test technicians must be able to

(From: Building a Quality Workforce,
US Depts. of Labor, Educ., and Commerce,
1988).

trouble-shoot and determine causes of problems by analyzing computer data."

Dr. Raymond Reed
Rockwell International
Corporation
Dallas, Texas

Self Direction and Initiative

"Seventy-five percent of entry level positions require a person to function relatively independently after a probationary period."

Deidre Abair
Atlanta Journal and
Constitution,
Atlanta, Georgia

"Entry workers are frequently asked to juggle three or four different tasks simultaneously -- to function with a minimum of supervision with different supervisors, peers, and technologies."

Martin Martinez
Merck & Company
Rahway, New Jersey

"Minimal supervision is important. In a small business, every person is critical. Each person is very much on his/her own, making hourly decisions."

John Ziegmann
ZMark
Houston, Texas

"They go to their supervisor to resolve problems that are within their competence to resolve."

Elizabeth R. Rowe
Rich's Department Store
Atlanta, Georgia

Attitudes and Work Habits

"Discharges have been related to reliability -- not showing up on time

regularly. American high school students have the most problems in this area."

Bill Fleet
Marriott Hotel
Seattle, Washington

"There is a widespread attitude of 'that's not my job.' Workers need to overcome that. They are too dependent upon specific, explicit instructions."

Ronald Schafer,
Peoples Gas, Light, &
Coke Company
Chicago, Illinois

"Absenteeism is our number one problem. Many workers are not work ready, and do not demonstrate a good work ethic. The day after pay day, twenty percent of our workers are absent."

Paul Lucas
Precision Air
Bartow, Florida

"Our entry level workforce consists of fairly well educated suburban teenagers and young adults...the problem is attitudinal and motivational rather than the lack of skills."

Judy Richter
Capezio Dance Theatre Shop
Lawrenceville, New Jersey

Summary: Business' Workplace Needs

In summary, businesses consistently noted that entry level workers and applicants did not have the skills to:

- ▶ Read and comprehend policy and instruction manuals as well as technical material
- ▶ Write sentences with correct sentence form, spelling, punctuation, and other matters of mechanics
- ▶ Perceive errors and rewrite

- ▶ Speak and explain ideas clearly
- ▶ Answer and ask questions and follow verbal directions
- ▶ Add, subtract, multiply and divide
- ▶ Work with fractions and decimals

Employers also identified deficiencies in these more technical skills:

- ▶ Measure and comprehend spatial relationships, and use metric measurements
- ▶ Type with accuracy and speed
- ▶ Work accurately with computers and computerized programs

Finally, employers noted that they needed -- but were frequently unable to recruit -- employees with positive attitudes and the ability to:

- ▶ Learn, be flexible, and respond to change quickly
- ▶ Deal with complexity, that is, learn and perform multiple tasks and analyze and deal with a wide variety of options
- ▶ Identify problems, perceive alternative approaches, and select the best approach
- ▶ Operate independently after a brief but intensive orientation period or after an initial training period
- ▶ Work cooperatively with people of different personalities, race, sex, across different authority levels and organizational divisions

- ▶ Be punctual and dependable as well as show pride and enthusiasm in performing well.

The Implications of the Growing Skills Gap

These skills deficiencies in the workforce are costing American business monetarily, through waste, lost productivity, increased remediation costs, reduced product quality, and ultimately a loss in competitiveness.

Item: An April 27, 1988 New York Times article, "Business Teaching 3 R's To Employees in Effort to Compete" reports: Many education researchers and economists say the lack of basic literacy and mathematical skills has caused costly mistakes, reduced productivity, increased the need for supervision and led to accidents. For example, the Metal Fab Corporation, a manufacturer of bellows based in Ormond Beach, Florida, estimates that it could save up to \$1.2 million a year if its employees had stronger mathematical and reading skills. Because some employees have trouble measuring, the company's level of wasted material is higher than it should be. In addition, workers too often have trouble reading blueprints, forcing the plant to redo orders and pay overtime.

If these gaps are not sufficiently addressed, this country can expect a severe shortage of qualified entry level workers. This scarcity of qualified workers can cause employers to: 1) employ under-qualified workers, which could result in inferior product quality, thus reducing our ability to compete in the global marketplace; 2) competitively

seek out qualified workers already employed in other companies, thus driving up the wage scales, and reducing our price competitiveness; 3) expend massive resources to remediate workers to bring them up to a productive level; or 4) take the jobs elsewhere, thus reducing American job opportunities and eroding our economic base. None of these options is satisfactory.

Currently, one out of three American corporations provides some form of basic skills training for its employees. An American Society for Training and Development Study predicts that American industry will have to spend as much as \$25 billion yearly on remedial education.

Motorola Inc. Vice President Carlton Braun testified before the Joint Economic

Committee in April 1988 that the company spends about 60 percent of its employee training budget on remedial training in basic math and reading skills. Braun said employers like Motorola, a multi-national manufacturer of electronics products, are "fighting for survival" because of fierce international competition, and need a workforce that is literate in basic areas such as reading, writing, and mathematics. "We have found to our disappointment that many workers are not prepared to operate the factory of the present, much less of the future," said Braun.

As one economist puts it: If it takes America 80 man-hours to make a Ford, and it takes Japan 40 man-hours to make a comparable Toyota, economic logic does not say that we get to make half as many cars. It says that we make no cars.

(From: Building a Quality Workforce,
US Depts. of Labor, Educ., Commerce,
1988, pgs. 13-19)

Ideas that Work for ABE

Topic/Competency: OCCUP. KNOWLEDGE 4.4: Job training, getting and keeping a job

- Career exploration
- Informational interviews

Materials needed: Handouts attached (✓)

- Exploring Myself - My Future (Handout)
- Total Job Fulfillment (Handout)
- Obstacles That May Hinder Your Career Planning (Handout)
- Access to employed persons for informational interviews

Description of activity: Estimated time: varies

These activities address two phases of career development: 1) Identification of personal needs/wants and barriers to career planning, and 2) Career exploration through informational interviewing.

Attached are three handouts that students may complete individually or in groups that relate to personal exploration and identification of barriers to career planning. Discussion of these provides students with an introduction to the second part, conducting an informational interviews of people in specific careers that students would like to explore.

In preparation for the interviews, students generate a list of questions to ask, i.e., educational/training requirements of job, how the person got the job, things liked best and least about the job/career, etc.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership	Decision-making
	✓	✓	✓	✓	✓	✓			

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A

B

C

D

ESL

multileveled

Group size: small or large Individual: (✓)

Special notes:

These activities were used during a campus career week. Students interviewed representatives of various careers at the Job Fair. Also included were assignments from the reading curriculum materials related to employment, work attitudes and goal setting.

Space required:

classroom

Outcomes/evaluation:

Students gains awareness of their personal criteria for satisfying employment, possible barriers to their career planning, and information about specific jobs/careers through informational interviews.

Resources: (i.e. community personnel, publications, etc.)

Insights; Discoveries; Connections, Contemporary Publications series, 1990.

Submitted by: Caroline Cate
Phone: 657-6958

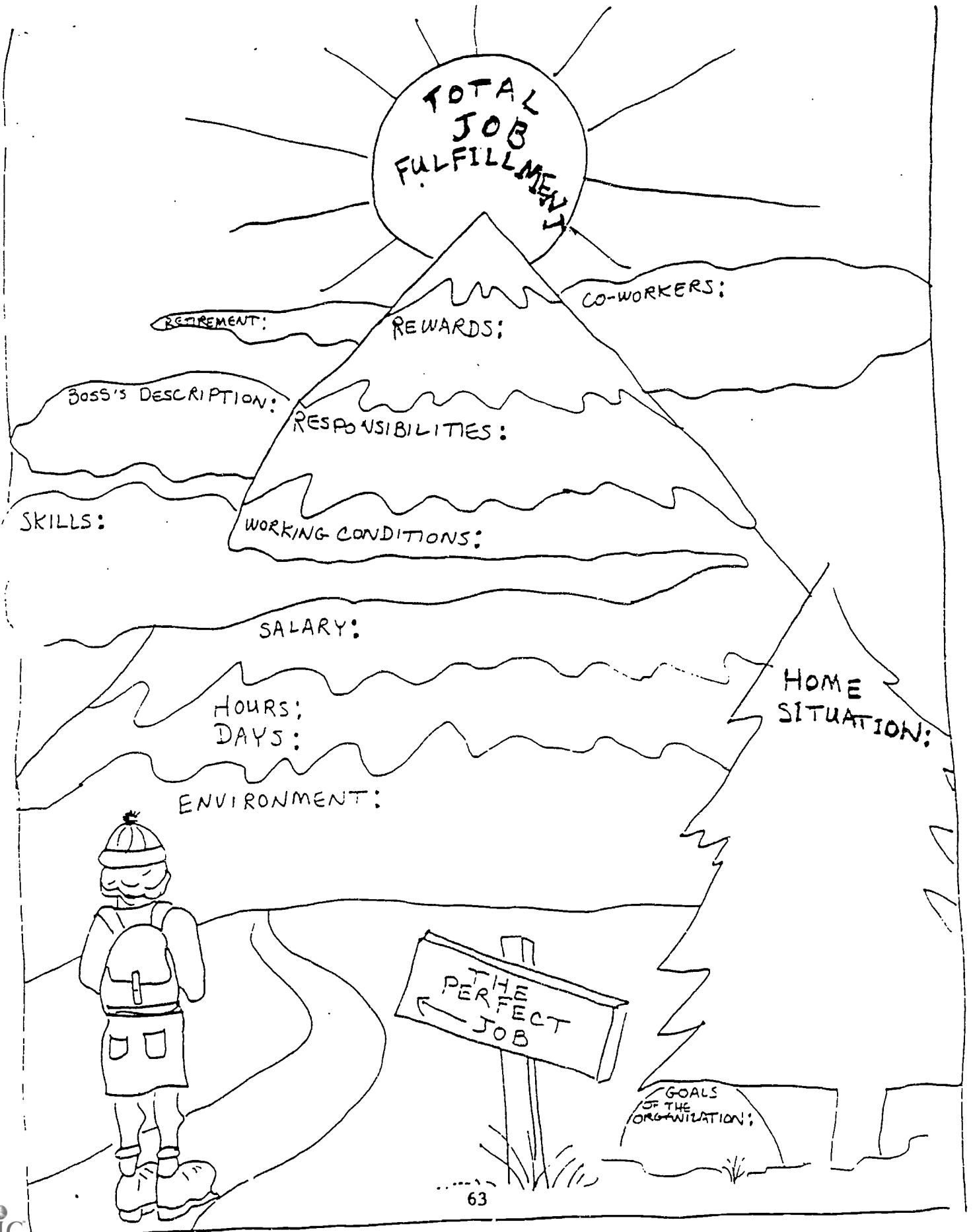
Instructional site: Clackamas C. C.
City: Clackamas, OR

Exploring Myself - - My Future

When I am ____ years of age, I wish to (expect to):

- Earn _____ a year.
- Drive _____ (car).
- Live in a/an _____ (residence).
- Be _____ (married/single or ??).
- Have _____ (children).
- Have had _____ (different jobs).
- Live in _____ (state).

What occupations do you think could make this happen for you?

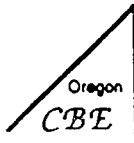


Obstacles That May Hinder Your Career Planning

Put a (✓) in front of the statements that apply to you.

- 1. I do not know what I really want in life.
- 2. I spend a lot of time dreaming about work I can never do.
- 3. I doubt my ability to do the things I would like to do.
- 4. I am uncertain about my goals because of difficulties in courses related to them.
- 5. I could not achieve a goal I set for myself; this has made me less confident.
- 6. I am equally capable in many fields; my abilities give me no direction.
- 7. My interests keep changing.
- 8. I depend too much on other people for advice.
- 9. I am confused by conflicting advice from different sources.
- 10. I feel very critical about the way work is carried on.
- 11. I need to know much more about myself before I can be sure.
- 12. I need information about the range of educational programs.
- 13. I know very little about occupations.
- 14. I have some ideas about what I'd like to do, but need to know much more about those fields.
- 15. I doubt whether I will get a job related to the education I want.
- 16. Family members disagree with me about my plans.
- 17. Other people keep telling me what to do.
- 18. I don't like the idea of thinking about spending a lifetime in one field.
- 19. Committing myself to one field means giving up others which are attractive.
- 20. I cannot know what a course or occupation is really like until I enter it.
- 21. Preparation for the work I would like to do seems so very long.
- 22. There are too many "now" things to do which crowd out thoughts of the future.
- 23. I don't have any systematic way of working toward decisions.
- 24. I receive very little support or encouragement.

Double check the factors which hinder you most.
Now write a brief statement about how you might deal with each obstacle.



Ideas that Work for ABE

Topic/Competency: OCCUPATIONAL KNOWLEDGE 4.4: Keeping a job, getting promoted

Cooperation Square Corporation

Materials needed: Handouts attached (✓)

- Directions for Cooperative Squares and Circles
- Packets of 15 pieces; one packet per "work crew" (patterns attached)
- Job descriptions for four different Job Observers (attached)
- Process Questions to use after game. (attached)

Description of activity: Estimated time: 30-45 min.

Cooperation Squares and Circles is a game to demonstrate working cooperatively with a team on a common task.

- Form "work crews" of three.
- Select one or more Job Observers to make each of the following reports:
 - Cooperation and Teamwork
 - Non-verbal Communication
 - Leadership and Management
 - Infractions of Company Policy
- Give job descriptions to each Job Observer
- Play the game. (Work crew cannot communicate orally to complete task)
- Ask Process Questions
- Job Observers give reports

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership and Management
✓	✓	✓	✓		✓	✓	✓	✓

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: teams of 3 Individual: (✓)

Special notes:

This activity is a good follow-up or lead-in to learning styles discussion and/or activity of discovery.

Space required:

Table or floor space for each work crew

Outcomes/evaluation:

Complete the Process Questions in groups or as a written assignment.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Virginia Tardaewether
Phone: 399-2641

Instructional site:
City:

Bush School/Even Start Prog.
Chemeketa C.C.-Keizer S.D.
Salem, OR

Cooperation Squares and Circles

A wonderful way to demonstrate
work maturity skills

Directions: You work in a Perfect Square (Circle) assembly factory called Cooperation Squares/Circles Corporation. Your supervisor will give your work crew a packet of cut pieces. Each packet contains 15 pieces. Your work crew's job is to assemble **five (5) squares** that meet the following criteria:

- Each square is made up of 3 pieces
- All 5 squares are the same size

This is a noisy factory, so you must communicate with your co-workers *through eye contact, gestures, and motioning only*. **NO TALKING IS ALLOWED.**

Please cooperate with your co-workers to complete the assembly of these squares.

Variation: Use large pieces and put a tab with the name of a player on some pieces in each pack. That player can only "work" with the pieces with her/her name on them and must work with others to move the pieces into squares (or circles).

Job Observers: Job Observers are in charge of "Quality Control" for the Cooperation Squares Corporation. While the work crews are assembling the squares (circles), four different types of Job Observers will be watching the crews for specific behaviors that demonstrate cooperation and teamwork, leadership and management, non-verbal communication, and infractions of company policy. The Job Observers will report to the supervisor at the end of the workshift.

Process Questions After the Play:

- In what ways was cooperation important (useful) during the game?
- How did you feel when someone held a piece and did not see the solution?
- What was your reaction when someone finished one square and then sat back without seeing that s/he held a key piece to the other squares?
- What were your feelings if you finished a square then began to realize that you would have to break it up and give it away to make ALL of the squares work?
- How did it feel to be the first/last group to finish?
- How can you relate this to working with others...
 - ...when someone works too slowly?
 - ... when someone takes tools/jobs away from you before you can do it yourself?
 - ...when you like to look things over, then take action, but others are jumping in and moving things around?
 - ...when you like to jump in and get things done, but others are planning and thinking it all through first, and taking too long to get the job done (by your standards)?
- How can you learn to adjust/adapt to others' work pace/quality standards while on the job?

Job Observer
Cooperation and Teamwork

You are in charge of "Quality Control" for the **Cooperation Squares Corporation**. It is your job to watch the employees work (without interacting with them in any way while they are "on the job"), make specific observations, report to the workcrew (at the end of the workshift), and eventually report to your Supervisor – who will report to the Board of Directors.

Notice and report to the group examples of *Cooperation and Teamwork* on the job. This could include:

- Offering pieces to a co-worker
- Gesturing to keep the activity moving
- Two co-workers working on the same square together
-
-

Job Observer
Non-verbal Communication

You are in charge of "Quality Control" for the **Cooperation Squares Corporation**. It is your job to watch the employees work (without interacting with them in any way while they are "on the job"), make specific observations, report to the workcrew (at the end of the workshift), and eventually report to your Supervisor – who will report to the Board of Directors.

Notice and report to the group examples of *Non-verbal Communication* on the job. This could include:

- pointing
- finger clicking to call attention to a move you propose
- eye contact
-
-

Job Observer
Leadership or Management

You are in charge of "Quality Control" for the **Cooperation Squares Corporation**. It is your job to watch the employees work (without interacting with them in any way while they are "on the job"), make specific observations, report to the workcrew (at the end of the workshift), and eventually report to your Supervisor – who will report to the Board of Directors.

Notice and report to the group examples of *Leadership or Management skills* demonstrated by any of the employees on the job. This could include:

- Offering pieces to a co-worker
- Gesturing to keep the activity moving
- Two co-workers working on the same square together
-
-

Job Observer
Infractions of Company Policy

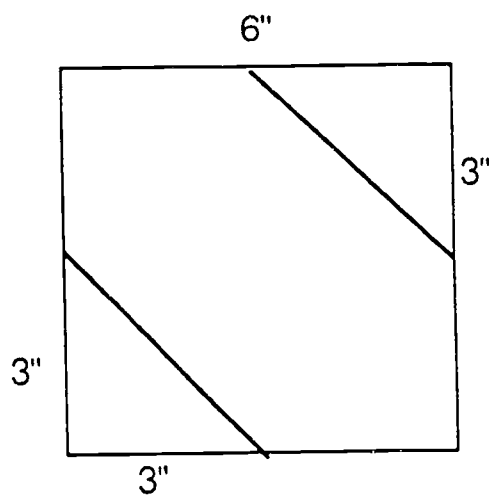
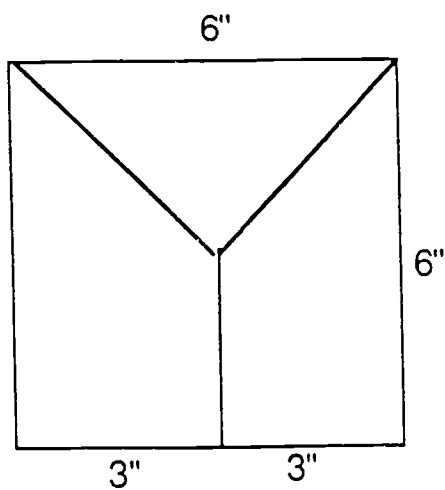
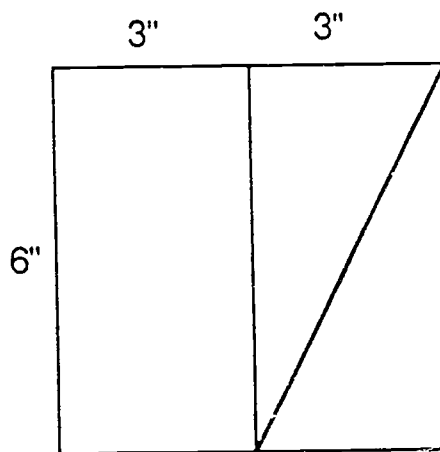
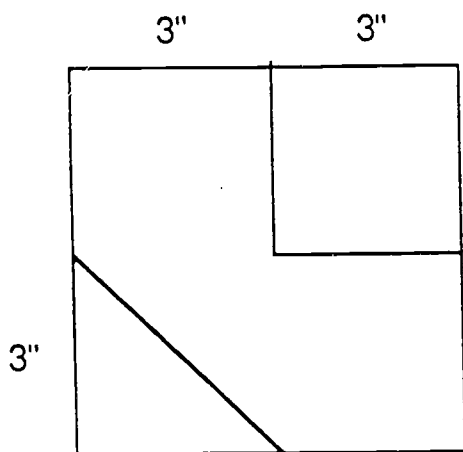
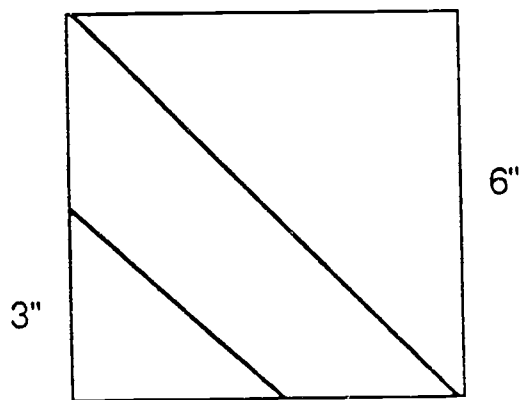
You are in charge of "Quality Control" for the **Cooperation Squares Corporation**. It is your job to watch the employees work (without interacting with them in any way while they are "on the job"), make specific observations, report to the workcrew (at the end of the workshift), and eventually report to your Supervisor – who will report to the Board of Directors.

Notice and report to the group any B you observed on the job. This could include:

- Verbal communication
- Attempting to touch or move another worker's "tools" (pieces of squares)
- Attempting to assemble a square with the wrong number of pieces (only 3 per square)
-
-

Pattern for cut pieces of Perfect Squares

- Cut out five 6" squares
- Cut each square into 3 pieces as shown here
- Include all 15 pieces in one packet



Ideas that Work for ABE

Topic/Competency: OCCUP. KNOW. 4.4: Getting and keeping a job

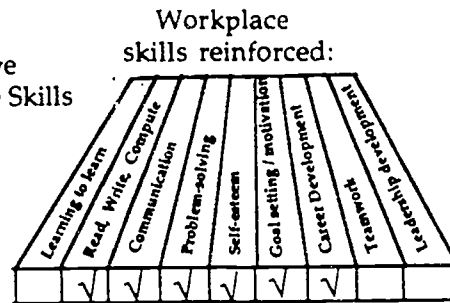
Career development and job search curriculum resources

Materials needed: Handouts attached (✓)

Fuchs, R., *The Choice is Yours*, Karli & Assoc., Inc. - A video program with workbook.
(Title page and Table on Contents are attached).

Description of activity: Estimated time: _____

This is career development/job search curriculum material that I have found especially useful and would recommend it to other ABE or Life Skills instructors.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A

B

C

D

ESL

multileveled

Group size: 10 - 20 Individual: (✓)

Special notes:

Space required:

Classroom with tables or desks

Outcomes/evaluation:

Each students will enhance his/her self-concept and be able to choose a job that is most appropriate.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Nancy Meyrick
Phone: 296-6183

Instructional site: Columbia Gorge C. C.
City: The Dalles, OR

Opinions, statements and recommendations given herein are based on the authors' experience and on research believed accurate and reliable but recognized as not infallible.

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The Prudential Insurance Company of America



The Choice Is YOURS

By
Richard A. Fuchs
and
Paul E. Walker



The Prudential 

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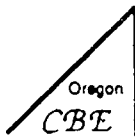
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Section 5.

Government & Law

Title of Activity

- Understanding Taxes



Ideas that Work for ABE

Topic/Competency: Government & Law 5.4 Concepts of Taxation

Understanding Taxes

Materials needed: Handouts attached (✓)

- Federal and state tax forms and instruction booklets
- *Understanding Taxes* (free teacher's resource kit - See attached order form).
- *Tax Help* (brochure re: program that provides free assistance in tax filing).

Description of activity: Estimated time: 2 to 3 / 3hr. sessions

Session 1: Introduction to taxation

- Brief history of tax process (Video from *Understanding Taxes*)
- Vocabulary - Handout
- Guest speaker from IRS (*see Resources below*)

Session 2: Tax Form Preparation

- Students complete their personal tax forms with assistance of *Tax -Aide* volunteer and two classroom instructors

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓		✓	✓			✓	

Participants: Most successfully used with CASAS level(s): (*circle all that are appropriate*)

A B C D ESL multileveled

Group size: 10-12 Individual: (✓)

Special notes:

Very helpful to have volunteer from *Tax Aide* to answer student's special problems.
 Plan for several sessions prior to April 15.
 For some students, this was their first time for filing an income tax return

Space required:

Classroom and tables

Outcomes/evaluation:

Completion of State and Federal tax forms
 Thank-you notes to volunteers and guest speaker

Resources: (*i.e. community personnel, publications, etc.*)

- Speaker from IRS Taxpayer Education Dept. (Portland: 326-6565; or 1-800-1040)
- *Understanding Taxes Teachers' Resource Kit* (includes transparencies, video, computer disk, handouts, and teacher's guide) (See attached order form)
- Tax-Aide Volunteer Program (information attached)

Submitted by: Mary Shea/Diane Allen
 Phone: 760-4007

Instructional site: Steps to Success/JOBS Prog.
 City: MHCC/Centennial Ctr.
 Portland, OR

Understanding Taxes

Key Terms

Taxes	Required payment of money to government which are used to provide public goods and services.
Form W-4	(Employee's Withholding Allowance Certificate) A form you use to tell an employer how many withholding allowances you are claiming, so the employer can figure the correct Federal income tax to withhold.
Tax withholding	Money deducted from a payment made to an individual (such as an employee's paycheck) and sent to the government to help meet the individual's tax liability. Employers withhold money for Federal income taxes, Federal Social Security taxes, and state and local income taxes in some states and localities.
Dependent	A person who relies on someone else for financial support, etc. A dependent generally may not be the taxpayer or his spouse. A taxpayer may claim an exemption for a dependent if the dependency tests are met. There are five dependency tests: income, citizen or resident, married person, relationship, and the support test.
Earned Income	Income, such as wages, salaries, tips, net earnings from self-employment income, employee compensation, or anything of value (money, goods, or services) received for personal services.
Gross Income	All income in the form of money, goods, property and services that is not exempt from tax by law.
Interest Income	Income received from savings accounts or lending money to someone else.
Unearned Income	Income received due to savings, investments, rental, etc., where no personal services are performed.
Withholding Allowance	Claimed by an employee on Form W-4. An employer uses the number of allowances claimed, together with income earned and marital status, to determine how much income tax to withhold from wages.

Understanding Taxes - Key Terms

Page 2

Exemptions	An amount allowed to each individual. This amount reduces income on which you pay tax. Dependency exemptions may be claimed for qualified dependents (children).
Filing Status	Based on taxpayer's marital status on the last day of the year. Five statuses: Single, Head of Household, Married Filing Joint, Married Filing Separately, and Qualifying Widower.
Itemized Deductions	(Must use Form 1040 to itemize). Deductible medical expenses, interest, charity contributions, business expenses, etc.
Standard Deduction	An amount given a taxpayer who does not itemize.
Taxable Income	The income on which tax liability (what is owed) is determined.

UNDERSTANDING TAX FORMS

LESSON C: HANDOUT 2C-1

Form 1040A Step-by-Step

What you'll need . . .

- ___ Forms W-2 – one for each job held during the year.
- ___ Forms 1099-INT – if you received interest income.
- ___ Pencil/pen, scratch paper.
- ___ Calculator.
- ___ Blank Form 1040A and Schedules
- ___ Social Security numbers for you, your spouse, and your dependents two years of age or older.

Step 1: Name and address

- ___ If you do not have a peel-off mailing label, print your name and address carefully. (Otherwise, save the mailing label to apply when you are sure your return is complete and correct.)
- ___ Enter your Social Security number (and your spouse's when applicable).
- ___ If you want \$1 to go to the Presidential Election Campaign Fund, check "Yes."

Step 2: Check your filing status

- ___ If you are single, check box 1. (See handout 2B-3, "Which Tax Form Should You Use?" to find out whether you can use Form 1040EZ instead.)
- ___ If you are married and want to take advantage of lower tax rates by filing a joint return, check box 2.
- ___ If you are married and want to file separately from your spouse, check box 3.
- ___ If you are unmarried or do not live with your spouse and you have an unmarried child living with you, you may qualify as head of household. (See the Instructions for Form 1040A

for more information about head of household status.) If you qualify, then check box 4.

- ___ If your spouse died in 1988 or 1989 and you did not remarry in 1990, you may qualify as qualifying widow(er). (See Form 1040A instructions for more information.) If you qualify, check box 5.

Step 3: Figure your exemptions

- ___ Take an exemption for yourself by checking box 6a unless you can be claimed as a dependent on someone else's tax return. (See handout 2A-2, "The Dependency Tests.")
- ___ Take an exemption for your spouse on a joint return by checking box 6b. On a separate return, you can take an exemption only if he or she had no income, is not filing a return, and cannot be claimed as a dependent on someone else's tax return.
- ___ Take an exemption for each person who qualifies as your dependent. (See handout 2A-2.) Write their names and other information on line 6c, "Dependents."
- ___ Complete the lines at the right, and add up the total number of exemptions. Put the total in the large box to the right of line 6e.

Step 4: Figure your total income

- ___ Add up amounts in box 10 of your Forms W-2. Put the total on line 7.
- ___ If you received interest income, put the total from box 1 of your Forms 1099-INT on line 8a.
- ___ If line 8a is more than \$400, put the name of each party who paid you interest and the amount on Part I of Schedule 1. Put your name and Social Security number on Schedule 1, and save it to attach to your return.
- ___ If you received nontaxable interest income, write the amount on line 8b.
- ___ If you think lines 9 through 13b could apply, see the form instructions.
- ___ Add up lines 7 through 13b. (Do not include line 8b.) Write the total on line 14. Double-check your addition.

UNDERSTANDING TAX FORMS

LESSON C: HANDOUT 2C-1

Step 5: Figure your adjusted gross income

- ___ If you think lines 15a through 15c could apply, see the forms instructions.
- ___ If lines 15a-c do not apply, write the amount from line 14 on line 16. This is your adjusted gross income.

Step 6: Figure your taxable income

- ___ Put the line 16 amount on line 17 too.
- ___ Look back at line 6. If you did not check box 6a, check the box for line 18b. You probably will not check lines 18a or 18c.
- ___ Look back at lines 1-5; see which box you checked.
- ___ If you did not check line 18b, then on line 19, put:
 - \$3,250 if you checked the box on line 1.
 - \$5,450 if you checked the box on line 2.
 - \$2,725 if you checked the box on line 3.
 - \$4,750 if you checked the box on line 4.
 - \$5,450 if you checked the box on line 5.
- ___ If you did check line 18b, do the "Standard Deduction Worksheet for Dependents" on handout 2C-2. Then, enter your standard deduction on line 19.
- ___ Double-check your math for line 20.
- ___ Look at line 6e. Multiply line 6e times \$2,050. Put the total on line 21.
- ___ Double-check your math for line 22.

Step 7: Figure your tax, credits, and payments

- ___ Find your tax by using the column that applies to you on the Tax Tables and looking for your taxable income (line 22). Check the box for Tax Tables, and write the tax on line 23.
- ___ If you think lines 24a or 24b could apply, see the form instructions. If

either line does apply, fill in as appropriate either Schedule 2 or Schedule 3.

- ___ If lines 24a and b do not apply, copy line 23 on line 25.
- ___ If you think line 26 could apply, see the form instructions.
- ___ Add up amounts in box 9 of your Forms W-2. Put the total on line 28a. If you think lines 28b or 28c could apply, see the form instructions.
- ___ Add lines 28a to 28c. Put the total on line 28d. This is the total of your payments.

Step 8: Figure your refund or amount you owe

- ___ Look at lines 28d and 27 again. Check whether line 27 or line 28d is larger.
- ___ If line 28d is larger, you should complete line 29. Subtract line 27 from line 28d, and put the result on line 29. This is the amount you overpaid.
- ___ You can choose to have all or part of line 29 refunded to you (line 30). The remainder, if any, can be applied to your estimated tax for 1991 (line 31). For details, see form instructions.
- ___ If line 27 is larger, you should complete line 32. Subtract line 28d from line 27, and put the result on line 32. This is the amount you owe.

Step 9: Sign your return

- ___ Read the words in bold letters at the bottom of the form. Then sign and date your return, and write in your occupation.
- ___ Attach your mailing label. Make any necessary corrections directly on it.
- ___ Attach Copy B of each Form W-2.
- ___ If you owe more tax, attach your check or money order made payable to "Internal Revenue Service." Write your Social Security number, address, daytime phone number, and "1990 Form 1040A" on it.
- ___ Copy the tax return for your records.
- ___ Mail your return by **April 15, 1991.**

FREE TAX HELP

Confused about your taxes? Having trouble filing? Then take a moment to read this. Chances are there's a location near you where you can get free speedy assistance with your state and federal tax return.

This program is staffed by volunteers that have received training from the Internal Revenue Service and the Oregon Department of Revenue. They are ready to assist you in the completion of your federal and state tax returns. And it's *absolutely free!*

WHO IS ELIGIBLE?

This program is designed specifically to help elderly, low-income, non-English speaking and disabled taxpayers with the preparation of their tax returns. In addition, many people that have income under \$20,264 and qualify for the refundable Earned Income Credit have their returns prepared by our volunteers.

HAARP NOTICE

The Homeowners and Renters Refund forms and information will be included in the package sent out by the State of Oregon. To complete the forms, please bring the package together with the items listed in "What to Bring."

PROCEDURES

Your volunteer will indicate TCE at the bottom of your tax return. TCE represents Tax Counseling for the Elderly. This identifies your return as one of thousands prepared by trained volunteers. It in no way affects the likelihood of an IRS examination (audit) of your return.

Many recipients of this service have asked how they could show their appreciation to the volunteer helping them. A simple "Thank You" is appropriate.

WHAT TO BRING...

1. Your social security card or a current record of your SSN.
2. Federal and state form packets.

3. Form W-2 (Wage and Tax Statement) from each employer.
4. Forms 1099-INT or 1099-DIV (to report interest and dividends).
5. SSA-1099 or RRB-1099 (to report social security and railroad retirement).
6. List of your medical, taxes, interest, contributions, and miscellaneous expenses (to itemize your deductions).
7. Copies of last year's tax returns (helps volunteer prepare this year's return).
8. Copy of your current property tax statement (keep the original for yourself)—if you own your home.
9. Amount of rent paid, the name, address and telephone number of the landlord, and the address of each place rented (receipts are not necessary)—for possible renter's refund.

For further information you may call Portland 221-3960 or toll-free 1-800-829-1040.

IS THE REFUNDABLE EARNED INCOME CREDIT FOR YOU?

If you:

1. Have earned income (wages, tips, etc.)
2. Have a child living with you in your home,
and
3. Have income under \$20,264

You may qualify for the credit. See one of our volunteers to find out.

AARP Tax-Aide Tax Record Envelope

For the year

Use this envelope to collect all of the papers and records necessary for completing your taxes. Having your papers together in one place can make the task of doing your taxes easier. After you have finished your taxes, you can use this envelope to file your copies of your completed tax returns.

The checklist below may help you gather the information you need for your annual return. It is also helpful to review a copy of last year's tax returns. If you get help with your taxes, be sure to take a copy of last year's tax return with you.

INCOME:

SSA-1099 form—showing total Social Security benefits paid to you for the year, or Form RRB-1099, Tier I Railroad Retirement benefits.

1099 forms—report interest, dividends, or proceeds from sales.

W-2P form—from the payer of your pension or annuity, especially if you had a portion withheld for income tax.

W-2 form—from your employer, if you earned a salary. W-2 reports your annual earnings and the total amount of Social Security and income tax withheld from your pay.

PAYMENTS:

Federal income tax paid (including quarterly estimated tax payments)

DEDUCTIONS:

Most taxpayers have a choice of either taking a standard deduction or itemizing their deductions.

If you have a substantial amount of deductions, you may want to itemize, in which case you should gather the following information:

1098 form showing the amount of interest you paid on your home mortgage.

Receipts or cancelled checks for medical/dental expenses (including doctor and hospital bills), receipts for prescription medicines, bills for such home improvements as ramps and railings for the physically handicapped.

Receipts or cancelled checks for contributions to charity.

Receipts or cancelled checks for income and property taxes you paid as well as records of tax refunds.

Papers to document how you lost money accidentally (theft, fire, etc.).

WHERE CAN I GET HELP?

AARP Tax-Aide. Tax-Aide is a free, nationwide service offered by AARP, between February 1 and April 15 each year. Volunteers are trained in cooperation with the Internal Revenue Service, to counsel low-and-moderate-income older people about their federal and state income taxes.

Tax-Aide counseling is offered at some 9,000 sites throughout the country, and in 20 different languages. In addition, special arrangements can be made to provide tax counseling to shut-ins and the disabled. For the location of the counseling site nearest you, telephone the Internal Revenue Service's information number, under "U.S. Government" in your telephone directory.

UNDERSTANDING TAXES!

Keep up to date!

Be sure to get on our mailing list for all annual revisions.

(You do not need to complete this form if you are already on our mailing list and have not changed your name or address.)

Check the appropriate box below.

New Orders

PLEASE SEND ME THE TEACHER'S RESOURCE PACKAGE AND ALL ANNUAL REVISIONS

Annual Revisions

I HAVE MY TEACHER'S RESOURCE PACKAGE AND NEED THE ANNUAL REVISIONS ONLY

If you checked the New Orders or Annual Revisions box, please fill out the "New Name and Address" section to get on our mailing list.

Change/Remove Name or Address

PLEASE NOTE MY CHANGE OF NAME OR ADDRESS

If you checked the box above, please fill out the "Old" and "New" Name and Address sections.

PLEASE REMOVE ANY NAME AND ADDRESS AS IT APPEARS BELOW (Fill in name/address)

NEW NAME AND ADDRESS

NAME _____

SCHOOL NAME _____

SCHOOL ADDRESS _____

STREET (Do not give a P.O. Box) _____

CITY _____ STATE _____ ZIP CODE _____

TELEPHONE NUMBER _____

OLD NAME AND ADDRESS

NAME _____

SCHOOL NAME _____

SCHOOL ADDRESS _____

STREET _____

CITY _____ STATE _____ ZIP CODE _____

Department of the Treasury
Internal Revenue Service
Form 1742 (Rev. 9-90)
Ca: No. 17697J



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO 12686 WASHINGTON DC

POSTAGE WILL BE PAID BY IRS

Internal Revenue Service
UNDERSTANDING TAXES
P.O. BOX 458
WAYLAND, NY 14572

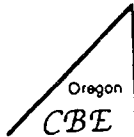
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80

Section 6. Computation

Title of Activity

- Magic Squares Puzzle
- Chisenbop Math (Finger math)
- Discovering Pi
- Classroom Makeover
- Graph It
- Where in the US? (Chart reading)
- What's My Number?(Game)



Ideas that Work for ABE

Topic/Competency: Computation 6.1 Whole numbers

Magic Square Puzzle

Materials needed: Handouts attached (✓)

- Magic square Puzzle (Handout)

Description of activity: Estimated time: 20 - 30 min.

Each student is given the Magic Square Puzzle handout. Students work individually or in pairs to solve the puzzle. Students find the values of R, S, T, V, and W so that when the rows are added vertically, horizontally, or diagonally the sum is the same, making it a "Magic Square."
After the puzzle is solved, student may share the thinking process they went through to find the values of the missing numbers.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership/development
✓	✓	✓	✓	✓			✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL

multileveled

Group size: any size Individual: (✓)

Special notes:

Space required:

Classroom

Outcomes/evaluation:

Students will be able to solve the Magic Square puzzle and increase their awareness of various approaches to problem solving.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Pris Nagle
Phone: 399-5292

Instructional site: Chemeketa C. C.
City: Salem, OR

Name _____

Magic Square Puzzle

R	S	40
35	25	15
T	V	W

What are the values of R, S, T, V, and W if any row of numbers can be added vertically, horizontally, or diagonally to result in the same sum?

R = _____

S = _____

T = _____

V = _____

W = _____

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Ideas that Work for ABE

Topic/Competency: COMPUTATION 6.1 Compute using whole numbers

Chisenbop Math (Finger math)

Materials needed: Handouts attached (✓)

(No additional materials needed).

Description of activity: Estimated time: 15 - 30 min.

This is a method for checking multiplication facts between 6 and 10 by using finger math, or "chisenbop."

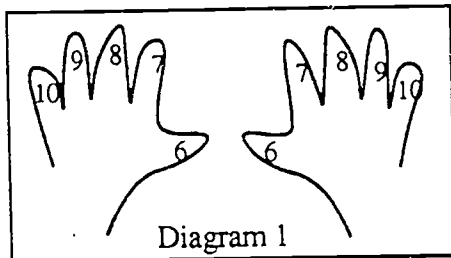


Diagram 1

Orally, number the fingers of both hands starting with 6 on the thumbs as shown in Diagram 1.

(Continued next page)

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓			✓				

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: any size Individual: (✓)

Special notes:

This method *only* works for digits between 6 and 10. It is helpful for students who have trouble memorizing the multiplication facts by enabling them to "go on" in math. Chisenbop, I believe, comes from the orient. It is the poor man's abacus.

Space required:

Outcomes/evaluation:

Students will be able to demonstrate the ability to multiply numbers between 6 and 10 using "chisenbop."

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Patti Jackson
Phone: 687-3826

Instructional site: Emerald Job Ctr./Lane C.C.
City: Eugene, OR

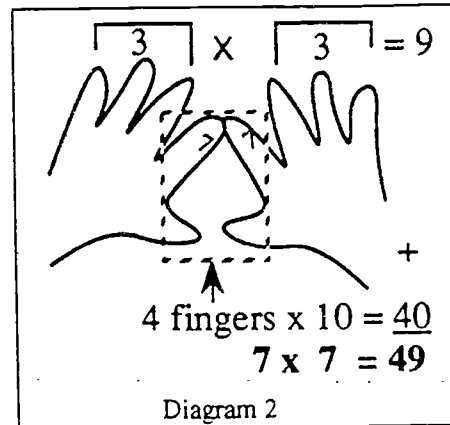
Description of activity: (cont. from front)

COMPUTATION 6.1

Example 1:

To multiply 7 x 7:

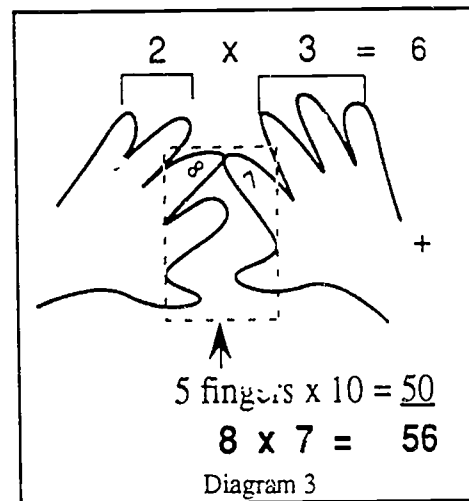
1. Touch the "7" fingers together
2. Count by tens, beginning with the fingers that are touching and for each finger/thumb that is between the touching fingers. (i.e., *ten, twenty thirty, forty*). This is the first part of the answer. Write it down: **40**. (See Diagram 2)
3. Multiply the remaining fingers on the left hand (3) by the number of fingers remaining on the right hand (3). ($3 \times 3 = 9$). Write it down: **9**.
4. Add the two numbers together: $40 + 9 = 49$.
Therefore $7 \times 7 = 49$.



Example 2:

To multiply 8 x 7:

1. Touch the "8" and "7" fingers together (from either hand)
2. Count by tens, beginning with the fingers that are touching and for each finger/thumb that is between the touching fingers. (i.e., *ten, twenty thirty, forty, fifty*). This is the first part of the answer. Write it down: **50**. (See Diagram 3).
3. Multiply the remaining fingers on the left hand (2) by the number of fingers remaining on the right hand (3). ($2 \times 3 = 6$). Write it down: **6**.
4. Add the two numbers together: $50 + 6 = 56$.
Therefore $8 \times 7 = 56$.



Practice:

Practice with other possible combinations, i.e., 9×7 ; 8×8 ; 6×9 , etc.

Practice reversing the order of the numbers, i.e. 9×7 and 7×9

Ideas that Work for ABE

Topic/Competency: COMPUTATION 6.6 Use measurement

Discovering Π (Pi)

Materials needed: Handouts attached (✓)

1. Circular items: i.e., coffee can, soup can, plate, umbrella, round table, frisbee, etc.
2. Measuring tapes (one per group)
3. Recording chart (sample attached)

Description of activity: Estimated time: 20 - 30 minutes

• Put numbers on circular items. Place items on tables around the room. • Divide class into teams of three.

- Teams approach each numbered item on tables and do the following:
 - Measure distance across and distance around.
 - Divide distance across into distance around. Record answers.
- Return as large group and compare answers.
- If done correctly, each answer should be about 3. (Π)

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Number sense/division
✓	✓	✓	✓	✓			✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B (C) (D) ESL multileveled

Group size: 15 (with teams of 3) Individual: (✓)

Special notes:

- Three team members rotate roles with each new item :
- Recorder - record measurements, division answer
 - Measurer - measures items
 - Divider - does division

Space required:

Large classroom with several tables

Outcomes/evaluation:

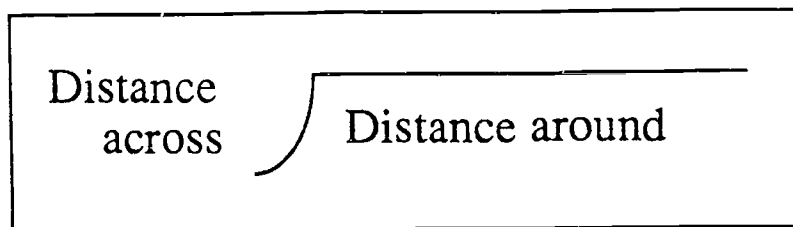
Students discover that the distance around a circle divided by the distance across always equals 3.14, which is Π (pi)

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Priss Nagle
Phone: 399-5292

Instructional site: Chemeketa Comm. College
City: Salem, OR

Discover II Worksheet



Item number	Distance across (through center)	Distance around	Result
# 1			
# 2			
# 3			
# 4			
# 5			
# 6			
# 7			

Ideas that Work for ABE

Topic/Competency: Computation 6.6 Use measurement

Classroom Makeover

Materials needed: Handouts attached (✓)

- Tape measure
- Shopping ads for carpeting, paint, window blinds, etc.

Description of activity: Estimated time: 5 hrs.

Students measure and record the area of classroom floors, windows, and walls. Next, they find the cost of carpeting, window blinds, and paint at local stores that would be needed to do a "classroom makeover."

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership
✓	✓	✓	✓				✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL

multileveled

Group size: 3-20 Individual: (✓)

Special notes:

Space required:

Classroom

Outcomes/evaluation:

Students will be able to measure the area of a room and determine the cost of new carpeting, paint, and window blinds.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Annabelle Lavier/Brook Mauer
Phone: 296-6182

Instructional site: Columbia Gorge C. C.
City: The Dalles, OR

Topic/Competency: COMPUTATION 6.7 Interpret data from graphs

Graph It

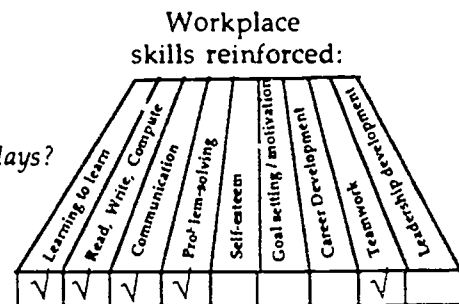
Materials needed: Handouts attached (✓)

- Samples of various types of graphs (bar, line, circle pictograph)
- Graph paper (optional)

Description of activity: Estimated time: 2 - 3 hrs.

This is an activity to teach and demonstrate a problem solving process and how information can be represented graphically.

1. Pose a problem or question. I.e., *What are the daycare needs of students in the class? or, What month has the most students' birthdays?*
2. Decide what information is needed to answer the question. I.e., *children at home, ages, birthdays of class members, etc.*
3. Collect information. I.e., students design/complete one form.
4. Students select a type of graph and make graphs that represents some aspect of the information.
5. Analyze information/graphs. I.e., *What are the childcare needs? Which month has the most student ' birthdays? (See attached page for samples).*



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: minimum: 6 Individual: (✓)

Special notes:

Prior to this activity students are introduced to reading various types of graphs. and have samples from workbooks to refer to. Review the key parts, i.e., title, key, labels of grids.

Students worked in groups and selected the information they would graph and the type of graph, (ie. bar, circle, line, pictograph) they would make.

Space required:

Classroom with tables

Outcomes/evaluation:

Students are able to make and interpret graphic information and gain experience in problem solving process.

Resources: (i.e. community personnel, publications, etc.)

Number Power 5: Graphs, Charts, and Maps - Contemporary Publication

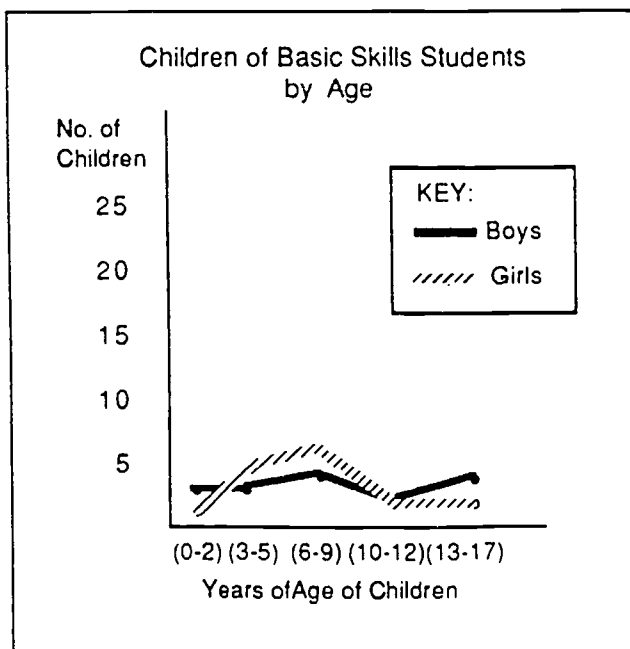
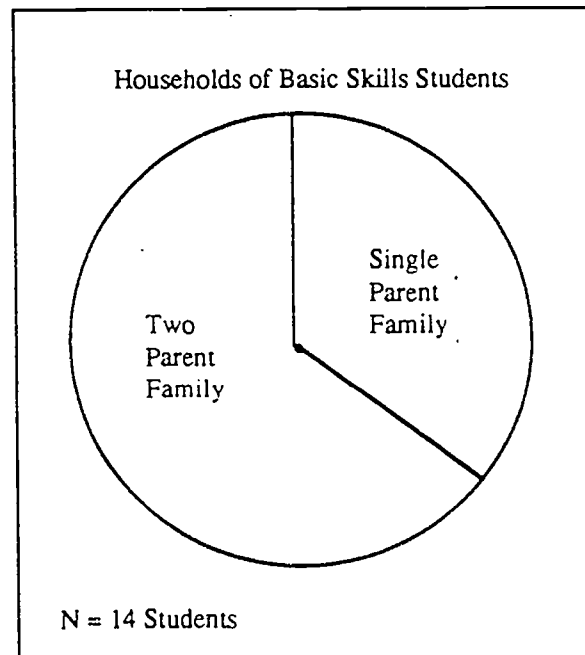
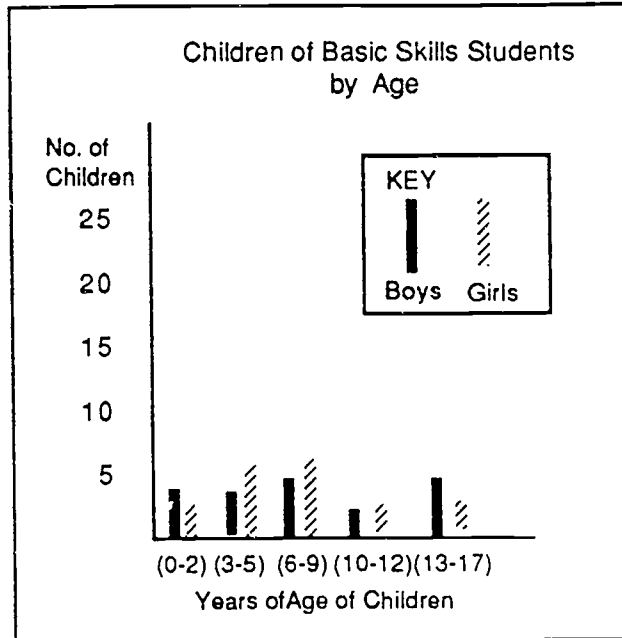
Submitted by: Linnell Rantapaa
Phone: 258-2003

Instructional site: JOBS Prog./ LBCC
City: Lebanon, OR

Sample form designed and completed by students:

Student	Child's Name	Age	Sex	Special Care	Single Parent	Living w/ parent
				yes/no	yes/no	yes/no
Cardin L.	Barren	5	m	no	yes	yes
Garry L.	Aleasha	7	F	no	no	yes
	Notasha	8	F	no	no	yes
"	Mark	16	m	no	no	no
	Shane	15	m	no	no	no
"	Tracy	17	F	no	no	no
	Amber	3	F	no	no	yes
Sheri K.	Austin	17	m	no	no	yes
	Loretha	6	F	no	no	yes
Ron	Stephane	4	F	no	no	yes
	Rachal	3	F	no	no	yes
"	Veronica	5	F	no	no	no
	Dereem	13	m	no	no	no
Harb	Leslie	11	F	LOTS of Love	no	yes
	Darci	4	F	LOTS of Love	no	yes
Alice	Randice	11	F	no	yes	yes
	John	9	m	no	yes	yes
Dee	Timothy	5	m	no	yes	yes
	Charity	8	F	no	yes	yes
Rod	Chris	11	m	no	no	yes
	Nathan	16	m	no	no	yes
Bernay	Christina	6	F	no	yes	yes
	Tiffany	4	F	no	yes	yes
Dalbert	Sessica	9	F	no	yes	yes
	Eric	11	m	no	yes	yes

Samples of types of graphs made:



Other students made pictographs to represent the same information shown on the line graph.

Topic/Competency: COMPUTATION 6.8 Use statistics

Where in the US? (Chart reading)

Materials needed: Handouts attached (✓)

- Wall-sized political map of the US
- Push pins (at least 5 each of 3 different colors)
- Newspaper article "Most Americans now live in huge urban areas" (attached)

Description of activity: Estimated time: 50 min.

Students estimated the population of the world, the US, and state (Ask volunteers to research answers).

Introduce article "Most Americans now live..." Review vocabulary: i.e., urban, metropolitan. Students scan article for population of US. (Parag. #5)

Map activities:

- Identify 5 or more cities that grew the most; lost the most population
- Using different colored push pins, students locate cities in each category on wall map of US
- Draw conclusions about trends population movement, possible reasons
- Identify/locate (using another color push pin) the 5 largest cities in US, or in state
- Discuss article and personal experiences of students who have relocated or may relocate to find employment.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership & Supervision
✓	✓		✓			✓	✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: Sm. grps. of 3 to 5 each Individual: (✓)

Special notes:

Activities can be varied, depending upon the skills that are being introduced or practiced and the levels of the students. For example, students in one class only scanned the article to find the US population figure and worked more with the chart and map. In discussion, students identified employment as a reason for relocating. They also identified the types of jobs that were declining and those that were increasing and possible reasons.

Space required:

Soft wall or bulletin board for large wall map where pins can be inserted.

Outcomes/evaluation:

- Familiarity with US map and location of largest cities
- Use of statistical information to draw conclusions
- Practice in reading a chart

Resources: (i.e. community personnel, publications, etc.)

- Atlas and/or Almanac

Submitted by: Linnell Rantapaa
Phone: 258-2003

Instructional site: LBCC/JOBS Program
City: Lebanon, OR

Most Americans now live in huge urban regions

The Portland-Vancouver area growth rises 13.9% in decade, but size slips to 27th nationally

By **TIM BOVEE**
The Associated Press

WASHINGTON — More Americans, for the first time, live in huge urban areas than in small cities and rural localities, according to Census Bureau figures released Wednesday.

And while those urban centers grew rapidly in the 1980s, more people preferred the suburbs to the core cities.

"It's not flight" from the cities, said William Frey, a research scientist at the University of Michigan Population Studies Center. "It's a natural evolutionary process."

America's migration to the metropolis has gathered speed over a century. Still, in 1950, fewer than 30 percent of Americans lived in urban areas of 1 million or more.

By 1980, that figure had grown to 45.9 percent. And in 1990, the census found 124.8 million people living in metropolitan areas. That's 50.2 percent of the total population of 248.7 million people. The bureau will report later in the year regarding the breakdown of the rest of the populace — those in smaller cities and on farms.

In the Northwest, the population of the Portland-Vancouver metropolitan area increased by 13.9 percent from 1980 to 1990, but slipped from 26th to 27th on the national list of the biggest metro areas.

The Portland area's 1990 population stood at 1,239,842, a 12.1 percent increase from 1980. Vancouver's 23.8 percent jump pushed its total to 238,053.

At the same time, the Seattle-Tacoma-Everett area moved up four spots to become the 14th-largest metropolitan area, increasing its population 22 percent to 2.5 million.

Spokane dropped from 96th to 101st despite a 5.7 percent increase to 361,364. Eugene-Springfield also slipped four places to 119th despite a 2.8 percent population gain to 282,912.

Salem climbed four places to 122nd with an 11.3 percent increase to 278,024, and Medford climbed four places to 196th with a 10.5 percent boost to 146,389.

The big urban areas expanded in part because service industries — businesses that don't manufacture anything — played a bigger role in the economy, said Tom Kingsley of the Urban Institute.

Service industries "have always been more concentrated in larger cities, so when the structure of the economy expands, it's not surprising the larger cities would grow more," he said.

But more businesses are locating in the suburbs rather than downtown, and the core city has become just another shopping and office center among many, he said.

URBAN GROWTH

Here is a list of the 39 U.S. metropolitan areas with 1 million people or more, according to 1990 Census Bureau figures released Wednesday.

Metro area	1980 pop.	1990 pop.	% chng
New York	17,539,532	18,087,251	3.1
Los Angeles	11,487,549	14,531,529	26.4
Chicago	7,937,290	8,065,633	1.6
San Francisco	5,367,900	6,253,311	16.5
Philadelphia	5,680,509	5,899,345	3.9
Detroit	4,752,764	4,665,236	-1.8
Boston	3,971,792	4,171,643	5.0
Washington	3,250,921	3,923,574	20.7
Dallas	2,930,568	3,885,415	32.6
Houston	3,099,942	3,711,043	19.7
Miami	2,643,766	3,192,582	20.8
Atlanta	2,138,136	2,833,511	32.5
Cleveland	2,834,062	2,759,823	-2.6
Seattle	2,093,285	2,559,164	22.3
San Diego	1,861,846	2,496,016	34.2
Minneapolis	2,137,133	2,464,124	15.3
St. Louis	2,376,968	2,444,099	2.8
Baltimore	2,189,497	2,382,172	8.3
Pittsburgh	2,423,311	2,242,798	-7.4
Phoenix, Ariz.	1,509,175	2,122,101	40.6
Tampa, Fla.	1,613,600	2,067,959	28.2
Denver	1,618,461	1,848,319	14.2
Cincinnati	1,660,257	1,744,124	5.1
Milwaukee	1,570,152	1,607,183	2.4
Kansas City	1,433,464	1,566,280	9.3
Sacramento, Calif.	1,099,814	1,481,102	34.7
Portland, Ore.	1,207,977	1,477,895	13.9
Norfolk, Va.	1,160,311	1,396,107	20.3
Columbus, Ohio	1,243,827	1,377,419	10.7
San Antonio, Texas	1,072,125	1,302,099	21.5
Indianapolis	1,166,575	1,249,822	7.1
New Orleans	1,256,668	1,238,816	-1.4
Buffalo, N.Y.	1,242,826	1,189,288	-4.3
Charlotte, N.C.	971,447	1,182,093	19.6
Providence, R.I.	1,063,139	1,141,510	5.4
Hartford, Conn.	1,013,508	1,085,837	7.1
Orlando, Fla.	699,904	1,072,748	53.3
Salt Lake City	910,222	1,072,227	17.8
Rochester, N.Y.	971,230	1,002,410	3.2

Here is a list of the metropolitan areas in Washington and Oregon that rank among the 250 largest in the nation:

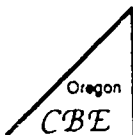
Metro area	1990 pop.	% change	1980
101. Spokane	361,364	5.7	(96)
119. Eugene-Springfield	282,912	2.8	(115)
122. Salem	278,024	11.3	(126)
160. Bremerton, Wash.	189,731	28.9	(182)
163. Yakima	188,823	9.5	(159)
178. Olympia	161,238	29.8	(211)
189. Richland-Kennewick-Pasco, Wash.	150,033	3.9	(184)
196. Medford	146,389	10.5	(200)
221. Bellingham, Wash.	127,780	19.8	(242)

New York and its suburbs remained the largest urban concentration, with 18.1 million people, a growth of 3.1 percent from 1980.

Greater Los Angeles ranked second at 14.5 million up from 11.5 million in 1980.

The Chicago area was third at 8.1 million, a slim increase from 7.9 million in 1980.

San Francisco, Oakland, San Jose and their suburbs grew by 16.5 percent to 6.3 million and took fourth place from Philadelphia.



Ideas that Work for ABE

Topic/Competency: COMPUTATION 6.9 Use estimation and mental arithmetic

What's My Number? (Game)

Materials needed: Handouts attached (✓)

- Pins
- Cards with numbers written on them

Description of activity: Estimated time: 30 min.

Pin a number on each student's back. Students can only see the numbers on other students' backs but not his/her own.

Each student tries to figure out his/her number by asking questions about them that can be answered "yes" or "no" by another student. Turns rotate to each student with one question per turn.

Ex.: "Is my number less than 100?" "Is my number divisible by 2?"

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership skills
✓	✓	✓	✓					✓

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: 5 or more Individual: (✓)

Special notes:

Game can be adapted to provide practice for specific math skills.

Ex. "Is my number a multiple of ___?" "Is my number a whole number?"

Space required:

Classroom

Outcomes/evaluation:

Students will gain practice math skills and mental arithmetic.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Brook Mauer
Phone: 296-6182

Instructional site: Columbia Gorge Comm Coll.
City: The Dalles, OR

Section 7.

Communication: Writing

Title of Activity

- What Is It? (Pre-writing warm-up)
- Five Minute Essay
- Cooperative Essay Writing
- Request for a Catalog (Business letter)
- Request for Free Materials (Business letter)
- Your Very Own Magazine
- Mad Libs
- Create a Keepsake Booklet
- Anyone Can Be a Poet
- Finish the Poem
- Spelling Improvement Technique

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Pre-writing warm-up

What Is It?

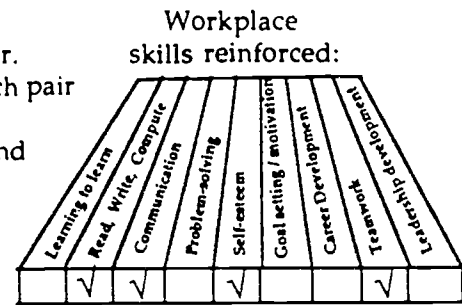
Materials needed: Handouts attached (✓)

- Slips of paper with the name of one unique object written on it. Example:

unripe banana stop sign roofing tar thumb tack etc.

Description of activity: Estimated time: 15 min.

Students work in pairs. Each pair receives one prepared slip of paper. Together they write a description of the object. One person from each pair reads the description and the class guesses the object. The lesson can emphasize use of adjectives, verbs, similes, feelings and values or other topics.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: pairs Individual: (✓)

Special notes:

Space required:

Writing space

Outcomes/evaluation:

Students will improve in the use of descriptive language, inferential thinking and cooperative learning.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Mary Faust
Phone: 942-4202

Instructional site: Lane C. C.
City: Cottage Grove, OR

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Essay Writing

Five Minute Essay

Materials needed: Handouts attached (✓)

- Pencil
- Paper

Description of activity: Estimated time: 15 - 30 min.

At the beginning of class, once a week, all students and the instructor sit quietly and write for five minutes. After five minutes, those who wish to share their work by reading it to the group are invited and encouraged to do so. Students may comment of each others writing, following guidelines outlined by the instructor.

The instructor **always** reads his/her own paper to the group and always reads last.

The instructor comments on each one's effort, finding something to praise and gently points out areas for improvement with specific suggestions or how to proceed.

Workplace
skills reinforced:

Learning to learn	Read, Write, Compare	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership
✓	✓	✓	✓	✓				

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL

multileveled

Group size: large or small Individual: (✓)

Special notes:

1. Any topic is acceptable. (For inmate students, the reason for their being incarcerated is exempt).
2. Any form of ridicule by others is prohibited. Students first share what they liked about another's writing.
3. Participation in the writing phase is mandatory. Sharing their work orally is voluntary. No one is pressured to speak.

Space required:

Classroom

Outcomes/evaluation:

- Writing activity gathers and settles students for class time.
- Students gain practice in quickly organizing and writing thoughts.
- Students gain self-esteem through positive feedback on writing skills from the instructor and students.
- Students gain practice in preparing for GED Writing Skills test.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Bud Fuller
Phone: 476-5962

Instructional site: Josephine County Jail
City: Grants Pass, OR

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Essay writing

Cooperative essay writing

Materials needed: Handouts attached (✓)

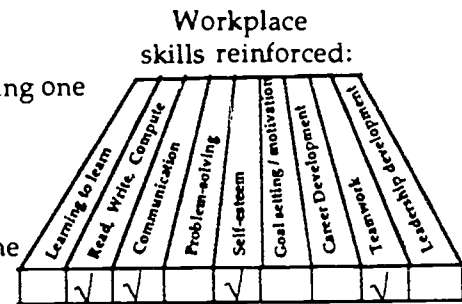
- Blackboard or overhead
- Paper and pens
- List of suggested essay topics (attached)

Description of activity: Estimated time: 1.5 - 2 hrs.

For this activity essay writing is taught using cooperative learning techniques. Divide the class into groups of 3, with each student having one of the following roles:

- Recorder (writes down the information),
- Time-keeper (keeps group on task),
- Reporter (reports work to class).

After instruction on critical thinking and the structure of an essay, the groups are required to work together and write an essay.



The Reporter from each group shares the group's essay with the rest of the class for comments.

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A

B

C

D

ESL

multileveled

Group size: 3 per group Individual: (✓)

Special notes:

Students are encouraged to participate and open up. Communication skills and "getting comfortable" are stressed before a pencil ever touches a page. Later we cover rules of writing, punctuation, and other mechanics in a less threatening way.

Space required:

Outcomes/evaluation:

Students understand the structure of an essay, elements of critical thinking, and methods of disagreeing without arguing. Students will be able to write a clear, basic essay.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Robert Rini
Phone: 760-4007

Instructional site: Mt. Hood C. C./Centennial Ctr.
City: Portland, OR

ESSAY STRUCTURE

introduction

INTRODUCTION. This is your introduction; it includes your opinion statement, and your three back-up statements. This is like the opening statement a lawyer makes at the beginning of a trial. The lawyer tells what she is going to prove during the trial; you tell what your essay will prove.

STATEMENT + 1, 2, 3 BACK-UPS

1. Paragraph one. This is the first paragraph of the BODY of the essay. This is where you talk about your first back-up statement. Remember, this is your chance to elaborate and prove your point. Stick to the point, and don't wander over hill and dale, and you will have a better essay.

2. Paragraph two. The second back-up statement is explained here. This is just like above.

3. Paragraph three. Just like the above, for your third back-up statement.

STICK TO THE POINT!

BODY

CONCLUSION. This is where you make your conclusion, similar to when a lawyer makes her summary, or final statement. You need to tell your reader what you have proven in the body of the essay, remind them.

This needs to include your three BACK-UP STATEMENTS.

A good way to begin is: "In conclusion, "

STATEMENT + 1, 2, 3 BACK-UPS

CONCLUSION

Other information: The GED essay is supposed to be at least 200 words long. You will be given your subject, and approximately 45 minutes to write. Think about what you are going to say before you begin, so you won't write yourself into a corner. Keep cool, and you'll do fine.

Essay Questions/Topics

Dinner

If you could have any meal in the world, what would you have? Describe it, from the main course to the dessert and drink. Imagine that you're trying to make your reader hungry. Bon appetit!

Television

Is TV fun, entertaining, educational, or mindless junk? Should parents limit what their children watch? What are your favorite shows?

Fame

Our country seems to be obsessed with the private lives of the rich and famous. Magazines, books, TV shows are devoted to the gossip concerning them. Why do you think this is? If you could meet and get to know one famous person, who would it be? Why?

Fair Trial

All people are guaranteed a fair trial in our democratic society. Do you think a poor person has the same chance at a fair trial as a rich person? Do they have the same chance at getting a good lawyer, a light sentence, probation? Explain your answer.

Exercise

Do you get enough exercise? Is America on a fitness craze, or are we all out of shape? Is your body "the temple of the spirit" as Buddha and other religions have said, or just something to transport your head from place to place?

Song Lyrics

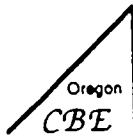
Rock, rap, and heavy metal musicians have gotten criticism about their song lyrics for being ultra-violent, sexist, and obscene. The rap group 2 Live Crew went to trial, and so did Judas Priest. Should songwriters be able to write whatever they'd like and be protected by our freedom of speech, or should music involving sex and violence and sexism be banned, punished by fine, or limited to adults only? Should records and tapes be labeled with a warning? Explain.

Drugs and Alcohol

Medically and scientifically, alcohol is a drug, though we don't think about it as such. Are we hypocrites if we "fight the war on drugs" and continue to have commercials on TV, radio, and billboards advertise booze? What are the similarities and differences between alcohol and other drugs?

Barriers

What is the biggest barrier to achieving what you want? How do you plan to overcome that barrier? Are you working on it now? Explain.



Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Business Letter Writing

Request for a Catalog

Materials needed: Handouts attached (✓)

1. *The Wholesale-By-Mail Catalog*
2. Resources with information on how to write a business letter
3. Optional: computer and printer

Description of activity: Estimated time: 2 hrs.

Students were provided resources with information on how to write a business letter and were then given the task of writing a "generic" business letter that could be used as a format for each student to request a free catalog or other consumer information.

The class was divided into four groups. Each group's task was to find a correct format for one part of a business letter, i.e., one group did the heading, another the inside address, another the body, and another the closing. The groups edited each other's work and then compiled the parts into a complete letter. Each student then used this format to request a free catalog or other consumer information listed in *The Wholesale-By-Mail Catalog*. Students typed and printed letters using the computer.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓	✓		✓			✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: large or small Individual: (✓)

Special notes:

Rather than directly teaching the students how to write a business letter, we provided the resources that would show them how and they researched the correct format themselves. Students had to agree on the style they were going to use when more than one was shown.

When selecting a free catalog, students had to interpret the descriptions especially the offers for discounts or gift certificates.

Space required:

Outcomes/evaluation:

Students receive catalogs and/or letters from companies which they write. (Allow 2-6 weeks).

Resources: (i.e. community personnel, publications, etc.)

The Wholesale-By-Mail Catalog, Harper Perenneal Publisher
Order form for *Shop at Home Directory* (Attached for instructor's use).

Submitted by: Annabelle Lavier/Brook Mauer
Phone: 296-6182

Instructional site: Columbia Gorge C. C.
City: The Dalles, OR



FREE Directory of Catalogs!

Yours Free with any order. The 48 page Shop-At-Home Directory features over 300 specialty catalogs. \$5 Value! Circle #100 on coupon.

Bonus!! With your order of \$10 or more, you'll receive FREE our series of 4 specialty catalog Directories! Total value - \$17!

To Order, see coupon on back side of this page.



Chef's Catalog
Cook like a pro with the finest kitchenware. Full color catalog features over 1001 unique gourmet kitchenwares. Satisfaction guaranteed. 1 year subscription. #128 \$2



Frederick's of Hollywood
Full color fashion catalogs. Exclusive designs--glamorous dresses, sportswear, sexy lingerie, lounge-wear, unique bras & hosiery. Send \$2 for a 1 year catalog subscription (10 issues) & receive \$10 of gift certif. #183 \$2



Fabric Editions Ltd.
Fabrics coordinated for crafts, quilting & country decorating. Buy the yardage you need at discount prices. One yard minimums. Same day shipping. Free mailings of samples with purchase. 2 mailings with fabric swatches. \$3 introductory discount. #432 \$3



Fashion Galaxy
Everything is on sale--beautiful dresses, super sportswear, lovely lingerie, fine shoes & accessories, including name brands at 50% savings! Great values on quality overstocks & exclusive bestsellers, too. #300 \$2



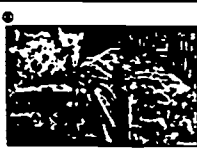
Enterprise Art
Buy craft supplies bulk... & save! This 80-page catalog features bulk beads, rhinestones, jewelry findings, wearable art, doll parts, plastic canvas, miniatures & more. Free glue gun offer, too! #430 \$2



Boudoir Secrets
Majestic sizes only. You'll love our exciting, sensuous lingerie & lounge-wear especially designed for sizes 18 - 26. From ultra sexy designs to more modest sensuous fabrics & laces that you'll melt in. Satisfaction Guaranteed. #335 \$3



Domestications
Sheets, quilts, bed fashions, towels, hard to find water-bed & sofa-bed sheets, children's patterns, window treatments, table linens. Top-quality, home accessories, many by famous name designers, top makers, & all at very low prices. #134 \$2



American Needlewoman
Hundreds of kits, threads & an extensive line of accessories at everyday low prices, including cross-stitch, needlepoint, latch hook, embroidery, knitting & crochet threads & yarns. All guaranteed. 1 year sub. #198 \$2



Adele Bishop Creative Stencils & Supplies
Stencil your home with the charm of decorative stenciling. Over 140 beautiful designs including classic, historic, country, S.W. Indian & children's. How-to books, paints, brushes. Fully illustrated color catalog #500 \$3



Simply Tops
All new & designer-inspired sweaters, blouses, jackets & separates in an outstanding collection of silhouettes & fabrics, plus selected accessories. Color, excitement, glamour--all created with flair & finesse. #146 \$2



Sarah Coventry
Experience the beautiful world of fashionable jewelry in this 36-page catalog. For over 40 years, Sarah Coventry has been creating finely crafted, fashion-right jewelry at affordable prices. Discover the tradition of style, quality & value which Sarah Coventry offers. #291 \$1



Yield House
Since 1947, America's favorite mail order furniture catalog with fine traditional & country designs, money-saving furniture kits & all the decorating details you need to create a warm & welcoming home. #130 \$2




Concepts
An uncomplicated collection of sportswear geared toward the way American women really live & work! Concepts offers comfortable, versatile pieces at prices too sensible to resist. #350 \$2




Lehman Hardware
Uncommon supplies used in Amish kitchens, gardens, homesteads, "General store" for simple living. Cast cookware, toys, kegs, chums, oil lamps, waterpumps, 1,000 other items dating to 1800's. #257 \$2



Patterncrafts
Free patterns as order discounts from our color catalog. Over 700 original sewing & craft patterns for: Boutique, dolls, bunnies, mini-quilts, Southwest, children, Victorian & gift items. Free 2 year subscription with an order from our catalog. #109 \$2



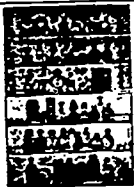
Dinnerware Catalog
World's largest & most complete by Kitchen Etc. 88 pages list all accessories. Over 300 patterns in stock. Noritake, Royal Doulton, Wedgewood, Villeroy & Boch, Franciscan, Johnson Bros., Pfaltzgraff, Nikko, Oneida. #506 \$2




Heartstrings
Decorate your home with a style of elegance & charm. Heartstrings is a catalogue filled with hand-crafted gifts & home furnishings for the discriminating shopper. #591 \$2



Le Parfumer
Perfume-Colognes-Miniatures. Over 1000 designer fragrances. Imported- Hard to Find-Discontinued! Available to you from the world's largest perfumery. Toll free ordering. Worldwide delivery. Free shipping available. #238 \$1




Hearthside Quilts
Save 20% on high quality, pre-cut quilt kits! Full line of pre-cut patchwork & applique design quilt kits, infant to king size; access. & notions, 100% wool batting. Catalog has samples & 20% introductory discounts. #216 \$2



Freebies- No Strings Attached!
Free samples, free recipes, free "How to" information, free discounts & many more - all available just by writing & asking. Discover how much you can get free in the one master Freebies Directory. Satisfaction Guaranteed! #591 \$2

**Freebies
No
Strings
Attached!**

The Jerry's Catalog!
Fine art materials at savings of 70% off! Complete source for painting, drawings, pastel supplies, furniture, machines, frames, books, video, TV artist materials & more. #561 \$2




Sew Special
Mop dolls & much more! Sew Special has it all. Adorable patterns for dolls, holiday decorations & lots of country. Over 100 craft patterns. Color catalog. #418 \$2




Country Store Exclusive "Little Farmers"
posters, note cards, figurines & stitch kits. Unique country gifts, apparel, home accessories, toys, books & more! 64-page color catalog only \$2! #160 \$2



Past Patterns
Specializing in historical clothing patterns, costume books & Victorian corset kits since 1979. Make costumes representing 1830-1939 in sizes up to 20 for ladies & 48 for gentlemen. #182 \$3




Cartan's Shoes
More than 140 sizes to assure a perfect fit. Save \$5 on every order. We have your size! 4 to 13, widths SA to 2E. "A Fitting Tradition Since 1948." #194 \$2




CRAFTS
Kirchen Brothers extensive shop-at-home craft supply catalog. Featuring 100's of craft & dollmaking supplies, products for all seasons & more. Satisfaction guaranteed! #436 \$2

Maitresse
Elegant gloves & lingerie. We go to all lengths to glove you in beautiful leathers, satins, laces. Also a unique collection of bras, cinchers, girdles & lovely leather underfashions for the sophisticated woman. \$2 refundable. #562 \$2



Zimmerman Handcrafts
We specialize in unique country home accessories. Wooden buckets & butterchurns are offered unstained, stained or with a satin lacquer finish. Other items include wooden pitch forks, hay rakes, apple crates & many more. #356 \$1



Free! Shop-At-Home Directory with your order! Circle #100 Below
For catalog requests, circle corresponding numbers & enclose proper payment plus \$1 Shipping and Handling.

100 \$0	134 \$2	194 \$2	291 \$1	418 \$2	506 \$2
101 \$0	146 \$2	198 \$2	300 \$2	430 \$2	559 \$2
109 \$2	160 \$2	216 \$2	335 \$3	432 \$3	561 \$2
128 \$2	182 \$3	238 \$1	350 \$2	436 \$2	562 \$2
130 \$2	183 \$2	257 \$2	356 \$1	500 \$3	591 \$2

Name: _____ Total for Catalog _____
Processing Charge _____
Address: _____ Total Enclosed \$ _____

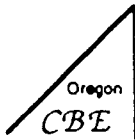
City: _____ If your order is for delivery, please circle #101 to receive your Free 4-book collection of Catalog Directories.

State: _____ Zip: _____

Method of Payment (Circle one) Cash _____ Check _____ Money Order _____

Mail order to: Shop-At-Home Directory, Dept. 1P1-491, 2080 S. Holly, P.O. Box 228400, Denver, CO 80222-0040

To Advertise write to: BGMI, 1455 S. Colorado Blvd., Suite 100, Denver, CO 80202



Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Letter writing

Request for Free Materials

Materials needed: Handouts attached (✓)

- *How to Write for Everyday Living*, Educational Activities (with audio cassette or computer program) or other instructional material on writing a business letter
- Sample of letter of request (attached)

Description of activity: Estimated time: 1 hr.

A group of students (or individual) listen to instructions on letter writing (cassette) and follow the given direction. The final application of the skills is to write a letter, mail it, and receive a free book (*Consumer Resource Handbook*) which all students bring in to class.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Transfer of learning
✓	✓	✓		✓			✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: 4 or 5 Individual: (✓)

Special notes:

Getting a free book in response to a written request is very motivational and fun. Students really like this assignment.

Space required:

Outcomes/evaluation:

Students receive catalogs and/or letters from companies to whom they write. (Allow 2-6 weeks).

Resources: (i.e. community personnel, publications, etc.)

Free publication: *Consumer Resource Handbook*, Consumer Information Center, Dept. 80, Pueblo, Colorado 81002 (Also request current free copy of Consumer Information Catalog)

Submitted by: Carolyn Cate
Phone: 657-6958 ExL 300

Instructional site: Clackamas C. C.
City: Oregon City, OR



February 19, 1991

Consumer Information Center
Dept. 80
Pueblo, Colorado 81009

Dear Sir or Madam:

Please send me a free copy of the publication, Consumer Resource Handbook and your most recent Consumer Information Catalog. Send them to the following address:

Name:

Address:

City:

State:

Zip:

Thank you.

Sincerely yours,

P. Q. Jones

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Writing

Your Very Own Magazine

Materials needed: Handouts attached (✓)

- Old magazines
- People to interview
- Access to books, movies, and/or TV
- Glue, paper, scissors
- Sample assignment description (attached)

Description of activity: Estimated time: 1 week

Individual students or teams of 2 or three each make a magazine of their own design on a subject the student, or team, chooses.

(See description of *Your Very Own Magazine* attached).

Workplace
skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership
✓	✓	✓	✓	✓	✓	✓	✓	✓

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A **B** C D ESL multileveled

Group size: 2 to 3/team Individual: (✓)

Special notes:

I used this with teams of two to three parents in a family literacy program. Each was responsible for three areas. All groups worked on the same subject. However, each person could work alone. Some class theme or family literacy idea can be topics for magazines.

Space required:

Desk area for writing, drawing, gluing, etc.

Outcomes/evaluation:

See grade criteria attached. (My students requested this because they wanted to get a grade like a college class). It serves as their guide and an evaluation too.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Virginia Tardaewether
Phone: 399-2641

Instructional site: Bush School/Even Start Prog.
City: Chemeketa C.C.-Keizer S.D.
Salem, OR

Your Very Own Magazine

You will be making a magazine on a topic of your choice. Be sure you pick something you are interested in and can write about. I will grade on neatness and punctuation, as well as what you write about, so make sure you do your best. Use a dictionary. Your magazine can be a wonderful keepsake and a way for you to recall all the materials we covered this year.

Some parts of the magazine you have never written before and I will introduce each in detail. Keep checking with the date due. That's when I will collect and correct your magazine. This will count 50% of your next English grade. Don't waste time! Plan. Any magazine handed in ahead of time will get 10 bonus points.

Grading:

For a "C" grade:

1. Cover
2. Table of contents
3. Letters to editor
4. Editorial
5. Feature story (120-200 words)
6. Two advertisements
7. Picture story
8. TV, movie, or book review
9. Article about something
10. One option (written only)

For a "B" grade: Do all the "C" requirements and two options. (Must be written).

For an "A" grade: Do all the "C" requirements and four options. (Must be written). Of course, quality counts toward the grade as well as quantity.

The options are listed on pages following. Each should be about one page long.

All magazines must be in ink (blue or black), or on the computer. If you have an idea for an option I haven't thought of, share it with me. Original ideas can raise your grade. Squeeze out those creative thoughts!

* * * **DUE DATE:** _____ **No excuses accepted.** * * *

Your magazine should have a minimum of 10 pages for a "C" grade.
It should contain the following:

1. Cover:

- Front and back of magazine
- Use color
- Construction paper
- Pictures
- Announcement of articles
- Inside
- Date
- Title
- Price

2. Table of Contents:

- Address, articles names, page numbers, editor, date, price, subscription rates

3. Letters to Editor:

- Questions and letters of comments concerning previous articles and themes of your magazine

4. Editorial:

- One page minimum
- Your personal opinion about something in your area or topic
- A controversy, a problem or question

5. Feature Story:

- Your feature article is an article which gives information about something on your topic. Decide on something, do research, do interviews, or use your own knowledge to write an article 150-200 words long. Choose 5 pictures to illustrate your points. Write captions under your pictures telling what they have to do with the article.

6. Two Advertisements:

- Choose either an imaginary product or a real one, but write your own original words and "themes." The products would be appropriate to the theme of your magazine. No more than 15 written words on the ads.

7. Picture story:

- Find a picture in a magazine that you like. Cut out the picture and write a story having to do with the picture. It may be any kind of story you like. Use action and emotion in your story. (1 - 2 pages).

8. **TV, Movie, or Book Review:**

- Choose one of the above things that you like or dislike. It does not have to be on the subject of your magazine. A review is written somewhat like an editor's opinion. In both you state an opinion and back it up with reasons.

- A **review** should include these things:

1. An opinion statement on the program, record, book, or movie.

Example: *Chips is the best police show on TV.*

Debbie Boone's new record is her finest.

2. An explanation of what the movie, TV show, or book is about or what kind of songs the record has.

3. Tell about the main characters and what they are like, or discuss individual songs on an album.

4. Give reasons for the opinion you stated in the first paragraph.

My objection to the Waltons is that the situations on the program are unreal. They don't act like an ordinary family. There isn't enough fighting.

5. Tell where the movie is playing, when the show can be seen, where the record can be bought. You could discuss acting, individual characters, album covers, or the singers themselves.

6. The last thing you could do is urge your readers to see the show, listen to the album, read, or not read, the book, depending on your opinion.

9. **Article on someone or something:**

- This article could be on someone or something important to the theme of your magazine. For example, family health, "beyond saying no to drugs," a family game, a star athlete, a famous person, travel for a day on \$10.00.

10. **Options: (one full page)**

- Horoscopes, recipes, games, things for sale, help wanted, how to's, more articles, designs to make things, extra ad, things to make with your family
- Other options that you suggest

Other thoughts:

1. Set a schedule for yourself of when you will get things done. Work on one thing every day.

2. Before you do the final draft of your article, check your papers for the following: (Ask a classmate or an instructor to proofread your article).
 - All sentences begin with a capital letter
 - Words are spelled correctly
 - Margins and indentations are correct
 - Words are not repeated unnecessarily (Use a thesaurus to find other words to replace the words you like to use often).
 - Every sentence in a given paragraph starts with a different word.

3. I will be grading the above, along with content and creativity.
Remember, I love for your humor and personality to SHINE through!

Your Very Own Magazine

Grade Sheet

Name: _____

Please include this grading sheet, unmarked, in the front of your magazine when you turn it in.

"C" Grade Section:

1. Cover	8	6	4	0	
2. Table of contents	8	6	4	0	
3. Letters to editor	8	6	4	0	
4. Editorial	8	6	4	0	
5. Feature story (120-200 words)	8	6	4	0	
6. Two advertisements	8	6	4	0	
7. Picture story	8	6	4	0	
8. TV, movie, or book review	8	6	4	0	"C" Grade: Minimum of 70 points
9. Article about something	8	6	4	0	
10. One option (written only)	8	6	4	0	

TOTAL POINTS: _____

"B" Grade Section:

1. Option # 1	8	6	4	0	"B" Grade: Minimum of 80 points
2. Option # 2	8	6	4	0	

TOTAL POINTS: _____

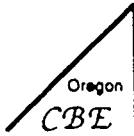
"A" Grade Section:

1. Option # 3	8	6	4	0	"A" Grade: Minimum of 90 points
2. Option # 4	8	6	4	0	

TOTAL POINTS: _____

RATING SCALE:

- 8 = Ink, neat, complete, correct punctuation, spelling, shows originality
- 6 = Ink, neat, fair
- 4 = Pencil/ink, barely done
- 0 = No attempt



Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Writing

Mad Libs

Materials needed: Handouts attached (✓)

- Mad Libs, Price Sloan Publishers, Inc.
- Students can design their own story using the Mad Lib format

Description of activity: Estimated time: 15 min.

(See Rules on the attached handouts on Mad Libs.)

Mad Libs are a fun way to learn about grammar.

Variation: The instructor/tutor asks for words and fills them in on a Mad Lib on an overhead. When the story is complete, the overhead is turned on and the class reads the story together.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓	✓	✓				✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: pair/share with group Individual: (✓) (Could share with others).

Special notes:

I wrote to the publisher for permission to copy the attached Mad Libs and suggest that anyone wanting to use them do the same.

Fun family activity to suggest for home or in the car for humor and language development.

Space required:

Outcomes/evaluation:

Humor can be a way to learn about grammar.

Resources: (i.e. community personnel, publications, etc.)

Mad Libs can be purchased at most variety store.

Submitted by: Virginia Tardaewether
Phone: 399-2641

Instructional site: Bush School/Even Start Prog.
City: Chemekeeta C.C./Salem-Keizer
Salem, OR

Mad Libs

By Roger Price & Leonard Stern

(From *Vacation Fun Mad Libs*, Price Stern Sloan Publishers, Inc., Los Angeles, CA 90048)

RULES: One player, the **Reader**, selects one of these stories. The reader does not tell anyone what the story is about. Instead, he/she asks the other players, the **Writers**, to give him/her a word. This word will be an adjective or a noun or whatever the space calls for. The **READER** then writes the words in the blank spaces in the story. After all the spaces are filled in, the result is a *Mad Lib*.

The Reader then reads the completed *Mad Lib* to the other players. They will hear that they have written a story that is fantastic, screamingly funny, shocking, silly, crazy, or just plain dumb -- depending upon the words each writer called out.

Do not look at the story on the next page. Fill in the blanks on the worksheet with the words called for. Then, using the words you've selected, fill in the blanks in the story. You may work in teams to decide on your words.

Hints:

- An **adjective** describes something or somebody. Lumpy, soft, blond, ugly, messy, and short are adjectives.
- An **adverb** tells how something is done. It modifies a verb and usually ends in "ly." Modestly, stupidly, credily, and carefully are adverbs.
- A **noun** is the name of a person, place, or thing. Woman, sidewalk, umbrella, horse-collar, bathtub, and nose are nouns.
- A **silly word** is any sort of funny sound, gasp, grunt, or outcry. Whomp! icky-sticky, and gadzooks are silly words.

Letter to a Friend Back Home

Worksheet

- Name of a person in the room: _____
- Adjective: _____
- A place: _____
- Adjective: _____
- A number: _____
- A food: _____
- Plural noun: _____
- Adjective: _____
- Verb ending in "ing": _____
- Plural noun: _____
- A language: _____
- Part of the body: _____
- Adjective: _____
- Adjective: _____
- A food (plural): _____
- Silly word (plural): _____
- Verb ending in "ing": _____

Letter to a Friend Back Home

Dear _____ (name of a person in room),

Well, here we are at the _____ (adjective) Seaside Hotel in _____ (a place). The weather is _____ (adjective) and the temperature is _____ (number) degrees. Our hotel room looks out onto a garden filled with _____ (a food) trees and tropical _____ (plural noun). The natives are all _____ (adjective) and spend their time _____ (verb ending in ing) and riding their _____ (plural noun) through the streets. Most of them only speak _____ (a language), but I can communicate with them by making signs with my _____ (part of body: plural). The local food is really _____ (adjective). Mostly they eat _____ (adjective) burritos and deepfried _____ (a food: plural). Our hotel only costs a hundred _____ (silly word: plural) a day. We are going to spend the week _____ (verb ending in ing) and then come home. Wish you were here.

Sincerely,

(Your names)

Computer Camp Worksheet

Plural noun: _____

Verb (present tense): _____

Foreign country: _____

Plural noun: _____

Adjective: _____

Noun: _____

A public spectacle: _____

Noun: _____

Noun: _____

Plural noun: _____

Noun: _____

Computer Camp

Last year I took my vacation at a computer camp. There were forty-two _____ (plural noun) there and we spent four hours every morning learning how to _____ (verb: present tense) a computer. Computers can give you instant access to information such as how many adult males in _____ (foreign country are married to _____ (plural noun). Or which. U S.President passed the _____ (adjective) bill regulating _____ (plural noun). You can also get _____ (adjective) discs that will let you play electronic games using your computer's _____ (noun) and computers can project coming events and tell you when the next _____ (a public spectacle) will be held. And what the gross national _____ (noun) will be in 1999. A computer can also be used as a/an _____ processor. It will print letters or business reports or _____ (plural noun). It was very educational, but this year I am going to a/an _____ (noun) camp.

Energy and Pollution Service Commercials
Worksheet

Noun: _____

Adjective: _____

A liquid: _____

An amount of money: _____

Adverb: _____

Verb: present tense: _____

* * * * *

Name of person in room: _____

Something goopy: _____

An icky substance: _____

Verb: present tense: _____

Adjective: _____

Noun: _____

Verb ending in "ing": _____

Energy and Pollution Public Service Commercials

Are you one of the many energy wasters: Is valuable heat leaking out of your _____ ? (noun)

Do you drive a/an _____ (adjective) car, the kind known as a big _____ (a liquid) guzzler.

Do you want the price of gas to go to _____ ?

(amount of money) Well, you had better insulate your _____

_____ (noun) right away. Learn to drive _____

(adverb) and never _____ (present tense verb)

unless you have to.

* * * * *

Pollution is everyone's problem. The nationally renowned scientist, _____ (name of person in room),

recently said, "The air in American cities is composed of six

parts oxygen, one part _____ (something

goopy) and three parts _____ (an icky

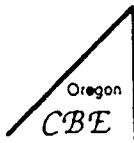
substance. If it gets worse we won't be able to _____

(verb: present tense)." If you have a/an _____

(adjective) car, be sure to install a/an _____

(noun) on it. And report anyone you see who is _____

_____ (verb ending in 'ing').



Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Personal Identification, Writing

Create a Keepsake Booklet

Materials needed: Handouts attached (✓)

1. Masters for booklet pages (sample attached)
2. Coloring tools
3. Black marker to outline drawings

Description of activity: Estimated time: 5-6 hours

Students each make a keepsake booklet with writing and pictures (either drawn or cut out of magazines) for their mothers. This could be adapted for their father, friend, teacher, child.

Workplace skills reinforced:

Learning to learn	Read	Write	Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
	✓	✓	✓	✓	✓					

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: possibly pairs Individual: (✓)

Special notes:

This was first done with the adults in our Family Literacy program as a Mother's Day project. Some students did not have a mother or did not like their mother. I suggested they do this for some mother they had known or for themselves.

Space required: desk

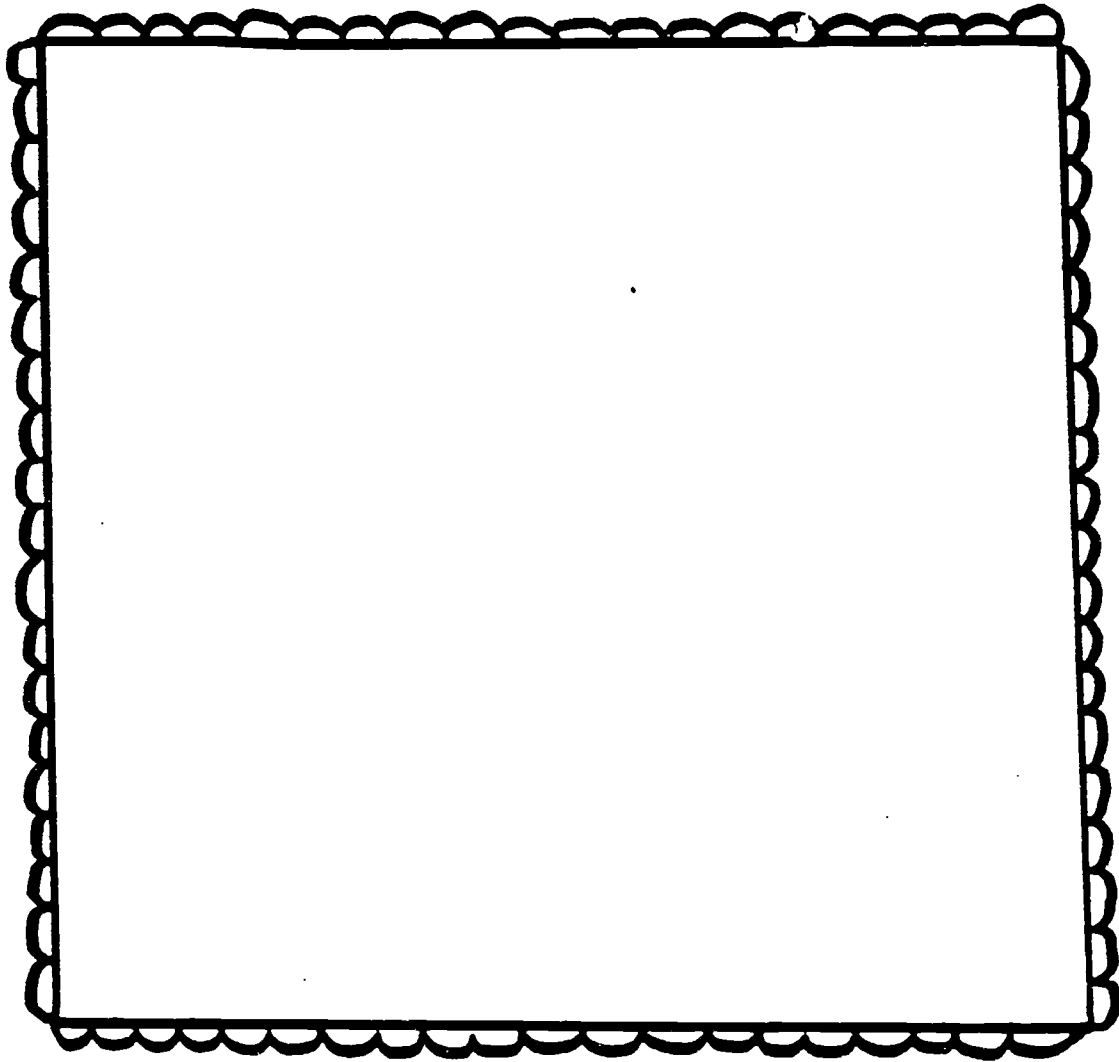
Outcomes/evaluation:

Each student completes a booklet to be kept or given as a gift. (Every person I know who ever got one absolutely loved it)!

Resources: (i.e. community personnel, publications, etc.)

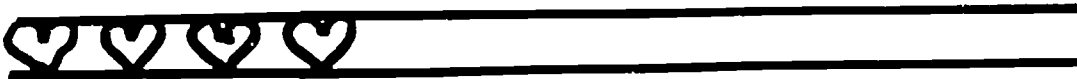
Submitted by: Virginia Tardaewether
Phone: 399-2641

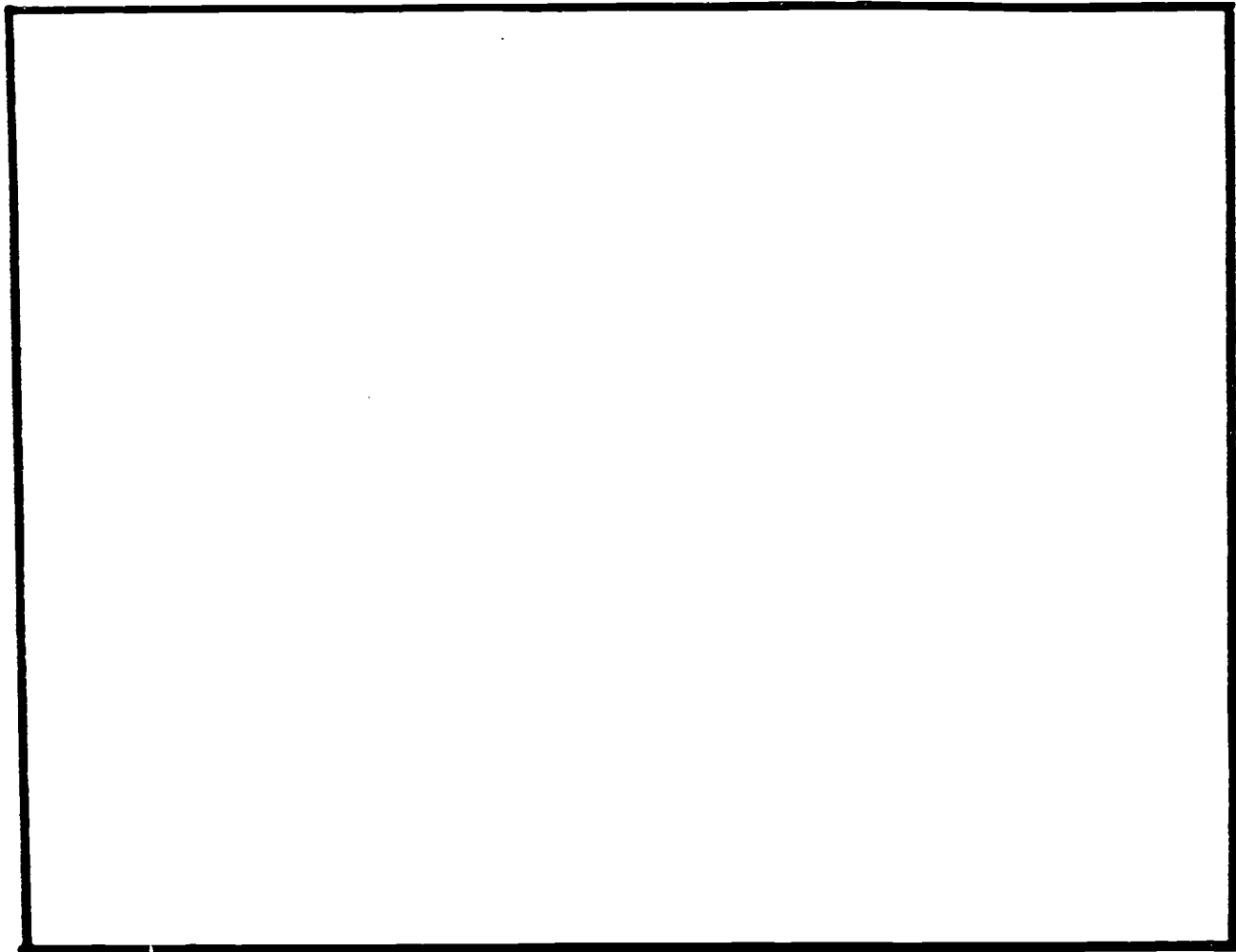
Instructional site: Chemeketa C.C./Bush School
City: Salem, OR



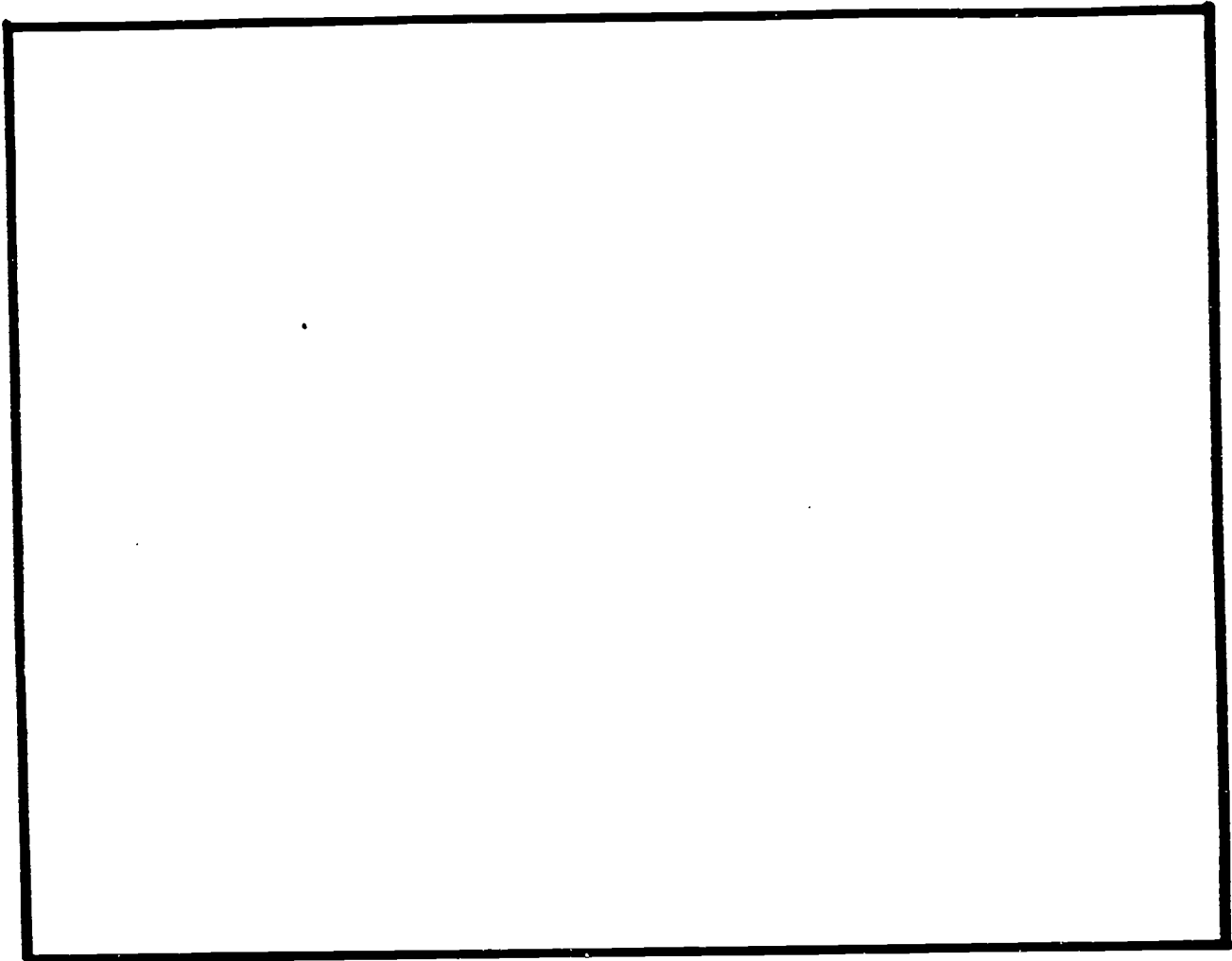
SUPER ♥♥♥

♥♥♥♥ MOM ♥♥

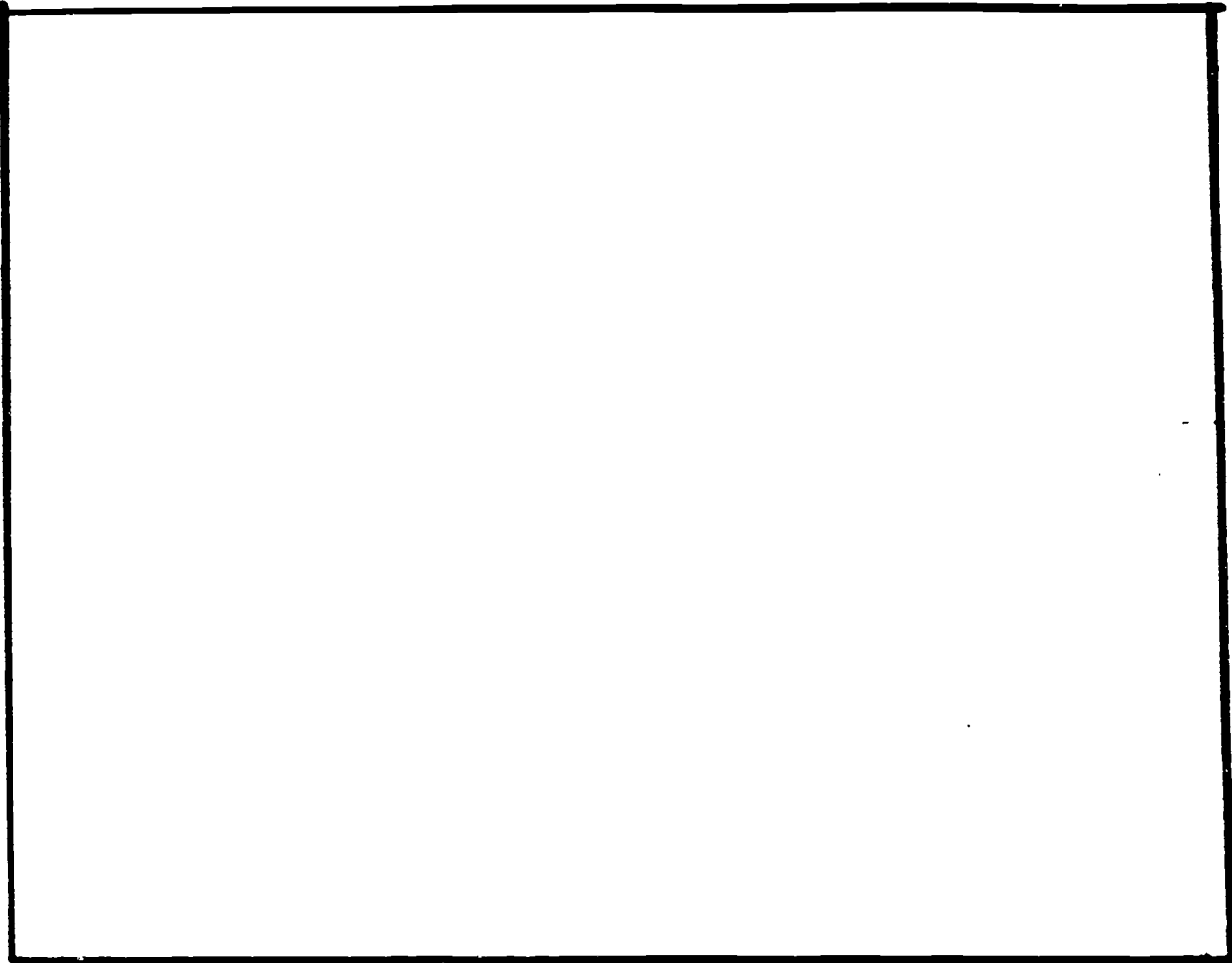




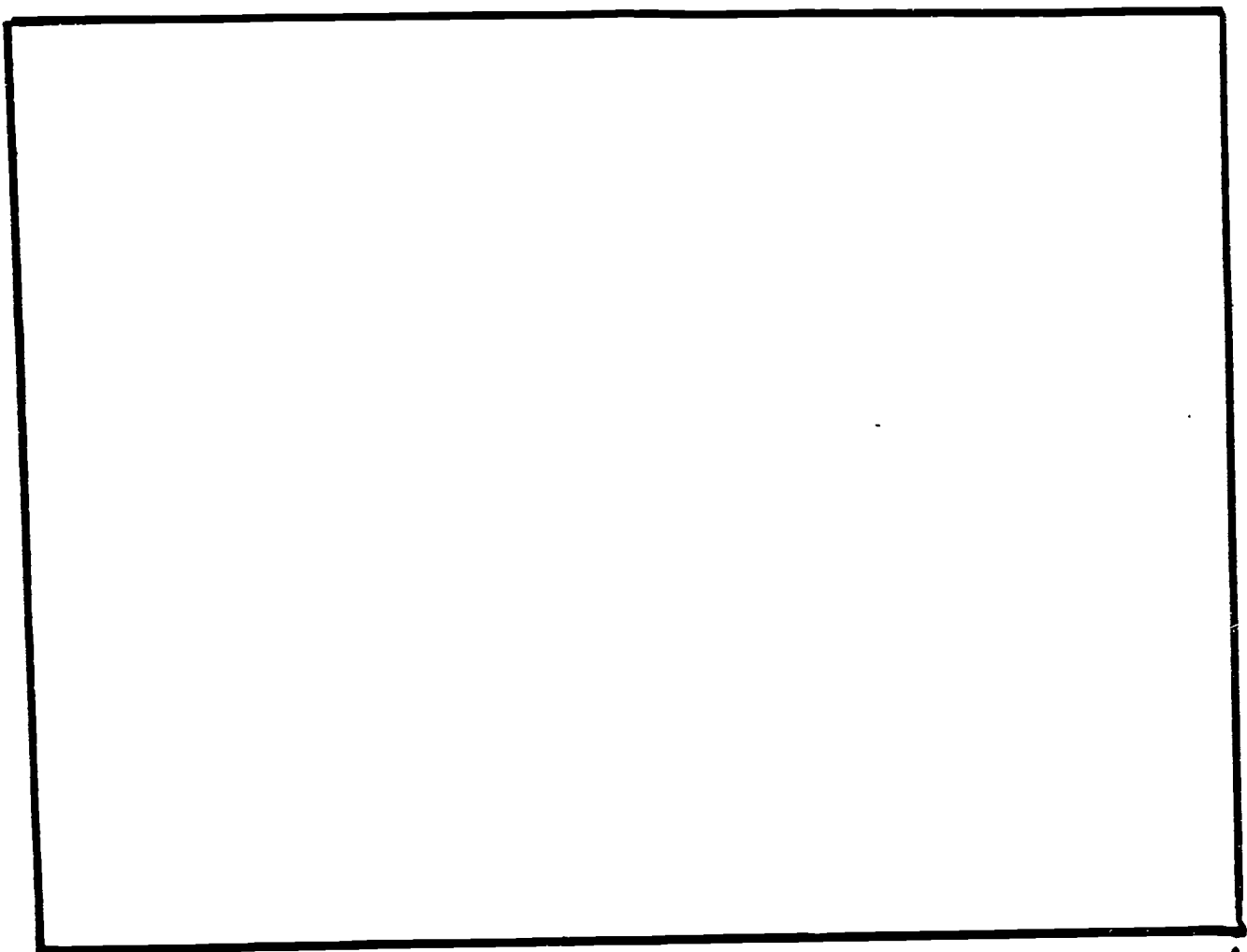
My mother looks her prettiest
when _____



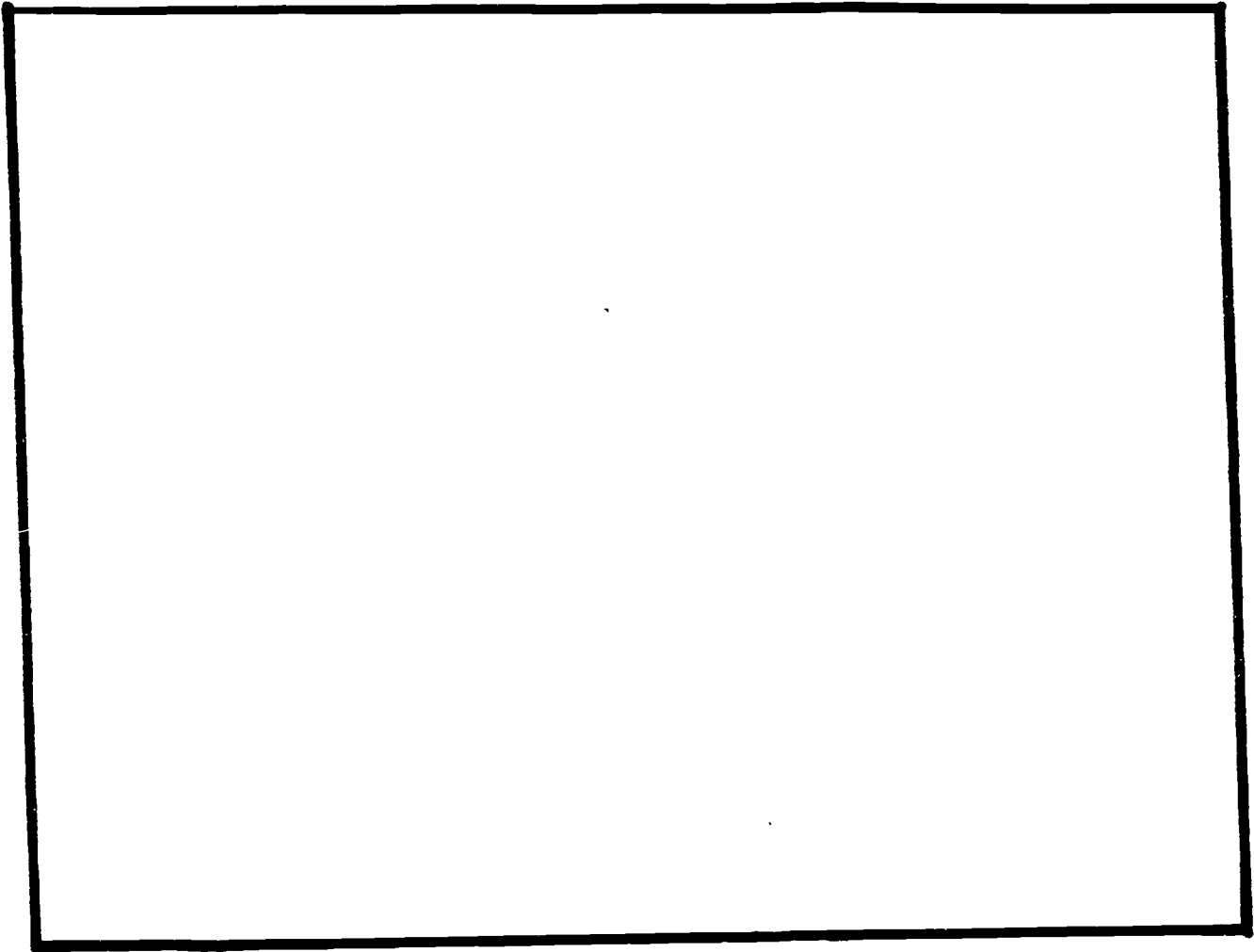
If I could give my mother
something just from me
it would be _____



If I could spend time alone with my mother, we would _____



The funniest thing I can remember
about my mother was when



My favorite thing about my mother is _____



The most courageous thing my
mother ever did was _____

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Writing poetry

Anyone Can Be a Poet

Materials needed: Handouts attached (✓)

- Format of poem for each student (handout)
- Writing paper

Description of activity: Estimated time: 45 min. - 1 hr.

- Students are given handout "Anyone Can be a Poet."
- Go over format and example.
- Students write their own poems. (Students who are not parents can write about a friend or relative, or him or herself).
- Share poems in pairs and/or with class.

Workplace
skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓		✓					

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: class/ pairs Individual: (✓)

Special notes:

Space required:

Outcomes/evaluation:

Creative writing, reflection on family.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Gail Hemsoth
726-2253

College: Lane C.C.
Cottage Grove, OR

Anyone Can Be a Poet

Set up your poem like this:

- Line 1: Your child's (or person's) first name
- Line 2 Four traits that describe your child/person
- Line 3: *Sibling of . . .*
- Line 4: *Admirer of . . .* (3 people or ideas)
- Line 5: *Who feels . . .* (3 items)
- Line 6: *Who needs . . .* (3 items)
- Line 7: *Who gives . . .* (3 items)
- Line 8: *Who fears . . .* (3 items)
- Line 9: *Who would like to see . . .* (3 items)
- Line 10: *Resident of . . .*
- Line 11: Child's (or person's) last name only.

* * * * *

Michael Wendt suggests this example:

Leslie,

Honest, happy, content, and established.

Brother of Lawrence, James, and Blaine.

*Lover of the freshness of spring, the laughter of a child, and the beauty of
fresh green growth.*

*Who feels joy when traveling, loneliness in the dark, and happiness in a
school room.*

Who needs sunshine, rain, and greenness.

Who gives friendship, encouragement, and smiles.

Who fears pain, hunger, and the end of a good book.

*Who would like to see contentment for man and animal, laughter in
people's lives, and more appreciation for literature.*

Resident of Lake Oswego,

Hamilton.

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Listening Skills, Writing

Finish the Poem/Story

Materials needed: Handouts attached (✓)

Dahl, Roald, *Revolting Rhymes*, Bantam Skylark, ISBN 0-553-15361-7 (\$3.50).

Description of activity: Estimated time: 30 - 40 min. per session

Instructor reads a story, but stops before reading the ending. Students are then asked to write their own ending for the story - in rhyme, if possible.

After students finish writing, they choose to read their composition or turn it in. Instructor may or may not choose to read compositions orally in such a way that classmates do not know who wrote what. Any poem, short story, taped story, newspaper article, or video program could be used for this writing activity. Students would listen to only part of the piece and then write their own endings.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓	✓		✓				

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: 10 - 20 Individual: (✓)

Special notes:

Instructor has previously worked with students and poetry as part of the GED test preparation. Students look forward to hearing/listening to the stories. They have an idea of their own and know they can share it without being criticized. Students are encouraged to write more. I see less fear of the GED test after students do this.

Students are encouraged to get similar materials to read to their children and then have them complete the story, just as they did in class.

Space required:

Writing space for students.

Outcomes/evaluation:

Writing structure is not evaluated with this assignment. Misspelled words are noted for students on margins or on the back side of the student's work.

The goal is to get students to "compose" in a non-threatening, fun manner.

Resources: (i.e. community personnel, publications, etc.)

- Local library
- Bookstores

Submitted by: Nancy Meyrick
Phone: 296-5589

Instructional site: Columbia Gorge C.C.
City: The Dalles, OR.

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Spelling, writing

Spelling Improvement

Materials needed: Handouts attached (✓)

Word List for ns

Description of activity: Estimated time: varies

This is a method for students to improve spelling. Each student records misspelled words from daily writing assignments, spelling tests, or other words selected by the student or instructor. Words are recorded alphabetically in the column that matches the first letter. From the list students choose up to 10 words per week (or per test) to learn and have either another student or the instructor quiz them.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓	✓			✓				

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: N/A Individual: (✓)

Special notes:

Although each student has a personal Word List sheet, many times students have the same words to learn, i.e., there, they're, their, or other commonly misspelled words. Group activities include a discussion of homonyms. Students develop sentences to help them remember these "similar" words. I.e., *They're parking their car over there. I went to the store for two lottery tickets, too!*

Space required:

Outcomes/evaluation:

Students will improve spelling of words used regularly.
Students check their own spelling tests and report results to the instructor.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Nancy Meyrick
Phone: 296-6183

Instructional site: Columbia Gorge C. C.
City: The Dalles, OR

Word Lists

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Word Lists

	G	H	I	J	K	L
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						



Word Lists

	M	N	O	P	Q	R
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

144

Word Lists

	S	T	U-V	W	X-Y	Z
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Section 8.

Communication: Social Language

Team Building and Icebreaker Activities

Title of Activity

- Name the Candy Bar
- Name Find (Word Find Game)
- People Search

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Social Language

Name the Candy Bar

Materials needed: Handouts attached (✓)

Name the Candy Bar - (Handout)

Description of activity: Estimated time: 20 min.

Give each student the attached handout, *Name the Candy Bar*. They are to identify a candy bar that fits each description. It can be a great team builder if used in groups. The competition may become intense!

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Learning development
	✓	✓					✓	

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: any size Individual: (✓)

Special notes:

This is a great activity to help a new group get acquainted.

Space required:

Outcomes/evaluation:

Resources: (i.e. community personnel, publications, etc.)

Candy section of local grocery store.

Submitted by: Linda Renfro
Phone: 535-7050

Instructional site: Rogue C. C.
City: Phoenix, OR

Name the Candy Bar

1. Bumpy Street
2. Famous Old-Time Baseball Player
3. Feminine Pronouns
4. Charlie Brown's Girlfriend
5. Happy Nut
6. Our Galaxy
7. King's Ransom
8. Toe Attendance
9. Ex New York Yankee
10. A Funny Laugh
11. Part of Name has "Car" in it
12. Indian Burial Grounds
13. Famous Author
14. Card Game (think of a Spanish one)
15. A Red Planet
16. A trio of Pals
17. I Can't Remember the Name
18. Melt in Your Mouth, Not in Your Hands
19. Not "HEARTH", but . . .
20. Pinnacle or Peak
21. Famous New York Street
22. Elmer Fudd's Clever Pranks
23. Clumsy
24. The Day a Worker Likes Best
25. Superman's Real Name
26. Sweet Infants
27. Large, good-looking Stud
28. Lots of Benevolence
29. Bovine Flops
30. Overlook her Friendly Tavern
31. Experimental Moneky in a Blender
32. Nibbled a Spouse
33. Little Feline - Big Feline
34. Young Coin Makers
35. 1920's Dance and Sneeze
36. Supernova
37. Collision with a Scottish Loch Monster
38. The Point Totals in a Game
39. King Midas' Daughter's Bra
40. Beer-drinking Dog of the Northwest

Name the Candy Bar

(answer Key)

1. Bumpy Street (Rocky Road)
2. Famous Old-Time Baseball Player (Baby Ruth)
3. Feminine Pronouns (Hershey's)
4. Charlie Brown's Girlfriend (Peppermint Pattie)
5. Happy Nut (Almond Joy)
6. Our Galaxy (Milky Way)
7. King's Ransom (\$100,000 Bar)
8. Toe Attendance (Toostie Roll)
9. Ex New York Yankee (Reggie)
10. A Funny Laugh (Snickers)
11. Part of Name has "Car" in it (Caramells)
12. Indian Burial Grounds (Mounds)
13. Famous Author (O'Henry)
14. Card Game (think of a Spanish one) (Uno)
15. A Red Planet (Mars)
16. A trio of Pals (Three Musketeers)
17. I Can't Remember the Name (Watchamacallits)
18. Melt in Your Mouth, Not in Your Hands (M & M's)
19. Not "HEARTH", but . . . (Heath)
20. Pinnacle or Peak (Mountain Bar)
21. Famous New York Street (5th Avenue)
22. Elmer Fudd's Clever Pranks (Twix)
23. Clumsy (Butterfinger)
24. The Day a Worker Likes Best (Payday)
25. Superman's Real Name (Clark Bar)
26. Sweet Infants (Sugar Babies)
27. Large, good-looking Stud (Big Hunk)
28. Lots of Benevolence (Good n Plenty)
29. Bovine Flops (Milk Duds)
30. Overlooked her Friendly Tavern (Mr. Good Bar)
31. Experimental Moneky in a Blender (Reese's Pieces)
32. Nibbled a Spouse (Bit 'O Honey)
33. Little Feline - Big Feline (Kit Kat)
34. Young Coin Makers (Junior Mint)
35. 1920's Dance and Sneeze (Charleston Chew)
36. Supernova (Starburst)
37. Collision with a Scottish Loch Monster (Nestle's Crunch)
38. The Point Totals in a Game (Skor)
39. King Midas' Daughter's Bra (Cup 'O Gold)
40. Beer-drinking Dog of the Northwest (Idaho Spud)

Ideas that Work for ABE

Topic/Competency: COMMUNICATION: Social Language

Name Find (Word Find game)

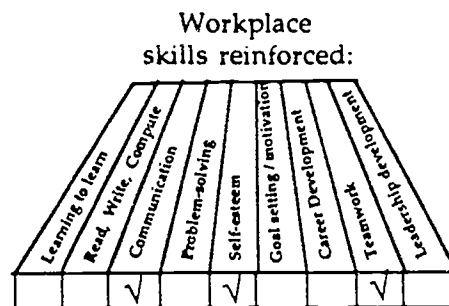
Materials needed: Handouts attached (✓)

- Grid paper
- Access to copier

Description of activity: Estimated time: 30 - 45 min.

1. On grid paper fill in names of persons in class. Write names at the bottom as you make the grid. (See sample)
2. Fill in blank spaces with extra letters.
3. Give each student a copy and have them find and circle the names of the persons in the class in the wordfind.

Variation: Students can make these up for the class using special vocabulary lists. Make enough copies for class or exchange single copies.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: class size Individual: (✓)

Special notes:

This is a fun activity to use to break up a dull time of day or as a party activity. It is better to do after two or three weeks into the term.

Students like to do this activity all at the same time. Some work individually, others in pairs, and others in a small group.

Space required:

Writing space

Outcomes/evaluation:

Students get to know each other's names and learn how to do a Word Find.
Students review spelling/ vocabulary words.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Marilyn Nunemaker
Phone: 244-6111 Ext. 5452

Instructional site: Portland C.C.
City: Portland, OR

Word Find
(incomplete sample)

			J														
		M	A	R	I	L	Y	N									
			N		O												
		J	E	N	N	Y											
	M	O	T														

Names may be spelled horizontally, vertically, or diagonally, and may be spelled forward or backward.

Find: Jenny; Marilyn, Roy, Tom,.....

Ideas that Work for ABE

Topic/Competency: COMMUNICATION 0.1 Social Language

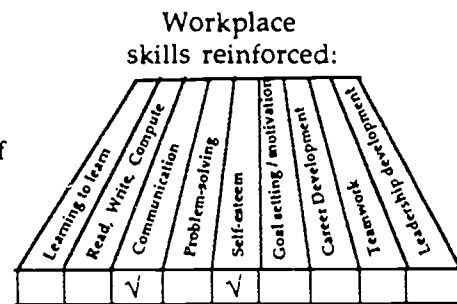
People Search

Materials needed: Handouts attached (✓)

- People Search - Handout

Description of activity: Estimated time: 15 - 30 min.

- Each student fills in responses in "Self" column (5-7 min.)
- Students look for other students that match any of their own responses and write their names in "Classmate" column.
- After 10 min. or so, students share three or four categories and the names of those who matched their responses as they point them out to the class.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: large or small Individual: (✓) (pairs)

Special notes:

- This activity has been effective in helping to incorporate a new group of students into an ongoing basic skills class.
- To encourage "mixing," one rule of the activity is that each one must have at least three or four (depending upon the size of the class) names of people that they didn't know before the class.

Space required:

Classroom

Outcomes/evaluation:

Communication between students that helps in process of getting acquainted and learning each others names.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Linnell Rantapaa
Phone: 258-2003

Instructional site: LBCC/JOBS Program
City: Lebanon OR

People Search

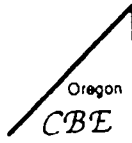
DIRECTIONS: Write your responses for each category under: Self. Then, find someone else who has the same answer as you for each item. Write their names in the next column.

	Self	Classmate(s)
1. Favorite color		
2. Number of children at home		
3. Favorite ice cream flavor		
4. Make of automobile you drive		
5. Favorite TV show		
6. Place of birth (state)		
7. Subject I like best		
8. Subject I like least		
9. Number of brothers and sisters		
10. Occupational goal		
11. Favorite pasttime		
12. Favorite sport I like to play/watch		
13. Eye color		
14. Favorite movie		
15. One previous job title		
16. Favorite season of the year		
17. Type of training/class I'd like to take		
18. Where I'd like to go on vacation		
19. Number of children in school		
20. Favorite type of pet		

Section 9.
Learning to Learn

Title of Activity

- Learning Styles Inventory
- Geometric Learning Styles Sorter
- Squares Puzzle
- Weekly Class Schedule
(Organizational Tool for ABE Students)



Ideas that Work for ABE

Topic/Competency: LEARNING TO LEARN: Learning Styles

Learning Styles Inventory (for ABE students)

Materials needed: Handouts attached (✓)

1. How Do I Learn Best? (for Level I students)
2. Explanation of Learning Styles

Description of activity: Estimated time: 30 min.

David Kolb developed a learning style inventory that is useful for students and teachers, but at a reading level too difficult for most of our students. We found a revised edition of Kolb's instrument by Hagberg and Leider. We found it was still too difficult for the students with low reading ability. We rewrote this inventory for our Level I class.

The ideas are good to explore with students to help them understand the ways in which they learn best.

Workplace skills reinforced:

Learning to learn	Read	Write	Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓				✓	✓	✓				

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: large or small Individual: (✓)

Special notes:

Some students had difficulty using this sort of instrument based on a Lichert scale. We did another version which presented the ideas in sentences.

Space required:

Desk top

Outcomes/evaluation:

Students and instructors gain greater awareness of students' learning styles.

Resources: (i.e. community personnel, publications, etc.)

Kolb, D. *Experiential Learning*, McBer and Company, 1976.

Hagbert, J. and Leider, R. *The Inventurers*, Addison-Wesley, 1986.

Submitted by: Rita Collins/Judy Heumann

Phone: 244-6111 Ext. 6246

Instructional site: Portland Community Coll.

City: Portland, OR

How Do I Learn Best?

Name: _____

Date: _____

Instructions

Think of the ways you most often go about learning. If you are trying something new, how do you learn best? Put an X under A if you strongly identify with the word on the left, B if less so, C if you are more like the word on the right, and D if you strongly identify with the word on the right side. You might generally use the sentence, "I am a(n) _____ learner."

	A	B	C	D	
Talk	_____	_____	_____	_____	Listen
Doing	_____	_____	_____	_____	Reacting
Small parts	_____	_____	_____	_____	Big picture
Fast	_____	_____	_____	_____	Slow
Try	_____	_____	_____	_____	Think
Carry out ideas	_____	_____	_____	_____	Think up ideas
Change	_____	_____	_____	_____	Stay the same
Lively	_____	_____	_____	_____	Quiet
Doing	_____	_____	_____	_____	Watching
The goal	_____	_____	_____	_____	Getting there
Useful	_____	_____	_____	_____	Ideal
Change as I go	_____	_____	_____	_____	Plan ahead
Find answers	_____	_____	_____	_____	Look for problem
Answer questions	_____	_____	_____	_____	Ask questions

Total number: As _____ Bs _____ Cs _____ Ds _____

Now, do the same thing on the next list.

(Go on to the next page)

Learning Styles - (continued)

Put an X under 1 if you strongly identify with the word on the left, 2 if less so, 3 if you are more like the word on the right, and 4 if you strongly identify with the word on the right side.

You might generally use the sentence, "I am a(n) _____ learner."

	1	2	3	4	
Gut feeling	_____	_____	_____	_____	Use your head
Personal	_____	_____	_____	_____	Impersonal
Feeling	_____	_____	_____	_____	Thinking
Support	_____	_____	_____	_____	Criticize
Talk with others	_____	_____	_____	_____	Think by myself
New experiences	_____	_____	_____	_____	New ideas
Opinion	_____	_____	_____	_____	Ideas
Accepting	_____	_____	_____	_____	Asking questions
Feeling	_____	_____	_____	_____	Thinking
Taking risks	_____	_____	_____	_____	Taking it slowly
Trial and error	_____	_____	_____	_____	Plan and organize
People are important	_____	_____	_____	_____	The job is important
Be involved	_____	_____	_____	_____	Get the facts
Learn with others	_____	_____	_____	_____	Learn by yourself

Total number: 1s _____ 2s _____ 3s _____ 4s _____

(Go on to the next page)

The Learning Styles Profile

	A	B	C	D
1				
2				
3				
4				

Add the total number of As, Bs, Cs, and Ds, and 1s, 2s, 3s, and 4s and write them on the spaces below. Circle your highest score on each line.

A _____ B _____ C _____ D _____
 1 _____ 2 _____ 3 _____ 4 _____

To find your learning style on this grid, follow these three steps:

- Step 1:** Draw a dotted line down the boxes, starting from your highest letter score (A, B, C, D).
- Step 2:** Draw a dotted line across the boxes, starting from your highest number score (1, 2, 3, 4)
- Step 3:** Mark with a star (*) the place where these line cross. This is your most enjoyed learning style.

(See sample on next page)

NOTE: If you have ties, it means that you just see yourself between two styles. If the ties is between "B" and "D", you are probably a "C". If you score in the corner of any quadrant (A1, D1, D4, A4), it means that you identify very strongly with that style.

The Learning Styles Profile
(SAMPLE)

	A	B	C	D
1				
2		*		
3				
4				

Add the total number of As, Bs, Cs, and Ds, and 1s, 2s, 3s, and 4s and write them on the spaces below. Circle your highest score on each line.

A 3 B 8 C 3 D 0
 1 2 2 7 3 5 4 1

To find your learning style is on this grid, follow these three steps:

- Step 1:** Draw a dotted line down the boxes, starting from your highest letter score (A, B, C, D).
- Step 2:** Draw a dotted line across the boxes, starting from your highest number score (1, 2, 3, 4).
- Step 3:** Mark with a star (*) the place where these line cross. This is your most enjoyed learning style.

The Learning Styles Explanation

		A	B	FEELING	C	D			
DOING	1	Enthusiastic			Imaginative				
	2	<ul style="list-style-type: none"> • Good starter - gets involved with lots of new activities • Uses trial and error • Gets others ideas, feelings, information • Involves other people • Looks for new experiences • Likes risks, excitement, change • Does not like routine • Willing to try • Looks to the future • Likes learning with people through projects, discussions 			<ul style="list-style-type: none"> • Sees other ways of doing things • Uses imagination • Creates with feeling • Uses eyes, ears, listens, looks • Asks questions • Watches others • Not hurried, calm, casual, friendly • Doesn't like to argue • Has supportive relationships with other people • Can't push into doing something until ready • Learns by listening, then sharing ideas with a small number of people, or by modelling 				
WATCHING	3	Practical			Logical				
	4	<ul style="list-style-type: none"> • Looks for ideas to solve problems • Makes ideas useful • Solves problems like a detective looks for solutions • Uses reason, logic, not feelings • Looks at choices • Sets up projects • Does things by him/herself, gets feedback later • Uses facts, takes action • Learns by thinking of choices, seeing if they work and making decisions. 			<ul style="list-style-type: none"> • Likes to plan, build ideas • Puts together ideas well • Careful, thorough, organized • Follows a plan • Thinks about outcomes • Works by him/herself by thinking, reading • Learns by thinking things out by him/herself, making a plan in an organized way. 				
		THINKING							

(Adapted from "Excursion Style Inventory", Janet Hagberg and Richard Leider, *The Inventurers*, Addison-Wesley, 1978)

Ideas that Work for ABE

Topic/Competency: LEARNING TO LEARN: Learning Styles

Geometric Learning Styles Sorter

Materials needed: Handouts attached (✓)

Description of characteristics represented by each symbol






Description of activity: Estimated time: 15 min.

The instructor draws the following symbols on the board or names them orally and asks the student to select the symbol which best represents him/her. Divide students into five separate groups according to the symbols and then describe the characteristics of each symbol. (See attached page for descriptions).

This can also be used as a method for grouping for cooperative learning activities where each group would include people with different "symbols" and thus different qualities and thinking styles.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership/development
✓		✓	✓	✓				

Symbols:     

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL multileveled

Group size: large or small Individual: (✓)

Special notes:

This activity is another way for students and instructors to look at differences and similarities among people.

Space required:

Outcomes/evaluation:

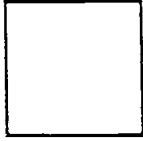
Fun way of doing groupings that mixes a variety of learning/thinking styles.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Patti Jackson/Sharlene Walker
Phone: 687-3826 378-4156

Instructional site: LCC-Emerald Job Center/ OCCS
City: Eugene, OR Salem, OR

Geometric Psychology



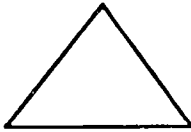
SQUARE

Worker, does things in a meticulous fashion, task oriented, makes sure things get done well, likes lots of details. Conservative, doesn't like to take chances.



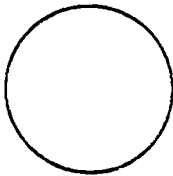
RECTANGLE

Team player, thinks well in groups, thinks in terms of cooperation, little more flexible than the square, but still thinks in terms of details.



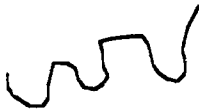
TRIANGLE

Looking to the future, action oriented and result oriented, must reach conclusion, loves flip charts, lists, and sticky notes. Independent, likes to do things on his/her own, has strong opinions about right and wrong.



CIRCLE

Lovers, nurturers, social, have a hard time saying "no", please people, non-linear and divergent, less rigid than first three, creative idea people, have a hard time getting things down on paper. Sensitive, feelings are important.

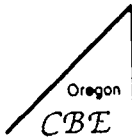


SQUIGGLY LINE

Truly "right-brain", creative, do things differently, divergent and often tangent thinkers.

Squares, rectangles, and triangles are the linear and convergent thinkers. They are logical and rooted in time and space.

Circles and squiggly lines are the non-linear and divergent thinkers. They see lots of options and are much less rooted in time and space.



Ideas that Work for ABE

Topic/Competency: LEARNING TO LEARN: Puzzle

Squares Puzzle

Materials needed: Handouts attached (✓)

- 13 toothpicks per student
- Thinking Tools Worksheet (handout)

Description of activity: Estimated time: 15 min.

Give 13 toothpicks to each student and a copy of the attached handout. Instruct students to arrange the toothpicks to make four squares as shown in the diagram. Read all directions orally with the class. Depending on levels of students, set a time limit to accomplish task, (i.e., 5 - 7 min.). Ask students to share from their notes on what they were thinking while they were solving the puzzle.

Workplace skills reinforced:

Learning to learn	Read, Write, Compute	Communication	Problem-solving	Self-esteem	Goal setting / motivation	Career Development	Teamwork	Leadership development
✓			✓					

Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

A B C D ESL **multileveled**

Group size: any size Individual: (✓)

Special notes:

Space required:

Desk or table tops

Outcomes/evaluation:

Students will solve the puzzle and gain an awareness of the various approaches to problem-solving, including his/her own.

Resources: (i.e. community personnel, publications, etc.)

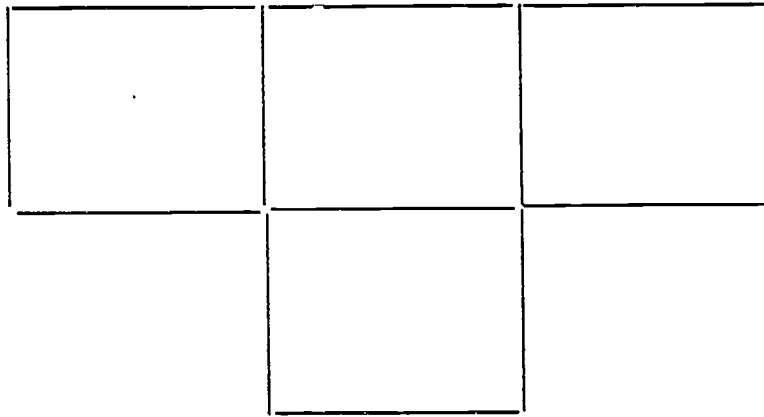
Submitted by: Linda Renfro
Phone: 535-7050

Instructional site: Rogue C.C.
City: Phoenix, OR

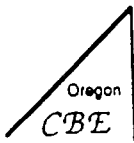
Name _____

Thinking Tools Worksheet

Arrange your 13 toothpicks to make four equal-sized squares like the figure below. Remove only ONE toothpick and make three equal-sized squares.



As you try to solve this problem, notice what is going on in your mind and write it down. What are you thinking? Your mind is doing something to solve this problem. What is it? Make your notes below.



Ideas that Work for ABE

Topic/Competency: LEARNING TO LEARN: Time Management

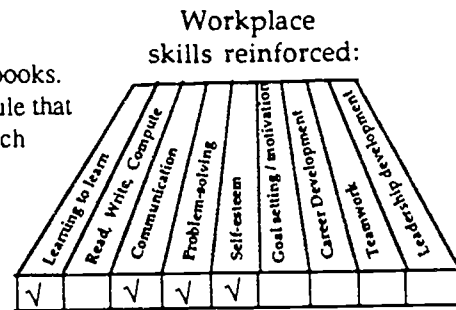
Weekly Class Schedule

Materials needed: Handouts attached (✓)

Weekly blank class schedule (sample attached)
(To be cut in individual strips for each day of the week)

Description of activity: Estimated time: _____

Each term we design a one-page schedule for students to keep with their notebooks. Some students had difficulty reading a weekly schedule, so we created a schedule that allows the student to view one class day at a time. Notes can be written in each time slot for activity/subject and materials. Slots can also be color coded.



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

(A B C) D ESL multileveled

Group size: any Individual: (✓)

Special notes:

Space required:

Outcomes/evaluation:

This has been a useful time management/organizational tool for some students.

Resources: (i.e. community personnel, publications, etc.)

Submitted by: Rita Collins/Judy Heumann
Phone: 244-6111

Instructional site: Portland Community Coll..
City: Portland, OR

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:45	9:00 - 9:45	9:00 - 9:45	9:00 - 9:45	9:00 - 9:45
9:45 - 10:30	9:45 - 10:30	9:45 - 10:30	9:45 - 10:30	9:45 - 10:30
10:30 - 10:45	10:30 - 10:45	10:30 - 10:45	10:30 - 10:45	10:30 - 10:45
10:45 - 11:30	10:45 - 11:30	10:45 - 11:30	10:45 - 11:30	10:45 - 11:30
11:30 - 12:00	11:30 - 12:00	11:30 - 12:00	11:30 - 12:00	11:30 - 12:00

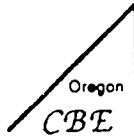
Ideas that Work for ABE (Blank form)

Please use this blank form (next page) to share ideas, activities or curriculum resources that have worked for you and your ABE/GED students.

Send your *Ideas* to:

Sharlene Walker
Curriculum & Staff Development Specialist
700 Pringle Parkway SE
Salem, OR 97310

Thank you!

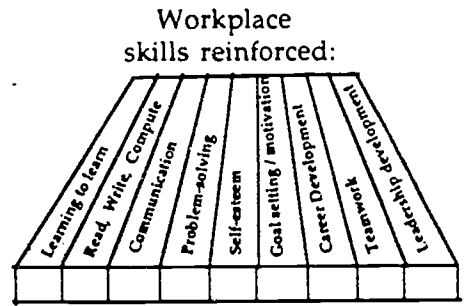


Ideas that Work for ABE

Topic/Competency: _____

Materials needed: Handouts attached (✓)

Description of activity: _____ Estimated time: _____



Participants: Most successfully used with CASAS level(s): (circle all that are appropriate)

- A
- B
- C
- D
- ESL
- multileveled

Group size: _____ Individual: (✓)

Special notes:

Space required:

Outcomes/evaluation:

Resources: (i.e. community personnel, publications, etc.)

Submitted by:
Phone:

Instructional site:
City:

