

A TEACHER TO
TEACHER
RESOURCE FOR
ADULT
EDUCATORS

2000
Families First

Idea Book

Integrating Work Skills and Basic Skills

Donna JG Brian, Ed.D.,
Jackie Taylor-Pender-
grass, B.S.
and
Sherry Thompson, M.Ed.,
Editors

Center for
Literacy Studies

The University of
Tennessee/Knoxville

Fall 2000

Contributors

George Bott, Cumberland County
Kathryn Bowles, Smith County
Carole Cheatwood, Lawrence County
Lisa Coy, Chester County
Beverly Dean, Henderson County
Jannell Emerson, Sumner County
Micki Hendrix, McNairy County
Kristi Matthews, Scott County
Gloria Cook Rolfe, Memphis City Schools
Jackie Taylor-Pendergrass, Bledsoe County
Mickie Phillips, Scott County
Ernest Pounds, Trenton Special Schools District
Jake Sharp, Scott County
Chris Spiess, Dyer County
Tomi Thompson, Scott County
Glenda Turner, Blount County



Your Resource
Connection

A TEACHER TO
TEACHER
**RESOURCE FOR
ADULT
EDUCATORS**

*2000
Families First*

Idea Book

Integrating Work Skills and Basic Skills

Contributors

George Bott, Cumberland County
Kathryn Bowles, Smith County
Carole Cheatwood, Lawrence County
Lisa Coy, Chester County
Beverly Dean, Henderson County
Jannell Emerson, Sumner County
Micki Hendrix, McNairy County
Kristi Matthews, Scott County
Gloria Cook Rolfe, Memphis City Schools
Jackie Taylor-Pendergrass, Bledsoe County
Mickie Phillips, Scott County
Ernest Pounds, Trenton Special Schools District
Jake Sharp, Scott County
Chris Spiess, Dyer County
Tomi Thompson, Scott County
Glenda Turner, Blount County

**Donna JG Brian, Ed.D.,
Jackie Taylor-
Pendergrass, B.S.
and
Sherry Thompson, M.Ed,
Editors**

**Center for
Literacy Studies**

**The University of
Tennessee/Knoxville**

Fall 2000



*Your Resource
Connection*

The *2000 Families First Idea Book*
is a compilation of lessons written by local adult basic education
instructors throughout the state of Tennessee
and edited by
Donna JG Brian, Ed.D.
at the Center for Literacy Studies, The University of Tennessee, Knoxville,
Jackie Taylor-Pendergrass, B.S., Educational Consultant
and
Sherry Thompson, M.Ed.,
at the Chester County Adult Education program.

To access the *2000 Families First Idea Book* online (by fall, 2000),
go to the Center for Literacy Studies home page at
<http://cls.coe.utk.edu/>
and select "Libraries," then "locally produced materials."

A C K N O W L E D G E M E N T S

The editors would like to gratefully acknowledge
the adult education instructors for their creativity and hard work
in creating the lessons for the *2000 Idea Book*

This publication was funded by
Tennessee Department of Human Services,
and was a collaborative project of the
Department of Human Services, Families First Services;
Department of Labor and Workforce Development,
Office of Adult Education; and
The University of Tennessee Center for Literacy Studies

Visit the Center for Literacy Studies' website at <http://cls.coe.utk.edu/>

University of Tennessee Publication Number
R01-1804-62-002-00

Design by Mary Revenig of DesignWorks

For further information contact:

Center for Literacy Studies
The University of Tennessee
600 Henley Street, Suite 312
Knoxville, TN 37996-4135
Telephone (865) 974-4109
Fax (865) 974-3857

Table of Contents

Introduction	1
 SECTION 1: Communication Skills	
LESSON 1: Realtor Role-Play	<i>Carole Cheatwood</i> C-1
LESSON 2: The Job Application— From Both Viewpoints	<i>Kristie Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i> C-3
LESSON 3: Exploring Occupations While Improving English and Spelling	<i>Micki Hendrix</i> C-5
LESSON 4: Encouraging Others in Class, in the Workplace, in the Home	<i>Carole Cheatwood</i> C-9
LESSON 5: Thank You for Your Purchase	<i>Chris Spiess</i> C-11
LESSON 6: Entrepreneurship: Is It for Me?	<i>Gloria Rolfe</i> C-13
LESSON 7: Entrepreneurship: What Business Am I In?	<i>Gloria Rolfe</i> C-17
LESSON 8: Entrepreneurship: Will It Work?	<i>Gloria Rolfe</i> C-21
LESSON 9: Improving Writing through the Use of Imagery	<i>Ernest Pounds</i> C-23
LESSON 10: Students as Teachers	<i>Beverly Dean</i> C-25
LESSON 11: Observing Your Surroundings	<i>Chris Spiess</i> C-27
 SECTION 2: Decision-Making Skills	
LESSON 1: See How We Run (Our Business)	<i>Lisa Coy</i> D-1
LESSON 2: “And By What Name Shall This Business Be Known?”	<i>Lisa Coy</i> D-3
LESSON 3: Setting Up for Business	<i>Lisa Coy</i> D-5
LESSON 4: “Going Out of Business” Successfully!	<i>Jackie Taylor-Pendergrass</i> D-9
LESSON 5: Selecting a Career Path	<i>Micki Hendrix</i> D-15
LESSON 6: How to Prepare for the First Day of Employment	<i>Ernest Pounds</i> D-17
LESSON 7: My Paycheck Amount—Computing Taxes and Withholdings	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i> D-21

LESSON 8: Making a Circle Graph of a Sample Budget	<i>Carole Cheatwood</i>	D-23
LESSON 9: Measurement Skills	<i>Jannell Emerson</i>	D-25
LESSON 10: Learning to Operate a Cash Register	<i>Glenda Turner</i>	D-27
LESSON 11: Clocking In On the Job	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	D-29
LESSON 12: Accounting the Monopoly Way	<i>Jackie Taylor-Pendergrass</i>	D-31
LESSON 13: Measuring Success: Using Percent of Increase and Decrease in the Workplace	<i>Chris Spiess</i>	D-41
LESSON 14: “Hey, You! Here’s a Project for You to Do!”	<i>Chris Spiess</i>	D-45
LESSON 15: Math Skills for Everyday: Filling Out Income Tax Forms	<i>Kathie Bowles</i>	D-47
LESSON 16: Industrial Measurement: Using the Industrial Ruler	<i>Kathie Bowles</i>	D-49
LESSON 17: Industrial Measurement: Using Calipers to Assess Acceptable Dimensions	<i>Kathie Bowles</i>	D-55
LESSON 18: Industrial Measurement: Using Micrometers in the Workplace	<i>Kathie Bowles</i>	D-61
LESSON 19: Steps of Problem Solving	<i>Beverly Dean</i>	D-67
LESSON 20: How to Keep a Job	<i>Glenda Turner</i>	D-71
LESSON 21: Planning an Employee’s Lounge or Break Room	<i>Glenda Turner</i>	D-73
LESSON 22: Personal Information Card for a Job Search	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	D-75
LESSON 23: Creating a Budget	<i>Jannell Emerson</i>	D-77
LESSON 24: Entrepreneurship: Planning to Stay in Business	<i>Gloria Rolfe</i>	D-81

SECTION 3: Interpersonal Skills

LESSON 1: Using “I” Messages	<i>Beverly Dean</i>	I-1
LESSON 2: Feeling Puzzled? Try Teamwork!	<i>Chris Spiess</i>	I-5
LESSON 3: Assembly Line	<i>Micki Hendrix</i>	I-7
LESSON 4: Announcing Who We Are	<i>Lisa Coy</i>	I-9
LESSON 5: Working in Teams	<i>Beverly Dean</i>	I-11

LESSON 6: Making Birthday Calendars for Community Organizations and Businesses	<i>Micki Hendrix</i>	I-15
LESSON 7: Communicating At Work: Putting Together a Team	<i>Kathie Bowles</i>	I-17
LESSON 8: Communicating At Work: Developing a New Product	<i>Kathie Bowles</i>	I-21

SECTION 4: Lifelong Learning Skills

LESSON 1: “Where Has All the Money Gone?” A Lesson in Capital Spending	<i>Jackie Taylor-Pendergrass</i>	L-1
LESSON 2: Rewarding Responsibility and Accountability: Outstanding Entrepreneurs	<i>Jackie Taylor-Pendergrass</i>	L-7
LESSON 3: Self-Motivation Signs	<i>Beverly Dean</i>	L-11
LESSON 4: Determining Needs vs. Wants	<i>Carole Cheatwood</i>	L-13
LESSON 5: Packaging Your Assets	<i>Micki Hendrix</i>	L-15
LESSON 6: Entrepreneurship: How to Begin	<i>Gloria Rolfe</i>	L-17
LESSON 7: Statistical Sampling	<i>George Bott</i>	L-21
LESSON 8: Researching a Business	<i>Lisa Coy</i>	L-29
LESSON 9: Business and Industry Resource Book	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	L-31
LESSON 10: Building Memories.	<i>Jackie Taylor-Pendergrass</i>	L-33
LESSON 11: “Where In the World Is...?”	<i>Glenda Turner</i>	L-39
LESSON 12: Comparative Evaluation of Different Makes of Flashlight Batteries	<i>George Bott</i>	L-41
LESSON 13: Increased Productivity	<i>Ernest Pounds</i>	L-47
LESSON 14: Improved Technology Improves Work Efforts	<i>Ernest Pounds</i>	L-49
LESSON 15: Diagnosing a Car Non-Starting Problem	<i>George Bott</i>	L-51
LESSON 16: Searching for Dream Homes on the Internet	<i>Carole Cheatwood</i>	L-61

Appendices

Skills identified in the SCANS Report

Tennessee Essential Workforce Knowledge, Skills, and Attitudes (KSAs)

EFF Standards for Adult Literacy and Lifelong Learning

EFF Framework

Introduction

The *2000 Families First Idea Book*, like the 1999 edition, is a collection of lesson plans by Tennessee adult education instructors in the educational component of Families First, Tennessee's welfare reform program. These instructors have continued to break new ground for all adult educators as they create learning activities that integrate work preparation and basic skills.

Over the last year, the creators of these lessons participated in an action research project to try to make their classes more work focused. In the spirit of action research, they asked hard questions and took risks as they tried new approaches. They taught and learned from each other. For their stories, please see the companion piece to the *Idea Book*, *It Gave Me a Chance: Helping Adult Learners Attain Goals of Employment and Self Sufficiency*. When taken together, the two pieces document the action research project and provide all Tennessee Families First instructors with the opportunity to look inside the process and to use the results.

Context

The integration of basic skills with work preparation has been a significant shift in adult education in the last ten years. Action research projects and the resulting *Families First Idea Books* reflect this rethinking of adult education in the context of welfare reform and the increasing national focus on workforce development. The federal Workforce Investment Act of 1998 has made all adult educators more aware of this changing focus.

SCANS

The 1991 SCANS report (Secretary's Commission on Achieving Necessary Skills): "What Work Requires of Schools" made it clear that "for work" people need a foundation of basic skills, thinking skills, and personal qualities as well as competencies in five areas: information, interpersonal, resources, systems, and technology. This report made a strong case for a much different framework for education.

In 1996 Tennessee took a groundbreaking stand in its approach to welfare reform by insisting that "for adults to be really self sufficient" they must have a basic educational foundation while they were preparing to go to work. Adults in Families First, Tennessee's welfare reform program, had the opportunity for twenty hours a week of adult education as a solid first step toward a sustainable wage.

KSAs (Tennessee Essential Workforce Knowledge, Skills, and Attitudes)

At the same time, the Tennessee Department of Human Services commissioned Dent Davis of the Institute for Work and Learning to work with Tennessee employers to find out what they needed in entry-level employees. Whereas SCANS presented a comprehensive array of work skills, Davis' research zeroed in on those "vital few" that were essential to getting and keeping a job. His extensive research, documented in "Keys to the Future: Knowledge, Skills and Attitudes for Work" (1999), provides valuable information for those charged with preparing adults to be successful employees, particularly if they are inexperienced in the workplace. The KSAs (Knowledge, Skills, and Attitudes) provided the basic framework for Families First adult education instructors as they began to integrate work preparation with basic skills. (A full listing of the Tennessee Essential Workforce Knowledge, Skills, and Attitudes is found in the appendix.)

Copies of "Keys to the Future: Knowledge, Skills and Attitudes for Work" can be obtained by contacting Dent Davis at dcdavis3@bellsouth.net

Equipped for the Future (EFF)

While some teachers saw instant possibilities, others struggled with integrating work and basic skills. Some were troubled by narrowing the focus of adult basic education to work alone because they knew that equally important were educational experiences that equipped people to be successful in all areas of their lives.

A national initiative, Equipped for the Future, is providing a broader perspective that helps teachers reframe their instruction to take in adults' roles as workers, family members and community members. EFF skills parallel many of the Tennessee KSAs and SCANS skills, but they grow out of what adult learners themselves said they needed in order to be effective in their lives and equipped for the future. (The EFF standards and framework are included in the appendix.)

If you are interested in reading more about the development of the EFF role maps and standards, you may order (free) copies of *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century* from ED Pubs. To order: Phone 1-877-4ED-Pubs, e-mail to: edpubs@inet.ed.gov, or use the Internet: <http://www.ed.gov/pubs/edpubs.html>

The 2000 Families First Idea Book: Learning Activities by and for Adult Education Teachers in the Tennessee Families First Program.

Through the *2000 Families First Idea Book*, Tennessee teachers are sharing some of the learning activities they developed to integrate work skills with basic skills in their classrooms. Some of these learning activities stand alone and can be accomplished in one class period. Others are projects by themselves taking several class periods over a longer period of time to do. Still other single activities are integral

parts of a larger project and are tied to other learning activities also included in the *Idea Book*. In looking over these learning activities, the reader's horizons will be expanded to encompass the variety of ideas that can be used to connect work skills and basic skills. These activities show the originality, inventiveness, and resourcefulness of the teachers who developed them. The hope is that sharing these activities will precipitate the same kind of creativity in teachers who read them and think about how to create similar atmospheres in their own classrooms. The activities in this book are only a beginning and an indication of what can be done.

These learning activities were submitted for inclusion in the *Idea Book* using the online interactive template for the Workforce Education Learning Activities Bank (LAB) at <http://slincs.coe.utk.edu/gtelab/>. The Learning Activities Bank collects and distributes high-quality Web-based learning activities that focus on the basic skills and knowledge adults need to be effective in the 21st Century. Using the LAB template provided Families First teachers with a standardized format and online help in designing their lessons. Many of the Tennessee learning activities submitted through the LAB and published here in the *Idea Book* will eventually also be published online in the LAB with the learning activities of teachers from across the country who are also seeking to combine work skills and basic skills in their classrooms. Readers of the *Idea Book* are encouraged to look for these and other work-related lessons in the LAB site, (URL provided above). Once on the site, point to "find learning activities" in the left navigation bar.

The learning activities in the *2000 Families First Idea Book* are presented in loosely organized sections around the four Equipped for the Future skills categories: Communication, Decision-Making, Interpersonal, and Lifelong Learning. Authors of the learning activities chose both primary and secondary skills presented in their lessons from the list of the 16 Equipped for the Future (EFF) generative skills, and the lessons were placed in the section of the large skill category under which their primary skill was located. Thus, a lesson focusing on "Convey Ideas in Writing" as its primary skill can be found in the Communication section, while a lesson constructed around the primary skill of "Take Responsibility for Learning" will be found in the Lifelong Learning section. Often the secondary skills chosen by the author would have placed their learning activity in additional sections, and when that is the case, the learning activities are referenced in the introduction to the section where their secondary skill would have placed them.

We owe the teachers who contributed these lessons a debt of gratitude. While many teachers have good ideas and develop good learning activities for their adult learners, it is not always easy to put these ideas into words that will clearly communicate to another person both the idea and how it was actualized. It takes time and attention to detail to do it. Thank you for all your good work!

SECTION 1:

Communication Skills

LESSON 1: Realtor Role-Play	<i>Carole Cheatwood</i>	C-1
LESSON 2: The Job Application— From Both Viewpoints	<i>Kristie Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	C-3
LESSON 3: Exploring Occupations While Improving English and Spelling	<i>Micki Hendrix</i>	C-5
LESSON 4: Encouraging Others in Class, in the Workplace, in the Home	<i>Carole Cheatwood</i>	C-9
LESSON 5: Thank You for Your Purchase	<i>Chris Spiess</i>	C-11
LESSON 6: Entrepreneurship: Is It for Me?	<i>Gloria Rolfe</i>	C-13
LESSON 7: Entrepreneurship: What Business Am I In?	<i>Gloria Rolfe</i>	C-17
LESSON 8: Entrepreneurship: Will It Work?	<i>Gloria Rolfe</i>	C-21
LESSON 9: Improving Writing through the Use of Imagery	<i>Ernest Pounds</i>	C-23
LESSON 10: Students as Teachers	<i>Beverly Dean</i>	C-25
LESSON 11: Observing Your Surroundings	<i>Chris Spiess</i>	C-27

The following learning activities also include Communication Skills

Located in the Decision-Making Skills section:

LESSON 1: See How We Run (Our Business)	D-1
LESSON 5: Selecting a Career Path	D-15
LESSON 9: Measurement Skills	D-25
LESSON 15: Math Skills for Everyday: Filling Out Income Tax Forms	D-47
LESSON 16: Industrial Measurement: Using the Industrial Ruler	D-49
LESSON 17: Industrial Measurement: Using Calipers to Assess Acceptable Dimensions	D-55
LESSON 18: Industrial Measurement: Using Micrometers in the Workplace	D-61
LESSON 21: Planning an Employee’s Lounge or Break Room	D-73

Located in the Interpersonal Skills section:

LESSON 1: Using “I” Messages	I-1
LESSON 5: Working in Teams	I-11
LESSON 6: Making Birthday Calendars for Community Organizations and Businesses	I-15
LESSON 7: Communicating at Work: Putting Together a Team	I-17
LESSON 8: Communicating at Work: Developing a New Product	I-21

Located in the Lifelong Learning Skills section:

LESSON 4: Determining Needs vs. Wants	L-13
LESSON 5: Packaging Your Assets	L-15
LESSON 6: Entrepreneurship: How to Begin	L-17
LESSON 7: Statistical Sampling	L-21
LESSON 8: Researching a Business	L-29
LESSON 9: Business and Industry Resource Book	L-31
LESSON 10: Building Memories.	L-33
LESSON 12: Comparative Evaluation of Different Makes of Flashlight Batteries	L-41
LESSON 13: Increased Productivity	L-47
LESSON 15: Diagnosing a Car Non-Starting Problem	L-51

Realtor Role-Play

Carole Cheatwood
Lawrence County Adult
Learning Center

Following a visit from a local realtor, adult learners play the role of realtors with other classmates as the prospective homebuyers. The “realtors” determine questions to ask the prospective homebuyer so that they can help the “homebuyers” find the home best suited to their needs and wants. “Realtors” will use appropriate communication skills to clarify the information with the “clients.”

Learning Objective

The “realtors” will produce a questionnaire that asks pertinent questions about the type of home and the needs of the homebuyer. The “realtor” learners will work together to assure that the questionnaire will be correct in form, spelling, grammar and punctuation. The learner will “try out” the role of a realtor in an exploration of that occupation. The student will demonstrate proper listening skills and will speak with respect to the client.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing, listen actively, speak so others can understand; *Lifelong Learning Skills:* use information and communications technology; *Interpersonal Skills:* cooperate with others.

KSAs: Listens for understanding; Follows instructions; Talks with respect; Cooperates with others; Works on a team effectively; Asks questions.

SCANS: *Basic Skills:* writing, listening, speaking; *Information Skills:* uses computers to process information; *Technology Skills:* selects technology, applies technology to tasks; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Subjects

- Writing skills
- Job skills
- Learner produced materials
- Listening Skills

Activity Description

1. Ask learners to prepare 2-3 questions in advance to ask a realtor. Make sure someone asks “How do you know what type of home to start looking for?”
2. Invite a realtor to speak about his/her profession and explain the knowledge, skills, and attitudes necessary to be successful in this profession.
3. Encourage learners to ask questions and take notes while the speaker is talking, or immediately following.
4. After the guest speaker has left, ask the “realtor” group to make up a questionnaire to be used to determine the needs of their “clients.” (The teacher should guide this group in compiling the questionnaire. In order for the teacher to be familiar with what questions are needed, use the Internet resource www.realtor.com. Click on “Looking for a Home.” Then select the state and area of interest. There is a



Project

This learning activity was part of the project sponsored by the Fannie Mae Foundation to prepare Families First recipients for home ownership and an action research grant given by the Tennessee Department of Human Services to create work-focused Families First classrooms.

This activity was the second of three in this series:

- Determining Needs vs. Wants
- Realtor Role-Play
- Searching for Dream Homes on the Internet

Materials and Resources

- Paper and pencil
- A local realtor who will serve as a guest speaker
- Computer with word processing capabilities and printer
- Copy machine to copy questionnaire for each “homebuyer”

Learner Level

Grades 6.0-12.9

Learner Grouping

Small group

Time Needed

3-4 hours

Setting

The adult learners were all enrolled in Families First. Eight learners attended class for four hours a day, five days a week. Four learners were in the “Realtor” Group. The other four were in the homebuyer group. The “realtors” were the only ones who did this activity. Two of the learners in this group were not working on their GED.

questionnaire asking for details to narrow the search for a home.)

5. The “realtor” group works together to compile the questions for the questionnaire. Each member suggests questions and edits each other’s questions for content and the conventions of English language usage including grammar, spelling, and sentence structure.
6. The “realtor” group word processes (if available) or types and prints the questionnaire. Then they make and distribute copies for everyone in the class.
7. Everyone in the class completes a questionnaire.
8. When everyone has finished answering all the questions, the “realtors” collect all the answers to use in the next lesson of “Selecting Dream Homes on the Internet.”
9. “Realtors” will need to review the questionnaire with the “clients” to make sure that the information is clear. “Realtors” should listen carefully to the needs of their clients, answering questions so that clients can find the homes that are best suited for them.

Assessment

Assess the questionnaire prepared by the “realtors” for content. Would the questions elicit the information from the homebuyer that would help the

realtor help the homebuyer determine what type of house the buyer would be interested in? Is the questionnaire correct in form, spelling, grammar and punctuation?

Using the questionnaires, do the “realtors” work well with the “homebuyers” so that homebuyers and realtors come to consensus on what type of home the buyer will look for? Do the realtors demonstrate proper listening skills and do they speak with respect to their clients in this process?

Practitioner Reflection

Actually, we used the Fannie Mae curriculum, “How to Buy Your Own Home” as a resource. However, a realtor could give you enough information to do this lesson and would provide a change of pace from the regular classroom activities. The computer work was done by two of the learners, while the other two were responsible for making copies, distributing and collecting them. The learners experienced feelings of empowerment through the creation of a student-generated questionnaire. In some cases, the learners in the other group did not answer the questions correctly, and the “realtors” had to explain what they meant so that they could obtain an appropriate response. While the realtor group was doing this activity, the other group worked on another related assignment. It might also work to have each group work on a questionnaire so that there would be two to compare at the end of this activity.

The Job Application—From Both Viewpoints

Several completed job applications, filled in with varying amounts of care and completeness, are distributed to the learner. Learners examine these applications from the standpoint of the employer trying to decide which applicants to call for an interview. Once learners have enough experience to differentiate among applicants based on their applications, they use their portable personal information cards (prepared in the previous learning activity) to complete their own applications.

Learning Objective

Learners will discriminate among hypothetical job applicants based on the strengths and weaknesses of their applications. Learners will utilize this heightened awareness of the importance of clarity, completeness, and neatness when filling out sample job application forms.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing, observe critically.

KSAs: Accurately performs work; Cooperates with others; Thinks critically; Follows instructions; Reads work related text; Works on a team effectively.

SCANS: *Basic Skills:* writing, reading; *Interpersonal Skills:* participates as a member of a team, exercises leadership; *Resources:* human.

Subjects

- Employability
- Life skills
- Writing skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

1. Before implementing the activity:
 - a. A bank of job applications from local employers and other sources should be compiled.
 - b. Create examples of correctly and incorrectly filled out applications. Suggestions: applications with spelling mistakes, missing or incorrect information, etc.
 - c. Begin creating handouts outlining why professional job applications are important and steps and tips for application completion.
2. The first activity consists of learners completing blank applications as a pre-test. This will also be used as a resource for additional steps and tips to be added to the handouts.
3. The next session will begin on a separate day. Distribute handouts on filling out job applications correctly. Allow time for discussion and questions.
4. The class is then divided into at least

*Kristie Matthews,
Mickie Phillips, Jake
Sharp, Tomi Thompson
Scott County Adult
Education/Families First*



Project

This is the second of two activities on filling out job applications. The activities are:

1. Personal Information Card for Job Search
2. The Job Application—From Both Viewpoints

Materials and Resources

1. Samples of correctly filled out applications
2. Samples of incorrectly filled out applications
3. Blank applications
4. Pens and/or markers
5. Handouts with steps and tips for filling out applications correctly

Learner Level

Intermediate

Learner Grouping

- Individual
- Small group
- Whole class

Time Needed

Several class sessions

Setting

These activities were conducted in Adult Education and Families First classes in a classroom setting. Classes were conducted Monday through Friday from 8:00 AM to 12:00 PM. There were 10 learners in class.

two groups. Distribute pens and/or markers.

5. Instruct the groups to take on the role of a human resource department, responsible for reviewing job applications. The groups are encouraged to critique the applications, make corrections or point out errors, etc.
6. Examples of “good” and “bad” applications are then distributed to the groups.
7. Set a short time frame for this activity to reinforce that an organization does not have time to waste reviewing “bad” applications.
8. As a group, they should come to a consensus on the “person” to call in for an interview.
9. During discussion ask the group if they formed opinions of the applicants, reasons why applications were chosen, not chosen, good points, etc. Reinforce the idea that the job application is viewed not only for information but also as a reflection of the applicant’s work habits.

10. The final step is to again have learners fill out a job application. Use this as a post-test. Discuss results with each learner.

Assessment

Learners will complete a blank job application upon completion of this activity. Learner should be able to produce an application that is correct and complete.

Practitioner Reflection

It was observed through class and in-house application activities that learners did not always know how to fill out an application completely or correctly. The most valuable aspect of this lesson was changing the group’s viewpoint from applicant to employer. The next time this activity is conducted, we would like to have the groups create a fictional name for their “company,” assign roles such as secretary, interviewer, and manager. This will afford learners the opportunity to become more involved and to explore their creative abilities. This will also provide insight to the number of individuals in a company that may view their applications and assess the quality of their work.

Exploring Occupations While Improving English and Spelling

As a part of a daily exercise utilizing English, spelling, editing skills, and chart-reading skills, learners explore various families of vocations. Learners also research various occupations within the vocational family as to tenure, educational requirements, average pay, and job growth and availability.

Learning Objective

- Learners will practice and improve spelling, vocabulary, and grammar skills.
- Learners will explore a wide range of vocations, including knowledge of the means of pursuing careers in the area(s) of their choice.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing; *Lifelong Learning Skills:* learn through research; *Decision Making Skills:* solve problems and make decisions.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Quality in the workplace.

SCANS: *Basic Skills:* writing; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Thinking Skills:* decision making, problem solving, reasoning.

Subjects

- Adult basic education
- Employability
- General education development (GED)
- Job skills
- Reading comprehension

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- Spelling
- Vocabulary development
- Writing skills

Activity Description

1. In the first session, the instructor writes a paragraph that is a summary of one vocational family on the board. (Various families that could be chosen include protective service vocations, health professions, management positions, social work, communications, sales, clerical, production, food services, etc.) The summary contains various mistakes (spelling, punctuation, sentence structure, usage, etc.) Learners are asked to copy the paragraph exactly as written on the board. Next, the learners edit the paragraph they have copied. They are instructed to circle all mistakes in the paragraph.
2. Instructor goes over this activity with the class as they check their own papers to see how well they edited the summary. English rules are reinforced as mistakes unfold. Other English work may be assigned to learners for additional grammar practice.
3. Brainstorming: learners brainstorm and discuss career titles that belong to the particular vocational family.

Micki Hendrix

McNairy County Adult Learning and Job Training Center



Project

This activity integrates the exploration of a family of vocations into a daily English editing exercise. The activity is repeated exploring various different families of vocations as many times as desired to become a project.

Materials and Resources

- Dillon, Tina (Text designer). *One-A-Day Language Lessons, People At Work* (1996). Belmont, CA: Lake Publishing Company.
- *The Job Hunting Handbook* (1998). Holliston, MA: Dahlstrom & Company, Inc.
- Dry Erase Board or blackboard in front of room.
- Editing exercise (use description of vocational family—with various grammatical mistakes. A sample editing exercise is attached.)
- Folders and paper for each learner—to accumulate information on numerous occupations.

(continued)

- Computers with Internet access
- Other public resources which give information about various occupations researched.

Learner Level

All levels

Learner Grouping

Whole class

Time Needed

Several class sessions.

Generally, each family of vocations is covered in three to five one-hour sessions.

Setting

This activity occurs within a Families First AE/workforce readiness class that meets 5 days per week, 4 hours per day. Average attendance is 8-10 learners. The activity could be applicable to any AE class.

(For instance, occupations in the family of protective service vocations might include Fire Fighter, Police, Security Guard, Correctional Guard, etc. Occupations in the family of health professions might include Certified Nurses Assistant, Chiropractor, Clinical Laboratory Technician, Dental Assistant, Dental Hygienist, Dentist, Dietitian, Emergency Medical Technicians, Licensed Practical Nurse, Medical Assistant, Medical Doctor, Optician, Optometrist, Ophthalmologist, Podiatrist, Registered Nurse, Pharmacist, Veterinary Assistant, etc.)

4. *Research:* Learners research each named occupation within the family for the following information—tenure, educational requirements, average pay, job growth and availability. Learners locate this information from handouts and Internet resources. (Search using CAREER, VOCATIONAL FAMILIES, or OCCUPATIONS as search words.)
5. Learners collect and compile information on these occupations in a personal folder for future use.
6. Specific spelling/vocabulary terms are extracted from the research results. Learners discuss new terms and look up meanings of unfamiliar terms.

7. *Closure:* At the end of several sessions, learners write a summary of the vocational family, based on their research, and place it in their folders.

Assessment

- Have learners bring together their summaries of the various occupations within each vocational family and, as a class, compose a chart of careers, indicating educational requirements, training requirements, tenure, salary.
- Learners' editing skills should improve as they repeat the editing of paragraphs daily.
- Spelling and vocabulary checkups can be used.

Practitioner Reflection

Numerous skills transfer to real-life situations as learners seek career direction. Learners should be able to read job descriptions and ads for employment with greater understanding. Learners should be able to locate sources for training and post-GED education, leading to a career suited for them.

Sample Editing Exercise

(including mistakes to be edited)

Emergency Medical Technicians, also knowed as EMTs, are courageous people.

EMTs must be able to respond to emergency situations of all kinds. They must

remain calm. When dealing with people who ain't. EMTs provide first aid and

transport injured or sick people too the hospital. You don't have to have a

college degree to be a EMT. There are training programs available to prepare

you to bee an EMT.

Encouraging Others in Class, in the Workplace, in the Home

Carole Cheatwood
Lawrence County Adult
Learning Center

To encourage each other and practice writing skills, each learner writes a letter of encouragement to a classmate.

Learning Objective

Learners will generate a letter of encouragement for a classmate.

Learners will also receive a letter of encouragement from a classmate validating and extending their feelings of self-worth.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing; *Lifelong Learning Skills:* reflect and evaluate.

KSAs: Getting along with others; Quality in the workplace.

SCANS: *Basic Skills:* writing; *Personal Qualities:* self-esteem, self-management.

Subjects

- Interpersonal relationships
- Writing skills

Activity Description

1. Read a story of encouragement to the class. It can be from any of the “Chicken Soup. . .” books or from any other source. It should be short, maybe five minutes, and should feature one person providing encouragement to another including how that encouragement affected the recipient.

2. Discuss how an act of encourage-

ment makes them feel. This might be a good time to have them share stories of encouragement if they would like. Also discuss why a letter of encouragement might be needed in the workplace. Find definitions of the words “commendation” and “referral” and discuss how these are formal letters of encouragement and achievement used in the workplace.

3. Write the name of each learner on a small piece of paper. Fold it up and put into any type of container.
4. Each learner draws a name (of a classmate) from the container.
5. Tell the learners that the class writing assignment is to write an informal letter of encouragement to the learner whose name was drawn. (Letters may be signed, but it is not necessary.)
6. Place each letter in an envelope with the name of the person for whom the letter is intended on the outside.
7. Collect and deliver the letters to be read individually by the learners during or after their break.

Assessment

This is a feel-good, self-image building lesson, and these affective changes are



Project

This activity can be done at anytime. It works best if the learners know each other.

Materials and Resources

- A story of encouragement from e-mail, newspaper, magazine, library book, or *Chicken Soup for Women’s Souls* (by Jack Canfield, ed., 1996, Health Communications, Inc., 3201 S.W. 15th St., Deerfield Beach, FL 33442-8190)
- Paper and pen
- One envelope per learner

Learner Level

All levels

Learner Grouping

Whole class

Time Needed

30 minutes to 1 hour

Setting

The learners are enrolled in Families First and attend class 20 hours a week.

These learners do a lot of group work and are comfortable with each other. Some learners knew very little

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

about others due to their being new in the class, but everyone was able to do this activity. This activity was a response to a story from *Chicken Soup for the Soul at Work*. Instead of having learners write something in their journals, I decided to have them write letters of encouragement to a classmate. There were eight learners in the class. Seven of the eight were working toward their GED, and all were working toward attaining work skills necessary in the workplace. Learners in my class consider the classroom to be their “workplace.”

a little hard to detect and measure reliably. The instructor should look for indicators such as smiles, increased cooperation and friendliness among classmates, and general attitude improvement in assessing the effects of this lesson. Those would also be indicators that ideas had been successfully communicated in writing.

Practitioner Reflection

Everybody needs encouragement sometimes. Just as important is the need to be able to encourage others. I wanted the class to build upon and strengthen their sense of caring for one another. In the workplace, at

home or in school, the learners will benefit from encouraging others and being able to express themselves in written form. Next time, I would have real stationary with matching envelopes to make the letter even more special. Learners really enjoyed the activity. Some learners shared their letter with others. Some verbally expressed thanks. Some wanted to save their letter in a special “Keeping Place.” Some wrote a paragraph and some a whole page. All the letters were full of encouragement. The learners were excited about receiving their letters, but also about making someone else feel good.

Thank You for Your Purchase

Chris Spiess
Dyer County Literacy
Program

This activity focuses on writing with the customer in mind. The adult learner plays the part of a person responsible for writing a thank you letter from a company to a customer.

Learning Objective

Learners will recognize that to achieve customer satisfaction, it's important to be appreciative and sincere to customers. Learners will write a thank you letter using correct form and mechanics.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing; *Interpersonal Skills:* cooperate with others; *Lifelong Learning Skills:* reflect and evaluate.

KSAs: Cooperates with others; Works on a team effectively; Listens for understanding; Talks respectfully.

SCANS: *Basic Skills:* writing, speaking; *Resources:* human; *Interpersonal Skills:* participates as a member of a team; *Personal Qualities:* self-esteem self-management.

Subjects

- Adult basic education
- Consumer Education
- Job skills
- Learner produced materials
- Work environment
- Writing skills

Activity Description

1. Spend the first few minutes talking with learners about the expectations of customers when they buy a prod-

uct. The instructor writes key words supplied by the learners' discussion on the board.

2. Write on separate small pieces of paper the name of a product and the company that produces it. (Some choices could be Bell South cordless telephone; Philips Magnavox 25" color television; Compaq computer and monitor; Canon 35mm zoom camera; Fossil water-resistant watch; Panasonic portable stereo; Sharp View Cam camcorder; O'Sullivan computer desk; Mr. Coffee drip coffee maker; Oster 10-speed blender; Zenith 4-head VCR; General Electric clothes dryer; Sony cassette player car stereo.) Give a different one to each learner. Go around the room asking each learner to name their product and list things the customer might expect from that manufacturer.

3. Direct learners to draft a "Thank you for purchasing a _____" letter. Remind learners to be personable in the letter and to assure the customer that quality has been of the highest importance to the company. Direct learners to sign their names to their letters and allow them to choose a title for themselves such as "customer service representative," "customer satisfaction manager," etc.



Materials and Resources

Word processing equipment

Learner Level

Grades 6.0-12.9

Learner Grouping

- Small group
- Whole class

Time Needed

2 hours

Setting

This activity was conducted in a Families First class that is workforce focused as well as preparing learners to take the GED test. The class met five days a week for four hours each day.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

4. Break learners into pairs and exchange letters. Challenge them to help each other find mistakes and make corrections. Ask each learner to make a neat final draft for submission to the teacher.
5. Review the main topics discussed in the learning activity. Ask questions to determine whether the learners better appreciate the attitudes that play a part in helping to achieve complete customer satisfaction. Some questions might include the following: What do you think customers expect when they purchase a product from a company? Is customer service an important consideration when you make a purchase? Is the customer always right? If you worked for a company, what things could you do to help achieve complete customer satisfaction?

Assessment

The learners will report their findings of the exercise verbally. The learners will be able to complete an appropriate thank you letter.

Practitioner Reflection

Employees at companies need to know that customers (those who purchase their products) expect high-quality items and personalized attention (i.e., that they matter as customers). My class needed to see that having an impersonal attitude about the job can lead to poor quality and job performance. It also limits repeat customers by negative word of mouth advertising. This can stunt the growth of any business. I think this activity was valuable in many ways. It brought out the point that good companies have conscientious workers who care about quality and customer satisfaction. It also showed the need for writing skills in the workforce and the importance of proofreading written materials by a second party when possible. In addition, it showed learners the importance of planning and organizing ideas before writing. If I did this again, I would take additional time for learners to work on word processing in order to make a professional looking draft so that learners could see their work in that form.

Entrepreneurship: Is It for Me?

After a general introduction to entrepreneurship and business plans from the first lesson in this series, this lesson focuses on taking stock of oneself to determine what personal factors to consider in deciding if the time is right to become an entrepreneur. Learners write a resume, a statement of net worth, and life plans.

Learning Objective

- Learners will compose a resume.
- Learners will formulate a statement of net worth.
- Learners will articulate their life plans.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing; *Decision Making Skills:* plan, solve problems and make decisions; *Lifelong Learning Skills:* learn through research, use information and communications technology.

KSAs: Quality in the workplace; Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* writing; *Thinking Skills:* seeing things in the mind's eye, creative thinking, decision making, problem solving, reasoning; *Information Skills:* uses computers to process information, acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Technology Skills:* selects technology, applies technology to tasks; *Personal Qualities:* self-esteem, self-management.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

Taking stock of the resources one has to start a business is an important part of a business plan. Resources to be considered are not only money, but also experience, personal interest and drive, and the support of others. The self-appraisal my learners did involved examining their attitudes and drive, composing a resume of their work experience, formulating a statement of self-worth, and articulating a life plan. We did these in four successive class periods. All of these become a part of the business plan.

Examining Attitude and Drive

To help learners get an idea if they were entrepreneurial potential, I posed a series of questions to them such as, "If I had planned a weekend vacation and a customer wanted to schedule a large job that would conflict with my plans, I would (a) tell the customer, 'Sorry, but I only work Monday through Friday.' (b) explain to my traveling companions that I have to work this weekend and must pass on the trip this time, (c) figure that I'll probably never have the time to take a vacation anyway and make myself available every day of the year, or (d) tell the customer that I was unavailable,

Gloria Rolfe

Messick Vocational and Adult Center, Memphis



Project

This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and write a very basic business plan for a hypothetical business. This is the second of five learning activities in this project. The activities are:

1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

Materials and Resources

- Shickler, S. J. & Casimiro, J. P. (1998). *Growing a Business: Young Entrepreneur's Start Up Guide*. Chamblee, GA: KidsWay, Inc.
- Resnik, P. (1988). *Everything You Need to Know to Manage a Small Business*. New York: John Wiley & Sons, Inc.

- Richm, S. L. (1990). *The Teenage Entrepreneur's Guide*. Chicago: Surrey Books.
- Covello, J. & Hazelgren, B. (1998). *Your First Business Plan*. Naperville, IL: Source books, Inc.
- Reno, K. (1996). *77 No Talent No Experience and (Almost) No Cost Businesses You Can Start Today*. Rocklin, CA: Prima Publishing.
- The lesson plan "Creating an Effective Resume" from the Learning Activities Bank. (URL: http://hub2.coe.utk.edu/gtelab/learning_activities/12broc.html)

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Whole class

Time Needed

Three class sessions

Setting

This learning activity took place in a Families First classroom meeting five days a week for four hours per day. There were five learners in the class.

then provide the phone number of my competition." The Kelly Reno book referenced in the Materials section contains some excellent questions to use for this self examination of attitude.

Composing a Resume

I followed the learning activity already published in the Learning Activities Bank called "Creating an Effective Resume" (http://hub2.coe.utk.edu/gtelab/learning_activities/12broc.html). This learning activity took my learners about three hours of class time.

Formulating a Statement of Net-Worth

An important part of a business plan is a statement of net-worth in which applicants list their assets and liabilities so that the borrowing institution they use will know what collateral they have and know what their debts are.

Learners work by themselves on this statement, as this might not be information that they want to share with other learners. Our statement of net-worth was really pretty simple.

Learners:

- Make a list of everything they own, e.g., home, home furnishings, art, cell phone, clothing, car, jewelry, etc.
- Estimate the value of these assets and assign a dollar amount to all assets.
- Write down their debts, i.e., amounts they owe on any of their assets and any other debts.
- Combine assets and liabilities on one sheet with two columns, listing the things they own under the heading "Assets" and debts under the heading of "Liabilities."
- Total the dollar amounts for each column and subtract the smaller amount from the larger amount.
- If the assets are greater than the liabilities then the learner has a positive net worth. If the amount of

the liabilities is larger than the assets, the learner has a negative net worth.

Articulating a Life Plan

To think about a life plan is to think about what one wants to accomplish in life. This assignment is approached as an essay assignment, and the same way learners approach the GED essay can be used for writing this essay.

1. I ask learners to do some brainstorming about the topic first and to write down phrases or single ideas that come to them as they think. To help them focus their thinking, ask the following questions:
 - What is your current situation?
 - Do you have children?
 - Do you have a job?
 - Do you want to obtain your GED? When?
 - Do you plan to go to college? What will your major be?
 - How do you plan to take care of your obligations and meet your goals?
 - Will you marry?
 - Where does being a business owner fit into your plans?
2. Learners should then organize their thoughts into themes. It may help them to organize their thoughts if they put the various parts of their life plan into a simple timeline.
3. Each of the themes of their life plan should be organized into a paragraph with a topic sentence and supporting sentences. Possible themes for paragraphs might be past experiences, current responsibilities and conditions, future hopes and goals, and how one plans to achieve those goals.
4. Introductory and summative paragraphs should be written.

5. The paragraphs should be ordered logically, and transition sentences included to help the essay flow from one part to the next.
6. Learners will type their essays into a word processing program and give copies to two other learners to proof read for content, clarity, and the conventions of English language usage.
7. Learners will gather the feedback from their proofreaders, consider the suggestions, and edit their essays accordingly.

The loaning institution may not require a life plan, but it can help the loaning institution see the seriousness and the planning of the borrower. Articulating a life plan will also help the learner focus on how being the owner of a business would fit into their lives. Learners should take special care to show how starting a business fits into their life plan.

Assessment

Objectives have been met when learners have completed their resumes, statements of net worth, and life plan essays.

Practitioner Reflection

Becoming an entrepreneur is not a realistic idea for all people. Even though most of my learners expressed an interest in starting a small business, I wanted them to take stock of where they were in their lives, both in terms of their financial situations and in their personal lives and relationships. In addition, for a loan institution to consider an individual for a loan, a statement of net worth and their life plans have to be on file. This information becomes a part of their business plan along with a personal resume. This activity was reasonably easy for the learners and they followed through well. It was interesting when learners did the statement of net worth. They realized the importance of having assets. None of the adult learners owned a home; however, they did have an automobile, household contents, jewelry and furniture that was paid for. I noted that they did not have debts, and that is an asset in itself!

Entrepreneurship: What Business Am I In?

Gloria Rolfe

Messick Vocational and Adult Center, Memphis

Clearly defining what kind of a business one proposes starting is a most important and serious part of the business plan. In this activity, learners create goals and mission statements for their businesses and define the services they will render to the consumer. Then they have fun inventing names and slogans for these hypothetical businesses.

Learning Objective

- Learners will examine the goals and mission statements in several actual business plans.
- Learners will determine and clearly define the products or services of their hypothetical companies.
- Learners will outline mission/vision statements for their companies.
- Learners will formulate goals for their companies.
- Learners will develop objectives for each of the first three months of their business' operation to direct the business toward the goals.
- Learners will create slogans and names for their companies.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing; *Lifelong Learning Skills:* reflect and evaluate; *Decision Making Skills:* plan, solve problems and make decisions.

KSAs: Works on a team effectively; Quality in the workplace

SCANS: *Basic Skills:* writing; *Personal Qualities:* self-esteem; self-management; *Thinking Skills:* creative thinking, decision making, problem solving, reasoning, seeing things in the mind's eye.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Subjects

- Employability
- Critical thinking
- Life skills
- Interpersonal skills
- Writing skills

Activity Description

The content of this learning activity is an integral part of all business plans and is variously included under such section titles as "Company Description," "Mission and Vision for Company XYZ," "Goals and Objectives," or "Business Goals," among others. The idea is to clearly define your product and/or the service you will provide and write goals and objectives express the definition. Sometimes mission and vision statements also include a philosophical statement about the motive for being in this business.

Coming up with a name and a slogan for a company is also an important aspect of planning, but not as serious and academic as actually defining the product and/or service the company will provide. The different parts of this learning activity contrast pleasantly in group vs. individual work and serious vs. fun work.



Project

This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and write a very basic business plan for a hypothetical business. This is the third of five learning activities in this project. The activities are:

1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

Materials and Resources

- Shickler, S. J. & Casimiro, J. P. (1998). *Growing a Business: Young Entrepreneur's Start Up Guide*. Chamblee, GA: KidsWay, Inc.
- Resnik, P. (1988). *Everything You Need to Know to Manage a Small Business*. New York: John Wiley & Sons, Inc.

- Richm, S. L. (1990). *The Teenage Entrepreneur's Guide*. Chicago: Surrey Books.
- Covello, J. & Hazelgren, B. (1998). *Your First Business Plan*. Naperville, IL: Source books, Inc.
- *Optional*: brightly colored poster board and magic markers

The following web sites were also especially helpful:

- U.S. Small Business Administration — <http://www.sba.gov/startimg/indexbusplans.html>; <http://www.sba.gov/starting/indexsteps.html>; <http://www.sba.gov/gopher/Business-Development/Success-Series/Vol2/Plan/plan.txt>
- St. Charles City-County Library District: Business Plan for Small Service Firms — <http://www.win.org/library/services/busgov/busstart/lssmfirm.htm>
- Deloitte & Touche: Growth Company Services, Writing an Effective Business Plan— <http://www.dttus.com/growth/guidebooks/busplan.htm>

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Whole class

Clearly defining the product and/or service your company will provide.

- Each learner spends a little bit of individual time thinking about what kind of a business he/she might consider opening. Learners write their ideas down. (Allow about 10 minutes for this.)
- Learners work in groups of three to five to share their ideas with others. Each learner explains what he/she has in mind, and the group discusses (brainstorms about) the idea. The goal is for the learner to bounce ideas around and to benefit from the thinking of others in order to clarify the idea for the business.
- Learners synthesize the suggestions and then individually write a paragraph describing what their businesses will produce or provide.

Developing goals and objectives

- As a total group, learners look at some actual business plans for the statements of “Company Description,” “Mission and Vision for Company XYZ,” “Goals and Objectives,” or “Business Goals.” They can go back to the plan obtained from the Small Business Administration distributed in the first learning activity and also look up additional plans on the Internet using the references provided. Through group discussion, try to come to some consensus as to what these companies are about from these parts of their business plans.
- Working individually, learners use these statements as models to formulate the goals and the vision/mission statement for their own hypothetical businesses. Goals are defined as long-range, broad, unmeasurable statements that give direction to plans and objectives. The goals should provide a broad idea of what the company or business is about. The mission statement should state what the learner pledges to the con-

sumer in running this business.

- Learners then use their stated mission and these broad, overall business goals to develop three measurable objectives for the first three months their business would be in operation, three more objectives for the first six months, and three additional objectives for the first year of operation. Included with the objectives should be some indication of the strategies to be used to meet these objectives.

Naming the company

- Learners work in the same groups that helped them brainstorm about the broad outline their business would take. They brainstorm again to let their creative juices flow and come up with names and slogans for their businesses that would attract customers. The name of a business and its slogan should be descriptive and unique. It's OK if this part of the activity gets a little loud and learners have some fun! Allow about 10 to 15 minutes of hilarity.
- (*Optional*) If there is enough time, it is fun to make signs using poster board and magic markers with these names and slogans to post around the room.

Assessment

Objectives have been met when learners have completed their mission/vision statements, goals, objectives, names, and slogans for their businesses.

Practitioner Reflection

I wanted my learners to consider having their own businesses. It is my hope that my learners will find their hidden talents, become independent, and realize they can earn money all at the same time. The project to write a business plan helps learners explore the option of being entrepreneurs. The

topics in this activity are a required part of all business plans.

Learners seemed to work well together coming up with a name, slogan, and mission statement. Two of the business ideas my learners suggested are:

1. *Type of Business:* Bar & Grill
Business Slogan: "Where Everyone Likes It"
Mission Statement: "We Serve Excellent and Quality Food to Our Customers"

2. *Type of Business:* Day Care Center
Name of Business: "Loving Hands Day Care Center"
Slogan: "Using loving hands to nurture your children"
Mission Statement: "We promise to love, teach and watch your children"

Next time I try this activity, I will have someone come in and do a goal setting workshop so that goal setting will be clearer to the learners. I had to prompt learners to encourage them to talk about their goals.

Time Needed

About three hours (can be two class periods)

Setting

This learning activity took place in a Families First classroom meeting five days a week for four hours per day. There were five learners in the class.

Entrepreneurship: Will It Work?

Making a business plan and then making it work takes lots of thought and study. In this learning activity, potential entrepreneurs examine the feasibility study, marketing strategy, proposal, and researching the census tract and data. This is probably the most critical section of the business plan to obtaining a loan.

Learning Objective

- The learners will develop a feasibility study.
- The learner will develop marketing strategies.
- The learner will obtain census tract data.
- The learner will write the proposal for the business plan.

Work-Based Skills

EFF Skills: *Communication Skills:* convey ideas in writing; *Lifelong Learning:* learn through research, reflect and evaluate.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Cooperates with others; Works on a team effectively.

SCANS: *Basic Skills:* writing; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Personal Qualities:* self-esteem, self-management; *Interpersonal Skills:* participates as a members of a team.

Activity Description

Market Strategies. During the first class session, the learners worked together to try to understand the kinds of information that would be included in the Feasibility Study and the Marketing Strategy of a business plan. We used their business ideas and together

asked the kinds of questions that would have to be answered in detail in an actual business plan. The loaning institution will want to know if the product/service will be something the consumers will need/want. To answer that question, it is necessary to think what customers will be in the area where the business is located. The type of product or service must be matched to where the demand for that product or service is. Marketing strategy will also affect the success of the business. Have learners tell what their plans are for that area and how they will be different from the other businesses in that area. Have learners make a list of ways they plan to sell their product/service, e.g., newspaper and TV ads, telephone sales, and flea markets. Have learners make a list of ways they plan to advertise their business, e.g., flyers, business cards, and word of mouth. In this section of the lesson, we talked together about the need for this kind of information and suggested what could be included for the hypothetical businesses the learners had been considering. We consulted the reference books listed in the “Materials” section to help focus our thinking.

Feasibility Studies. Have learners develop a survey for customers, employees, and managers of competitors in the area they plan to locate their business. Ask questions that will tell if there

Gloria Rolfe

Messick Vocational and Adult Center, Memphis



Project

This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and write a very basic business plan for a hypothetical business. This is the fourth of five learning activities in this project. The activities are:

1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

Materials and Resources

- Shickler, S. J. & Casimiro, J. P. (1998). *Growing a Business: Young Entrepreneur's Start Up Guide*. Chamblee, GA: KidsWay, Inc.
- Resnik, P. (1988). *Everything You Need to Know to Manage a Small Business*. New York: John Wiley & Sons, Inc.
- Richm, S. L. (1990). *The Teenage Entrepreneur's*

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Guide. Chicago: Surrey Books.

- Covello, J. & Hazelgren, B. (1998). *Your First Business Plan*. Naperville, IL: Source books, Inc.

Learner Level

All levels

Learner Grouping

Whole class

Time Needed

Several class periods. The feasibility study and the marketing strategies were done as a group in an hour. The research of the census tract data and the writing of the proposal took about three hours.

Setting

This learning activity took place in a Families First classroom meeting five days a week for four hours per day. There were four learners in the class.

is enough business to support a second and competing business in that area. Ask potential customers how far they would be willing to travel for this product/service? Find out how much they would be willing to pay for this product/service. Here again, learners should consult the resources listed to guide their research. Have learners compile the feasibility results of consumers and their competitors.

Census Tract Data. One important source of data that learners were generally not aware of was census tract data. Census tract data is public information and is available on the Internet. Try a search using “census tract data.” Have learners retrieve census tract data from web site of area they plan on having their business or from the library. This will give them demographic information for the area in which they are considering opening their business. Have learners locate area they plan to locate their business on the census tract. That way they can look up the data of who lives in the area, their ages, education and income. This information should be included in their business plan.

Proposal. All of the sections in this learning activity are a part of the business plan. Learners should know that there is a lot of research to do to be able to have all the factors which may help to predict the success of a business. The more you know, the less you leave to chance and the less risk you take. Learners will compile this information and write up these sections of the business plan for their hypothetical business.

Note the learners will complete the proposal after the last lesson activity, which will include the operational timetable, start up cost and the three-month projected statement.

Internet Resources

The following web sites were also especially helpful:

- U.S. Small Business Administration
—<http://www.sba.gov/starting/indexbusplans.html>;
—<http://www.sba.gov/starting/indexsteps.html>;
- U.S. Small Business Administration
—<http://www.sba.gov/gopher/Business-Development/Success-Series/Vol2/Plan/plan.txt>
- St. Charles City-County Library District: Business Plan for Small Service Firms
—<http://www.win.org/library/services/busgov/busstart/lssmfir.htm>
- Deloitte & Touche: Growth Company Services Writing an Effective Business Plan
—<http://www.dttus.com/growth/guidebooks/busplan.htm>

Assessment

- Learners will have a list of marketing strategies
- Learners will have a list of ways they plan to advertise
- Learners will have a list of answers from the feasibility studies
- Learners will have census tract data on the area they plan to locate their business
- A partial proposal will be completed

Practitioner Reflection

There is not an easier way to gather this information. I recommend that the practitioner be patient and spend several sessions with this activity. Learners were very resistant when it came time to write the proposals.

Improving Writing Through the Use of Imagery

Ernest Pounds

Trenton Special School
District (Gibson County)
Adult Education Program

This activity leads learners through the process of adding detail to sentence starters to create mental images of what they are writing. This activity helps to improve writing assignments regardless of the subject matter by drawing on the experiences of the learners and using these experiences to vary and expand the vocabulary they use in writing.

Learning Objective

Learners will visualize what they are writing about in order to expand their use of a wider vocabulary and improve written communication.

Work-Based Skills

EFF Skill: *Communication Skills:* convey ideas in writing.

KSAs: Listens for understanding;
Follows instructions.

SCANS: *Basic Skills:* writing; *Thinking Skills:* seeing things in the mind's eye.

Subjects

- Writing skills
- General Education development (GED)
- Adult basic education
- Vocabulary development
- Literacy
- New writers

Activity Description

1. Spend a few minutes in discussing problems learners encounter when completing a writing assignment. Someone may mention not knowing what to write about.
2. Discuss methods people use to help them write effectively. Remind learners that writing is just speech written

down. If they can envision what they want to say, half the battle is won.

3. Discuss the use of imagery (forming mental pictures of what you see or say) in increasing one's writing skill. If an individual can clearly visualize a certain scene or event in his or her mind, it greatly expands his or her ability to write about that scene or event.
4. Put a sentence starter (a subject and a verb) on the blackboard that might tell of an action in their workplace. Example: "Customer chose." Let each learner add one word at a time to complete the thought of the person being described. The final result should be a complete picture of a certain customer buying a particular product. Here's how a class might develop this sentence starter:
 - Customer chose.
 - Old customer chose.
 - An old customer carefully chose.
 - An old customer carefully chose food.
 - An old, gray-haired customer carefully chose food.
 - An old, gray-haired customer carefully chose canned food and crackers.



Materials and Resources

Blackboard, overhead projector, or flip chart

Learner Level

Multilevel—can be adapted to any level

Learner Grouping

- Individual
- Small group
- Whole class

Time Needed

1 hour

Setting

This class was composed of 15 Families First learners who are attending class to achieve their GED and ultimately will be entering the work force community. The class meets five days a week and four hours per day.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- An old, gray-haired, stooped customer carefully chose canned food and crackers.
- An old, gray-haired, stooped customer with a cane carefully chose canned food and crackers.
- An old, gray-haired, stooped customer with a cane carefully chose canned food and crackers in the grocery store.
- An old, gray-haired, stooped customer with a cane carefully chose canned cat food and crackers in the grocery store.

With the addition of each word, the details of the picture become clearer and the picture becomes easier to visualize. The final sentence in the series above shows a much clearer picture of the customer as he picked out his items.

5. This exercise should be repeated several times with the whole class, each time using a different sentence starter. Suggested sentence starters using the same subject, “customer,” and changing only the verbs that follow:

- Customer fell
- Customer paid
- Customer waited
- Customer talked
- Customer hurried
- Customer complained
- Customer bought
- Customer searched
- Customer crashed
- Customer selected

Each time a sentence is created using one of these sentence starters, a different picture will develop. Learners will be surprised that not only does their visual image of what the customer did change as the verb is changed, the picture in the learners’ minds of the customer himself also varies each time

a new sentence is created. With each different sentence created, learners should see that forming a visual image helps them have a better understanding of what they want to write.

6. As an individual assignment, give learners two or three sentence starters and ask them to add words to expand each sentence to create a strong visual image.

Assessment

Learners should be able to complete assignment without too much difficulty.

Practitioner Reflection

Writing down what is being visualized can be applied in all writing tasks, from simple descriptive assignments to writing work orders or writing plans for the work place. On certain occasions it might be necessary for employees to write messages to other workers on different shifts about work that needs to be done or changes in work standards that might need to be considered. An accident report may need to be written. Employees might need to write orders for products or make notations about items to be shipped. There is a whole array of possibilities where imagery could be implemented to make one’s writing more detailed.

This activity helped learners see how making a picture in your mind allows you to add details in a sentence to create a more vivid image in the mind of the reader. The adult learners were not only able to increase their vocabulary usage by using this idea with visual images, but they were able to expand and begin to write paragraphs and even short stories. In the work place or the classroom, an increase in vocabulary is necessary in order to communicate and get the job done.

Students as Teachers

Beverly Dean

Henderson Co. Adult and
Community Education

Learners pick one concept that they have mastered in math, language skills, or literature. With the practitioners' help, they plan a presentation to teach this skill. They then present their mini-lesson to the entire class or (alternatively) to one other learner.

Learning Objective:

- The learner will plan and execute the presentation of one skill or concept to the rest of the class (or alternatively, to one other classmate.)
 - Learners will experience an increase in self confidence in their verbal communication skills as a result of making this presentation.
2. Allow the learners access to textbooks so that they can search for examples of the concepts and for exercises that reinforce the concept.
 3. Review correct essay format with the learners and challenge them to plan their lesson based on the idea of an introduction, a body of main points, and conclusion, with exercises to follow. It might be a good idea to post this format in the room for reference throughout this exercise.

Work-Based Skills

EFF Skills: *Communication Skills:* speak so others can understand; *Decision Making Skills:* plan; *Interpersonal Skills:* guide others.

KSAs: Talks with respect; Quality in the workplace; Works on a team effectively; Gets along with others.

SCANS: *Basic Skills:* speaking; *Thinking Skills:* seeing things in the mind's eye; *Interpersonal Skills:* teaches others new skills, serves clients/customers.

Subjects

- Adult basic education
- General education development
- Writing skills

Activity Description

1. Ask learners to choose a concept they have mastered in math, language, or literature that they feel they could teach another learner.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.



Project

This activity was presented in a study on communication in the workplace. We did it toward the end of the unit after we had studied dealing with the public and barriers to communication.

Materials and Resources

Various textbooks in subjects learners have been studying.

Optional Resource—*The Essay:* *GED*, Steck-Vaughn Co., P. O. Box 26015, Austin, TX, 78755, pub. 1996.

Learner Level

Multi-level

Time Needed

Approximately three hours divided into 1-hour segments

Setting

The class is made up of approximately 10 Families First learners who all start to class on different academic levels and with open enrollment any time during the year. They come to school Monday through Friday from 8:00 AM – 12:00 NOON.

Practitioner Reflection

This activity went better than I thought it would. I knew there would be those who would be against teaching to the whole class; therefore I emphasized throughout my explanation that their lessons could be taught to one other person or the entire class. There were still a couple of learners who couldn't

see how they could teach something to anyone else. I could easily find areas of study where each learner was proficient and could help another learn. Some of the learners surpassed expectations when teaching the entire class. They prepared more than enough material.

Observing Your Surroundings

Chris Spiess
Dyer County Literacy
Program

This learning activity shows learners how valuable being observant can be to them in life and in their work. The learners will test themselves on what they can recall about their surroundings.

Learning Objective

Learners will recognize the importance of paying attention to their surroundings.

Work-Based Skills

EFF Skills: *Communication Skills:* observe critically; *Lifelong Learning Skills:* learn through research, reflect and evaluate.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Cooperates with others; Works on a team effectively; Quality in the workplace.

SCANS: *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Thinking Skills:* knowing how to learn; *Personal Qualities:* self-esteem self-management.

Subjects

- Critical thinking
- Life skills
- Work environment
- Writing skills

Activity Description

1. Begin the discussion by obtaining a learner definition of what it means to be observant. What things in daily life keep their attention? Everyone observes in some way or another. For example, they may

mention the cars that people drive or what someone's hair looks like. Build on that experience.

2. Ask learners to go with you and exit the familiar surroundings of the classroom, taking only paper and pencil. Go to another classroom if one is available or outside if weather permits.

3. Once settled, ask learners to list all the objects they can remember in the classroom they just left. Ask them to be specific, noting colors and items present on the walls.

4. Pose this question to the group: "Do you think that there are things in the classroom you have forgotten to list?"

5. Put learners into groups of two or three. Ask them to total the number of different items their group listed. Record this number for each group.

6. Return to the classroom. Take up each learner's list paper, giving the impression that the activity is about to conclude.

7. After a moment or two, have learners exit the classroom again. This time you supply the paper for each group. Using the same groups as before, have them work together to



Materials and Resources

Pencils
Paper

Learner Level

Grades 6.0-12.9

Learner Grouping

- Small group
- Whole class

Time Needed

2 hours

Setting

This activity was conducted in a class that is workforce focused as well as preparing students to take the GED test. The learners attend class for four hours a day, five days a week.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

compile a list of the things in the classroom. Take up each group's list and return to the classroom.

8. Compare orally or write on the board the differences between the group's original and final listings.
9. Discuss with learners the difference it can make just knowing that observation is important. Discuss how this skill can be valuable to them on the job. Also, allow learners to comment on how observation can be a tool for lifelong learning. An additional activity once discussion concludes might be to have learners draw on what has been discussed in the form of an essay. The topic posed could be: "Discuss how being observant at work can benefit you. Be sure to give examples why you feel as you do."

Assessment

Learners will become more aware of observations they can make on a daily basis. When they are more in tune with this, it will help them to observe things

more critically. Learners will become more responsible for their classroom and individual work areas when they are asked, "What needs to be done in this room to keep it to our standard?" Learners will assume more ownership by helping to maintain the room.

Practitioner Reflection

Companies place more responsibility on entry-level workers by having fewer supervisors today. Because of this, workers must be able to pay close attention to their surroundings and do things that need to be done without being directed by a supervisor at every step along the way. I saw that my adult learners needed to begin this process by developing sharp observation skills.

This activity was well received by my class. They got to move around and be involved in group-work. I think the idea really hit home with them. That was the purpose of this lesson. Observation is such a critical tool for people who wish to better understand the world around them.

SECTION 2:

Decision-Making Skills

LESSON 1: See How We Run (Our Business)	<i>Lisa Coy</i>	D-1
LESSON 2: “And By What Name Shall This Business Be Known?”	<i>Lisa Coy</i>	D-3
LESSON 3: Setting Up for Business	<i>Lisa Coy</i>	D-5
LESSON 4: “Going Out of Business” Successfully!	<i>Jackie Taylor-Pendergrass</i>	D-9
LESSON 5: Selecting a Career Path	<i>Micki Hendrix</i>	D-15
LESSON 6: How to Prepare for the First Day of Employment	<i>Ernest Pounds</i>	D-17
LESSON 7: My Paycheck Amount—Computing Taxes and Withholdings	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	D-21
LESSON 8: Making a Circle Graph of a Sample Budget	<i>Carole Cheatwood</i>	D-23
LESSON 9: Measurement Skills	<i>Jannell Emerson</i>	D-25
LESSON 10: Learning to Operate a Cash Register	<i>Glenda Turner</i>	D-27
LESSON 11: Clocking In On the Job	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	D-29
LESSON 12: Accounting the Monopoly Way	<i>Jackie Taylor-Pendergrass</i>	D-31
LESSON 13: Measuring Success: Using Percent of Increase and Decrease in the Workplace	<i>Chris Spiess</i>	D-41
LESSON 14: “Hey, You! Here’s a Project for You to Do!”	<i>Chris Spiess</i>	D-45
LESSON 15: Math Skills for Everyday: Filling Out Income Tax Forms	<i>Kathie Bowles</i>	D-47
LESSON 16: Industrial Measurement: Using the Industrial Ruler	<i>Kathie Bowles</i>	D-49
LESSON 17: Industrial Measurement: Using Calipers to Assess Acceptable Dimensions	<i>Kathie Bowles</i>	D-55
LESSON 18: Industrial Measurement: Using Micrometers in the Workplace	<i>Kathie Bowles</i>	D-61
LESSON 19: Steps of Problem Solving	<i>Beverly Dean</i>	D-67
LESSON 20: How to Keep a Job	<i>Glenda Turner</i>	D-71

LESSON 21: Planning an Employee’s Lounge or Break Room	<i>Glenda Turner</i>	D-73
LESSON 22: Personal Information Card for a Job Search	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	D-75
LESSON 23: Creating a Budget	<i>Jannell Emerson</i>	D-77
LESSON 24: Entrepreneurship: Planning to Stay in Business	<i>Gloria Rolfe</i>	D-81

The following learning activities also include Decision-Making Skills

Located in the Communications Skills section:

LESSON 3: Exploring Occupations While Improving English and Spelling	C-5
LESSON 6: Entrepreneurship: Is It for Me?	C-13
LESSON 7: Entrepreneurship: What Business Am I In?	C-17
LESSON 10: Students as Teachers	C-25

Located in the Interpersonal Skills section:

LESSON 2: Feeling Puzzled? Try Teamwork!	I-5
LESSON 3: Assembly Line	I-7
LESSON 4: Announcing Who We Are	I-9
LESSON 5: Working in Teams	I-11
LESSON 6: Making Birthday Calendars for Community Organizations and Businesses	I-15
LESSON 8: Communicating at Work: Developing a New Product	I-21

Located in the Lifelong Learning Skills section:

LESSON 2: Rewarding Responsibility and Accountability: Outstanding Entrepreneurs	L-7
LESSON 4: Determining Needs vs. Wants	L-13
LESSON 5: Packaging Your Assets	L-15
LESSON 7: Statistical Sampling	L-21
LESSON 9: Business and Industry Resource Book	L-31
LESSON 10: Building Memories.	L-33
LESSON 12: Comparative Evaluation of Different Makes of Flashlight Batteries	L-41
LESSON 15: Diagnosing a Car Non-Starting Problem	L-51

See How We Run (Our Business)

Lisa Coy
Chester County
Families First

The learners structured the managerial system for the new class business into a collaborative decision making body, applying the knowledge gained from the field trip to a local similar professional business.

Learning Objective

- Learners will work together in a team approach to structure the decision making body of the business.
- Learners will outline each job position in the company, decide the appropriate chain of command to be followed in business decisions, formulate the process to follow in making company policies, and decide on the process for calling regular business meetings of the company.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan, solve problems and make decisions; *Interpersonal Skills:* cooperate with others, resolve conflict and negotiate; *Communication Skills:* speak so others can understand, listen actively.

KSAs: Works on a team effectively; Cooperates with others; Listens for understanding; Talks respectfully; Accurately performs work; Follows instructions.

SCANS: *Basic Skills:* speaking, listening; *Thinking Skills:* seeing things in the mind's eye, creative thinking, decision making, problem solving, reasoning; *Interpersonal Skills:* participates as a member of a team, exercises leadership; *Resources:* human.

Subjects

- Work environment
- Critical thinking
- Job skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

1. Review with the learners the opportunity to develop and operate a new class business. (For the action research grant, our class was developing a research publication company that would research the businesses in our city and publish a resource book with the information.)
2. Review the knowledge the learners gained from the previous field trip to a local similar business. (Our class took a field trip to the local newspaper, interviewed the managing editor, and toured the plant operation.)
3. List the organizational features they observed and identified in the business they visited.
4. Next, have learners identify and list which of these organizational features would be necessary for the new class business.
5. Have the learners brainstorm to come up with any other elements that should be added to develop a collaborative decision making body which governs the new class business. (Example: Will the business have a managing editor or chairman of the business? How often will the class call business meetings to discuss progress on the project and make assignments? What position will each class member hold? How



Project

We received an action research grant to create a work-focused Families First classroom. We created and managed a small business for our project. This is the second of five lessons in this series on setting up the class business:

1. Researching a business
2. See How We Run (Our Business)
3. "And By What Name Shall This Business Be Known?"
4. Announcing Who We Are
5. Setting Up For Business

Materials and Resources

- Class notes from activity in lesson one: field trip to a similar local business.
- White board, chalk board, or flip-chart paper for listing jobs and brainstorming ideas from class members.
- Pen and paper to record class decisions.

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Whole class

Time Needed

Approximately one hour

Setting

This learning activity was used in a Families First Class that met five days a week for four hours per day in a regular classroom setting.

will decisions be made? What rules will be followed in a class meeting to submit a suggestion? To agree and/or vote on a suggestion made by a class member?)

6. After the class members have decided what position will conduct business meetings, guide the class to nominate persons for the position, explaining their qualifications for the position.
7. Following the nominations of at least two or three class members to the position of authority, guide the learners through a voting system. (For example: Will they use a written ballot or an open vote with all votes visible to others?)
8. After a class member has been elected as the person of authority to conduct business meetings, have that person preside over the rest of the meeting. The instructor can still offer guidance as necessary.
9. The person of authority, who will hereafter be referred to as the business manager, leads the class into considering qualifications of each member to fulfill the remaining job positions. The class decides by vote how remaining job positions will be filled. (Alternatively, the business manager could make appointments.)
10. The class, in a team approach under the direction of the business manager, brainstorms business policies regarding work ethic, attendance, dress, conduct, acting responsibly within a job position, commitment to finish assignments, etc.
11. The business manager leads the class members into voting on the exact business policies to be

adopted. The class recorder documents the policies, creating a sign or notice to be displayed in the work area outlining the business policies.

Assessment

It is “democracy in action” to decide how to be governed and then to initiate the system and abide by it. There are likely to be some times when the system the learners design works better than others, but if the group works through its difficulties as they come up in the rest of the project without anarchy, then this learning activity has been a success!

The instructor *can* direct learners to document the specific ways in which they participated in this activity, and the experience they gained through this activity in their personal work-force journal. The work-force journal should include the learner's personal reflections after each work-force activity.

Practitioner Reflection

I have found it to be far more challenging and time consuming to lead or guide the learners into making their own business decision than I think it would have been to just direct the new class business. I believe, however, that this direction is vitally important in enabling the learners to obtain critical decision-making skills, gain insight into the operation of a business, and develop a professional work ethic. Overall, I found this to be a profitable learning activity in guiding the learners to critical thinking regarding work-force decisions. This activity was geared toward encouraging the learners to think from an entrepreneur's perspective, not just from an employee' perspective within a business. It also provided the learners an opportunity to take ownership of the class business.

“And By What Name Shall This Business Be Known?”

Lisa Coy
Chester County
Families First

Using a democratic process, learners decide what professional name to give the new class business.

Learning Objective

The learners will decide what professional name to give the new class business.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan, solve problems and make decisions; *Interpersonal Skills:* cooperate with others; *Lifelong Learning Skills:* reflect and evaluate; take responsibility for learning.

KSAs: Works on a team effectively; Cooperates with others; Listens for understanding; Talks respectfully

SCANS: *Thinking Skills:* seeing things in the mind’s eye; creative thinking, decision making, problem solving, reasoning, knowing how to learn; *Interpersonal Skills:* participates as a member of a team; *Resources:* human; *Personal Qualities:* self-esteem, self-management.

Subjects

- Work environment
- Critical thinking
- Job skills

Activity Description

1. Tell the learners that they have the opportunity to develop and operate a new class business. (For the action research grant, our class was developing a research publication

company that would research the businesses in our city and publish a resource book with the information.)

2. Review learners’ knowledge gained from the previous field trip to a local similar business and the manner in which they applied that knowledge to the new class business. (Our class took a field trip to the local newspaper, interviewed the managing editor, and toured the plant operation. In the second learning activity they organized their business management system in a similar fashion.)
3. Discuss with the learners the importance of a professional name for a business. Have them list important facts to be considered in naming a business. (For example: The name should reflect the nature and possibly the owners of the business. The name should appeal to the public and be easy for the public to remember.)
4. Have learners brainstorm places they can find examples of names of similar professional businesses. List their findings for all to review and evaluate. (We searched the Internet for names of professional publishing companies, used our common knowledge of publishing compa-



Project

We received an action research grant to create a work-focused Families First classroom. We created and managed a small business for our project. This is the third of five lessons in this series on setting up the class business:

1. Researching a business
2. See How We Run (Our Business)
3. “And By What Name Shall This Business Be Known?”
4. Announcing Who We Are
5. Setting Up For Business

Materials and Resources

- Class notes from the first two learning activities in this series.
- Copies of local newspapers, magazines, phone books with yellow page sections, and access to businesses on the Internet.

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Learner Grouping

Whole class

Time Needed

Approximately one to two hours

Setting

This learning activity was used in a Families First Class that met five days a week for four hours per day in a regular classroom setting.

nies, and reviewed local publishing businesses. Newspapers, magazines, and phone books with yellow page sections might also be used.)

5. Discuss what the class business name should reflect about the owners /operators and it's professional nature.
6. Brainstorm suggestions for the name of the class business. Evaluate each name, discussing both strengths and weaknesses.
7. Guide learners into making the final decision of the business name in a democratic manner. The business manager should lead the members in this final decision of the business name. (For example: our class named their research publishing company *Women of Families First Publishing House*.)

Assessment

This group activity is assessed by the production of a professional name of the class business. This is a group activity with no right and wrong answers. To assess their participation, the facilitator must closely observe each learner's behaviors, not allowing any one particular learner to dominate decisions and encouraging participation from any reluctant participant. The practitioner can direct learners to document the specific ways in which they participated in this activity, and the experience they gained through this activity in their personal work-force journal. The work-force journal should include the learner's personal reflections after each work-force activity.

Practitioner Reflection

I have found it to be far more challenging and time consuming to guide the learners into making their own

business decision than I think it would have been to just direct the new class business. I believe, however, that this direction is vitally important in enabling the learners to obtain critical decision-making skills, gain insight into the operation of a business, and develop a professional work ethic.

If leading another class through this learning activity, I would utilize more professional resources, (i.e., business law professors and/or attorneys, successful business owners, printed documents on the process of naming a professional business). I would further emphasize the need for the name to be relatively short and easy to remember. (The class brainstormed and democratically decided to name our class business *Women of Families First Publishing House* which met the criteria for professional identification, but became difficult to repeat when speaking with business owners in the community.) I would ask the learners to develop a checklist of important features in a professional name after their research and brainstorming sessions. I would have them evaluate each proposed professional name for their company according to their checklist and coming to a group decision of the best one.

Overall, I found this to be a profitable learning activity in guiding the learners to critical thinking regarding work-force decisions. This activity was geared toward helping the learners think from an entrepreneur's perspective, not just from an employee's perspective within a business. It also provided the learners an opportunity to take ownership of the class business.

Setting Up for Business

The learners, led by the class business manager, analyze the current class arrangement, evaluate what physical arrangement is needed for the class to best perform in the business, and physically labor to make the changes.

Learning Objective

- Learners will analyze and evaluate the current facilities and equipment and assess the needs of the business.
- Learners will physically rearrange the room into the work environment most conducive to the class business purpose.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan, solve problems and make decisions; *Interpersonal Skills:* cooperate with others; *Lifelong Learning Skills:* reflect and evaluate; take responsibility for learning.

KSAs: Quality in the workplace; Works on a team effectively; Cooperates with others; Listens for understanding; Talks respectfully.

SCANS: *Thinking Skills:* seeing things in the mind's eye, creative thinking, decision making, problem solving, reasoning, knowing how to learn; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Subjects

- Work environment
- Critical thinking
- Job Skills

Activity Description

1. Led by the class business manager, and guided by the practitioner as

needed, the learners brainstormed the type of physical arrangement of the classroom that would best serve the purpose of the class business. (Example: Our classroom space is two small connecting rooms in an office building in downtown Henderson. One had been setup and designated as the “class setting” with tables, chairs, white boards, bulletin board, and learning materials displayed on the walls. The second room was set up as a computer room with the practitioner’s office space included.)

2. The class business manager designated a class member to record suggestions. (The main suggestions and questions were about ways to best arrange the physical equipment in each room to provide the best open space, especially within the computer room. Also, it was suggested that the computer room become the “business office.” Therefore, one room was the classroom and the second room was the office.)

3. The class analyzed and evaluated each suggestion on the list, documenting the strengths and weaknesses of each suggestion. (Example: It was important, especially within the office space, to inventory the number and arrange-

Lisa Coy
Chester County
Families First



Project

We received an action research grant to create a work-focused Families First classroom. We created and managed a small business for our project. This is the last of five lessons in this series on setting up the class business:

1. Researching a business
2. See How We Run (Our Business)
3. “And By What Name Shall This Business Be Known?”
4. Announcing Who We Are
5. Setting Up For Business

Materials and Resources

All physical pieces of furniture, hardware, learning materials, or work-force equipment utilized in the classroom.

Learner Level

Intermediate to Advanced Learners

Learner Grouping

Whole class

Time Needed

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Approximately two to four hours

Setting

This learning activity was used in a Families First Class that met five days a week for four hours per day in a regular classroom setting.

ment of the electrical outlets and the telephone in order to decide the best physical arrangement of each computer and office telephone.

How to arrange the supporting physical equipment, such as bookshelves, around the large physical equipment, such as tables and computers, had to be continually evaluated. The class tried one setting, and if they found it wasn't working to their original expectations, they changed the arrangement after mutual discussion.)

4. Under the direction of the class business manager, and the practitioner as needed, the learners conveyed further ideas of what plan seemed to be the best, or how components of different plans could be utilized to develop a better plan.
5. Guided by the class business manager the class reached a final decision of the best physical layout of the room. (Example: The class members arranged the classroom into a U-shape facing the large white board. This allowed all class members to see one another and have an equal advantage of participating in the class discussions and/or academic work on the board. The class also lined the computers on tables in a U shape along the outside walls of the office. This allowed for the maximum amount of open space in the middle of the room. Bookshelves were placed against the wall connecting the two rooms, in order to be accessible to both rooms.)
6. Before physically moving any materials, furniture, or class hardware (example: computers), the class sequenced the actions that would be necessary to arrange the classroom into their work-force environment plan.
7. Under the class business manager's guidance the class members began the process of making the class changes.
8. If any problems arose, the class would evaluate the problem and choose the best alternate plan.
9. At the completion of the work-force environment arrangement, inventory was taken to insure that all materials were located in their proper place.
10. The class business manager, under the supervision of the practitioner, assigned each class member a workstation in which they were to produce their work and be responsible for its upkeep. (Example: Each class member was assigned a computer station and attractive name signs were created on the computer and placed above their station.)

Assessment

This is a group activity with no right and wrong answers. To assess their participation the practitioner must closely observe each learner's behaviors, not allowing any one particular learner to dominate decisions and encouraging participation from any reluctant participant.

The practitioner can direct learners to document the specific ways in which they participated in this activity, and the experience they gained through this activity in their personal work-force journal. The work-force journal should include the learner's personal reflections after each work-force activity.

Practitioner Reflection

This was a very challenging activity, because it took physical teamwork from every class member, including

the practitioner. I believe that at the end of this activity, however, the class had a firm foundation upon which to build the rest of the class business. The first five activities laid the groundwork for what was to follow. The business organizational structure within the classroom, the name chosen and displayed on a business sign within the work area, and the difference in the physical arrangement of the room, produced a difference within the attitudes of the learners. They became more work focused, each having a physical workstation for which they were responsible.

At the end of this activity, I observed a solid cohesion among class members regarding the nature and purpose of their class business. I firmly believe that this was directly influenced by their ability to have "ownership" in the foundation decisions of the company. This attitude carried over from the class business project into every area of their academics. Attendance was not a problem for over 90% of learners, for they felt a sense of belonging and purpose.

“Going Out Of Business” Successfully!

Jackie Taylor-Pendergrass
Bledsoe County
Families First

Learners successfully go out of business by developing a marketing strategy to increase sales before closing, obtaining the best prices on the resale of their equipment, moving all equipment and stock out of the store, closing shop, and paying any remaining debts. Learners file a final tax return and inform their local county clerk of their small business closeout.

Learning Objective

- Learners will strengthen their entrepreneurial skills by designing a promotional mix to increase sales before going out of business.
- Learners will gain an understanding of the depreciative value of resources by obtaining resale prices for their capital equipment and selling it at those prices.
- Learners will understand and comply with the legal procedures involved in going out of business by determining and following through with the steps necessary for closeout.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan; solve problems and make decisions; *Interpersonal Skills:* cooperate with others; *Lifelong Learning Skills:* learn through research, use information and communications technology, reflect and evaluate; *Communication Skills:* convey ideas in writing.

KSAs: Works on a team effectively; Accurately performs work; Cooperates with others; Listens for understanding; Talks respectfully; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* arithmetic/mathematics, writing; *Thinking Skills:* seeing

things in the mind’s eye, creative thinking, decision making, problem solving, reasoning; *Interpersonal Skills:* participates as a member of a team; *Resources:* human; *Technology Skills:* Selects technology, applies technology to tasks; *Information Skills:* uses computers to process information, acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Personal Qualities:* self-esteem, self-management, sociability.

Subjects

- Life skills
- Problem solving
- Technology

Activity Description

PART I: GOING OUT WITH A BANG!
Learners develop a promotional strategy for increasing sales prior to going out of business. Developing a marketing strategy for going out of business is practically identical to the promotional strategy and marketing plan learners develop as part of the writing of their business plan in the beginning of their entrepreneurial venture.

Step 1: Reassessing the Target Market
Over the course of actual small business operations, learners have become



Project

This lesson was implemented as part of an Action Research Incentive Grant to develop work-focused Families First classrooms. As part of the grant, learners opened a small business, a photography studio, to gain work skills and to experience how money can be earned through self-employment. In order to wrap up our project by going out of business, this lesson was developed.

Materials and Resources

- Final tax return form for small businesses (available from the IRS at 1-800-829-3676 as part of the small business tax kit)
- Computer with a word processing program
- Computer printer
- *Optional:* access to Print shop Deluxe, Print Artist 4.0, or similar graphics program.
- Instructor-prepared inventory worksheet (see attachment)
- Guest speaker from the

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

county and/or city clerk's office in the locality of your small business. If it is not possible for a guest speaker to come out, arrange for a field trip to your local county/city clerk's office.

- *Optional:* Guest speaker from your local bank to discuss procedure when filing for bankruptcy.

Learner Level

Basic skills

Grade levels 5.0-8.9

Learner Grouping

Small group, whole class

Time Needed

One hour daily for the duration of one to two weeks

Setting

This activity was presented to a Families First class that met five days a week for four hours a day. There were five students in the class.

This activity was the last lesson of an entire unit of activities on how to open a small business. The focus of this activity was to teach learners how to go out of business before it was necessary to file for bankruptcy.

knowledgeable of who their customers are. When devising a business plan prior to opening, the students researched their target market, or what types of customers they planned on attracting to their business and, ultimately, whom they designed all advertising efforts around. Their small business marketing efforts, which they have discovered takes time and money, must be calculated and precise. Learners realize money has become tight as they approach the closing of their business, yet they have learned, through hands on experience, that it takes money to make money. A promotional plan is necessary to attract final customers before closing! Therefore, when designing marketing efforts for their going out of business plans, it would be a shame to develop a promotional campaign that did not hit the exact segment of people who are likely to support their business! In a roundtable session, ask the learners to consider (or reconsider) factors like, *what type of customer is likely to spend money at your establishment? How many of those customers can be found in this area? What final image do you want to portray to the public?* Write learners responses on the board, and discuss their answers. Point out that regardless of the type of business they are operating, it is important the general public maintains a positive image of their establishment.

Step 2: Positioning and Public Image

Once you have reviewed who the target audience is with your class, have the learners consider the message they have been communicating. *What message has your advertising been communicating thus far? Has this message positioned your business in a favorable light? Explain the term positioning. What does this word mean? What do you think it means when it is used to refer to a small business?* Explain to learners that just as you would position a model or a

new car in good lighting for a good picture, we position ourselves on good terms to form good first impressions with the general public. Being in the right position is being in the right place at the right time. That's where we strive to be for our customers. *Has our promotional message positioned us favorably with the general public?* Discuss what impressions the target audience has made of their small business. *What public images, if any, need to be altered to peak sales before going out of business?* Point out to the learners that questions like these can be answered in a variety of ways, including a direct line of questioning approach in which they ask the customers about opinions, impressions, and services received, in person or by telephone. Have the learners brainstorm ways in which they could receive information about their business from their customers. Learner responses may vary, but should reflect attempts to ask the customers of their opinions: *What would the customer like to see change? What can their establishment improve on? What would the customer like to see happen before they go out of business?* Break the class into small groups of 3-4 students each, varying learner levels in each group. Appoint a recorder, speaker, and director in each group. Give the class 10 minutes to design three carefully chosen questions for a public survey. The recorder writes his/her group responses on a sheet of paper; the director makes certain each member of the group contributes to the discussion; and the speaker presents the group's answers to the entire class. Have each group plan out their questions thoroughly, so that the questions encompass the information they are trying to obtain, and encourage consistency in the manner in which they are asked. Allow the learners to actually survey their customers, and record their results for inspection.

Step 3: Analyzing Information

Have the class present and analyze the information they have gathered in a roundtable format. Appoint one learner to act as class recorder and write all responses on the board. *What message is the public receiving as determined by the learners' customers? Are the learners satisfied with the message they are relating to their customers and to the general public? What messages do they need to communicate for their going out of business sale? Through what media do they need to communicate their messages? What limitations does their business face in order to communicate those messages to their target market?*

Step 4: Identifying Problems

Next, have the learners identify any potential problems that may arise during their going out of business plans. *Can they negotiate around these problems, plan ahead for them, or should they not deal with them until the actual problem presents itself? What consequences may arise if they choose to ignore these problems?* For example, this group decided to wrap up their small business efforts by hosting an Easter Egg Hunt across the street from their small business to increase photo opportunities and awareness of the photo studio. They needed to determine how to manage pedestrian traffic back and forth across the highway from the egg hunt to their business doors. *Should they try to negotiate the problem before it arises, like involving a local police officer to direct traffic; should they plan ahead for the problem by changing the location of their egg hunt; or should they wait until a problem arises, like the injury of a small child?* Although this process of identifying and monitoring potential problems should be ongoing from the point the class opened their small business, they should continue to target potential situations until the day they choose to close for business.

Step 5: Goal Setting

After identifying potential problems and possible solutions, have the learners determine the goal of their going out of business campaign. *Is the goal to increase profits by increasing sales or decreasing production costs? Is the goal to end their project maintaining a positive image for themselves and their adult basic education program? Is their goal to raise enough money to pay any outstanding debts or to prepare for a rewarding field trip?* Once the learners identify their goals, have them come up with ways to meet them. *Would a going out of business sale meet their goals? Would a news article in the paper meet their goal for more public exposure? Will distributing coupons at a local grocery store provide the incentive they wish to instill in the public to encourage last-chance patronage of their small business?* Remind the learners they are only limited by their own imaginations. Anything they can feasibly design within the limits of the law is fair game. Are they ready to play?

Step 6: Making a Timeline

Although a general timeline for all marketing activities should be created and included in the business plan learners develop before opening for business, it is time to get down to the "last inning" specifics. Have the learners together develop a timeline for their going out of business plans. If they decided a going out of business sale would best help them reach their goals, then have the learners lay out all the details for that sale. *Are they having professional clowns give out helium balloons at the front door? Can they afford to even hire a clown, or do they need a fellow learner to dress up as one? Where will the helium come from? When do they need to pick up the tank? When does it need to be returned? On what dates exactly do they need to have their ads placed in the local newspaper? If they are making radio announcements, who will talk to the radio*

station manager and when is the target date for this to take place? How much advertising do they plan on having? Are they going to stagger their advertising over weeks to create strong public awareness of their going out of business plans, or are they just going to advertise the week before closing?

By planning ahead and doing some research, learners can ensure a much more successful campaign than if they went into this without any insight or planning. Along with the creation of their timeline, they will want to examine how much money and time they should allot to meet their goals. Remind learners to look for hidden costs in any activities they plan.

Step 7: Evaluating Business Efforts

Before the learners implement their going out of business efforts, explain the importance of gaining feedback from their customers. *How do you know if your marketing efforts were successful? Why would you want to know if they were successful? How do you go about determining the degree of that success?* Even though the learners are closing the business, they would want to know which of their efforts increased sales, so they may learn from their mistakes and apply those learned skills to any future ventures. Several methods of evaluating success can be created. For example, if the learners distributed coupons, they can code those coupons based upon where and to whom they were distributed to. Learners can then inventory the coupons that were redeemed at their business and determine which market brought in the most sales. The learners can also create a survey for customers who patronize their establishment during the going out of business event, comparing the customers' first impressions with their latest. Have the learners develop their own method of evaluating success, but make certain they have a means of evaluating in place before the final event so that this crucial step of marketing is not overlooked.

PART TWO: DISPOSING OF ALL ASSETS

Have learners take a final inventory of all products and equipment left at the end of their business venture. Ask learners what they should do with their final inventory after their going out of business event.

How can you obtain the best prices for your capital equipment and leftover inventory?

Have learners share their ideas in a roundtable format. Break the learners into groups of 3-4, varying learner level in each group and assigning new roles to each participant of recorder, speaker, and group leader. Using an inventory worksheet, have each group decide how much they think each piece of equipment and other inventory on the list is currently worth. Next, distribute to each group a list of purchase prices for their inventory. Ask each group to compare what they actually paid for the inventory to the estimates they made of what the current inventory is worth. Ask learners several questions like: *Were your estimates lower, higher, or about the same as the purchase price? Why were your estimates lower than the actual purchase price? Why were some estimates higher?* Answers will vary, but should relate use (or lack thereof) of the inventory to its current value. Discuss the meaning of the term depreciation, what types of products tend to depreciate, which ones do not, and why. Ask groups to once again look over their inventory lists. *Are there any products on the list they think would tend to depreciate? Are there any products on the list that may tend to hold their value better than others?* Have groups decide which items of inventory can be returned, or sold to used equipment shops. Assign each group a pre-determined number of inventory items. Explain to learners they are in charge of determining the best resale value of all inventory items assigned to their group, and to whom the inventory can be sold to at that price. Give the learners approximately two days to complete this task.

In a roundtable discussion, have the speakers of each group present the information they gathered. Ask the speakers what they did to obtain their information. Decide as a group how the final inventory and capital equipment will be dispersed.

PART THREE: THE FINAL TAX RETURN

There are several ways to pay tax to the Federal Government, depending upon the legal structure of your learners' small business. If you remained under your school's non-profit status and paid sales tax on all capital equipment prior to your business opening, then you are not required to charge sales tax. If you used your tax-exempt number to purchase all capital goods, then you should have completed an application for registration, form number RV-F1300501, with the Tennessee Department of Revenue at the opening of your learners' small business. Within a few days of applying, the Department of Revenue would have informed you which taxes your learners' small business was required to pay. You would have received a certificate of registration, certificate of exemption, or permit within a few days after completion of this form. The certificate or permit must be publicly displayed at the learners' business location. When a registered business closes, it is necessary to file a final return within 15 days of closing. For additional information contact your local County Clerk's office or write:

Registration and Use Tax Division
Tennessee Department of Revenue
Andrew Jackson State Office Building
Nashville, TN 37242

To obtain your free small business tax kit at the opening of your business call toll free 1-800-829-3676. The final return is a part of that tax kit.

Take a short day trip to the County Clerk's office in the county your business resided in. Have learners report their closing plans to the clerk. The clerk will

type up a form finalizing the closing of the learners' small business. Once the clerk types up the business closeout form and the final tax return has been filed, the learners are officially out of business!

Assessment

Informal assessments of learner participation during roundtable discussions should be ongoing. Assessment of learner understanding of depreciation can be determined by the completion of the inventory worksheet where learners compare their estimates of current value to the inventory's actual purchase price and actual resale value. Learners discover how to legally close their business by participating in the field trip to the County Clerk's office and following the clerk's instructions for closeout.

Practitioner Reflection

The learners needed to reach closure regarding their project, a closing process that demonstrated how businesses, in reality, prepare to go out of business. The learners' project thus far had been an entirely hands on learning experience, and their closing process demanded actual hands on work from them as well.

When I implemented this activity, I did not have an inventory worksheet for them to record their estimates; rather, they participated in a class discussion about depreciation of goods. I have now designed a worksheet for this lesson because I feel it will help learners visualize the concept better. Also, I would advise all student operated businesses, if they cannot afford to become incorporated, to fall under the school's non-profit status and pay sales tax on all capital goods purchased for business operations. Although charging sales tax is a good exercise in math for learners, filing the application and final return are somewhat confusing. Therefore, paying tax at the outset of the project prevents extra headaches in the long run!

Selecting A Career Path

Learners will investigate their own values, interests, and abilities to find careers expressly suited to them.

Learning Objective

Learner will individually identify careers well matched to their own values, interests, and abilities.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan, solve problems and make decisions; *Communication Skills:* convey ideas in writing, observe critically; *Lifelong Learning Skills:* reflect and evaluate.

KSAs: Accurately performs work; Listens for understanding; Evaluates information.

SCANS: *Personal Qualities:* self-esteem, self-management; *Basic Skills:* writing.

Subjects

Employability

Activity Description

1. Instructor discusses values, interests, and abilities, defining each one.
2. Learners catalog their interests by making a checklist of their interests as the instructor presents various questions. (Examples: Do they enjoy working with people? Do they want to work with their hands? Do they enjoy working on the computer? Do they enjoy caring for animals? etc.)

3. Learners explore their values by making a checklist of them as the instructor presents various questions. (Examples: Do they prefer working days or nights? Do they object to working on Sunday? Do they want time with their children? Do they want overtime? etc.)
4. Learners inventory their abilities (with help from the practitioner). Learners look at reading/math/computer abilities as well as social skills.
5. Learners summarize their values, interests, and abilities in a writing activity (may be essay).
6. Learners assess their values, interests, and abilities to determine careers that fit them individually and set career goals.

Assessment

Instructor looks at the learners' writings and surveys to help them determine if they are truly finding career matches suited to them. Lastly, the practitioner helps learners map out their plan to achieve the desired career.

Practitioner Reflection

Many of the learners did not have any idea of a career direction. They

Micki Hendrix

McNairy County Adult Learning and Job Training Center



Project

This lesson can be a stand-alone, or it can be a springboard to investigating careers.

Materials and Resources

Learners will need paper and pencil. The instructor may guide them orally or may choose to provide printed surveys to assess the learners' values, interests, and abilities. There are also computer interests and aptitude tests available, though they are not necessary. Some examples of resources: Steck Vaughn's *Life Skills for Today's World of Work*, *Necessary Skills for the Workforce (SV)*, *Job Hunting Handbook (Dahlstrom & Company)*, *Destinations' Career Interest and Aptitude Test (Computer)*. Search mode on the internet: CAREER, INTERESTS

Learner Level

All levels

Learner Grouping

Whole class

Time Needed

Several class sessions

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Setting

The setting is a Families First (adult learners) AE/workforce readiness class that meets five days per week, four hours per day. Average attendance is 8-10 learners.

had not deliberately thought about their own values, interests, and abilities and how they might actually take charge and “choose” a direction for their employment to take. Therefore, they had never set any career goals, as such.

This activity inspired several learners to seek specific careers. The activity also made them realize that everyone has abilities, though diverse. Final note: Job shadowing is recommended to reinforce career path choices. Some learners have decided to reconsider their career choices after job shadowing.

How to Prepare for the First Day of Employment

This activity prepares learners for their first day of employment at a local grocery store. The learners discuss in class how to dress appropriately for their job, the importance of being well groomed, how to properly clock in and out and use time sheets to record their activities, and especially how to follow directions and advice of their supervisors while on the job.

Learning Objective

Learners will anticipate what to expect and plan how to respond to their first day on the job at a grocery store.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan, solve problems and make decisions; *Interpersonal Skills:* cooperate with others.

KSAs: Cooperates with others; Listens for understanding; Talks respectfully.

SCANS: *Thinking Skills:* seeing things in the mind's eye, creative thinking, decision making, problem solving, reasoning; *Resources:* human.

Subjects

- Adult basic education
- Family literacy

Activity Description

1. Spend a few minutes discussing the grocery store (or other business) where the learners will be employed. Make positive comments about the business, the manager, and what will be expected of the learners on the job.
2. Discuss how to be properly groomed and dressed for the new job. (Show

photos from “How to Dress For Success.”) Explain that the dress code will differ depending of the type of job a person may have.

3. Discuss the importance of being on time for the job. Stress not missing work unless it is an absolute emergency. If there is an emergency, make sure the employee calls his employer as soon as possible.
4. Discuss that an employee must follow directions that are given the employee by the supervisor. Stress the importance of following the directions given in any on-the-job training.
5. Discuss how important it is to do a good job and to make a good impression the first day on the job. A good relationship with the boss can make the job much more enjoyable.
6. Distribute copies of the “Workplace Employer Questionnaire” (*Handout 1*). Explain that the employer will use this questionnaire to evaluate the employee and the program that placed the employee. Have the learners notice the kinds of questions the employer will be answering.

Ernest Pounds

Trenton Special School
District Adult Education
Program



Project

This activity is part of an action research mini grant proposal to create a work-focused Families First classroom. Through collaborative efforts with local area businesses, learners were placed in the workforce for two-week intervals in order to gain hands-on workplace experience. This activity helps learners prepare for their first day on the job.

Materials and Resources

- *How to Dress For Success.* (1991). Omaha, NE: Woodmen of the World Life Insurance Society.
- *Handout 1:* Workplace Employer Questionnaire
- *Handout 2:* Workplace Evaluation Form

Learner Level

Multilevel—can be adapted to any level

Learner Grouping

- Individual

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- Small group
- Whole class
- Self-directed learner work

Time Needed

1 hour

Setting

This class was composed of 12 Families First learners who were attending class to achieve their GED and ultimately enter the work force in the community. The class meets five days per week and four hours per day.

7. Distribute copies of the “Workplace Evaluation Form” (*Handout 2*). Explain that the employee is also making decisions about the experience and will fill out this questionnaire following the employment to help the program know whether this is a worthwhile experience for learners.

Assessment

An assessment of the project included having the employer complete an evaluation on each of the employees. Items on the evaluation included: time arrived at work, neatness of the employee, ability to follow directions, strengths, weaknesses, etc. A similar evaluation form was made available for the employees to complete, in which

the employee evaluated the workplace as well as his or her own strengths and weaknesses. This provided learners the opportunity to compare their reflections with those of the employer.

Practitioner Reflection

The learners who had never held a job in the public sector seemed to have a fear of what to expect the first day at work. I saw a need to help them get past this fear and to prepare them for that first day at work. I would not change this activity. The pre-discussion lesson on what to expect the first day at work and the evaluation of how the learners functioned on the job were great assets in relieving the fear that they had about their first day on the job.

Workplace Evaluation Form—Employee

Name of employee _____

Name of business where employed _____

1. What were your responsibilities during your period of employment?

2. What do you feel were your strengths during this employment?

3. What were your weaknesses during this employment?

4. Would you recommend this type of program be continued?

5. How would you rate your place of employment?

The business—

Your supervisor—

Your responsibilities—

Your fellow employees—

The customers—

6. How would you rate the Families First Program as a whole?

7. What changes would you make in the Families First program?

Workplace Employer Questionnaire

Employee _____

Employer _____

1. Was the Families First employee on time for work?
2. Did the employee perform his/her assigned duties?
3. Was the employee cooperative?
4. Did the employee approach the job with enthusiasm?
5. Were there any problems with the employee on the job? If so, please list the problems and explain.
6. Did the employee get along with fellow employees?
7. Did the employee get along with the employer?
8. Could you recommend this employee for a similar job? Why or why not?
9. What were three strengths of the employee?
10. What were three weaknesses of the employee?
11. What suggestions would you give to improve the workplace program?
12. Would you be willing to participate in the workplace program again at a later date? Why or why not?

My Paycheck Amount—Computing Taxes and Withholdings

Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson
Scott County Adult Education/Families First

The focus of this activity is for learners to actively participate in calculating income tax and other deductions that are figured as a percentage of gross earnings. As a group activity, learners become familiar with the difference between gross earnings and net earnings by calculating and subtracting different types of deductions. In addition, learners gain information about different types of benefits that can be offered.

Learning Objective

- Learners will gain an understanding of take home pay by strengthening their understanding of various payroll deductions.
- Learners will compute income tax, other standard deductions, and arrive at net earnings.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Lifelong Learning Skills:* learn through research.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* arithmetic/mathematics; *Information:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Consumer Education
- Employability, Life Skills
- Mathematics

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

Before the lesson begins, the instructor should prepare index cards for use in activities. Various examples should be created. Do not compute gross earnings. Allow the learners to do this.

1. In set #1, list on each card:
 - an hourly wage.
 - hours worked.
 - pay period (weekly or biweekly).
2. In set #2 list deductions for each pay period. The number of allowable withholdings, single or married, social security and Medicare rate, and other deductions such as health and life insurance premiums, etc. should be listed. Again, create different scenarios to allow learners to practice and perfect this skill.
3. Separate the two groups of index cards and place in boxes or other types of containers so students can draw out different scenarios.
4. As a group activity, allow students to draw out their first two cards and



Materials and Resources

1. Index cards
2. Two different boxes or containers
3. *Employer's Supplemental Tax Guide: Supplement to Circular E, Employer's Tax Guide (Publication 15) for Income Tax Withholdings* (can download this from www.irs.ustreas.gov). The Social Security and Medicare percentages are found in this publication. The only part that needs to be printed is the section titled: *Alternative Methods of Figuring Withholding*.

Learner Level

Intermediate to Advanced

Learner Grouping

Small group, whole class

Time Needed

Several class sessions

Setting

The activity took place in Adult and Families First Education class in a classroom setting. Classes were held Monday through Friday from 8:00 AM to 12:00 NOON. There were 10 learners that participated.

illustrate the principles of calculating gross earnings.

5. Hand out copies of the Circular E publication charts found in the *Alternative Methods of Figuring Withholding* section. These charts illustrate how to find federal income tax deductions based on pay period, single or married status, and number of withholdings.
6. At this point, show learners how to figure other standard deductions such as Social Security and Medicare.
7. The last step will be to subtract all deductions to arrive at a net pay.
8. The following process can be repeated as often as needed for learners to gain this skill.
9. As a final activity, the instructor can allow learners to contact businesses, industries, or other sources for salary ranges. Learners can then calculate gross and net earnings and gather a general idea of possible salaries they could make at certain

jobs (minus other deductions such as health insurance, etc.).

Assessment

After completing this activity, learners will know where to locate standard deductions percentages, be able to calculate standard deductions amounts, and understand the difference between gross and net earnings. In addition, learners will be able to compare hourly wages more effectively.

Practitioner Reflection

Many learners in class have little or no work experience. It was observed through class discussion and a work survey that learners were somewhat familiar with deductions. However, when asked if they knew the income tax rate or if they could compute their take home pay, most voiced that they could not perform this activity.

The next time this activity is performed, we would like to incorporate a list of terms before hand for better understanding. Another activity that will be incorporated will be having learners download the IRS publication themselves.

Making a Circle Graph of a Sample Budget

Carole Cheatwood
Lawrence County Adult
Learning Center

As a small group, learners categorize expenses, calculate what percent of the total income is spent in each category, change percents to degrees, measure each piece of the “pie” and cut out construction paper to assemble a pie graph.

Learning Objective

Learners will be able to convert budget category totals to percents, and then to degrees to make a circle graph related to a sample budget

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate.

KSAs: Accurately performs work.

SCANS: *Basic Skills:* arithmetic/mathematics.

Subjects

- Critical thinking
- General education development (GED)
- Life skills
- Mathematics
- Adult basic education
- Consumer education

Activity Description

1. Ask learners to look at the sample budget.
2. Ask learners to categorize the entries as a group.
3. Let each learner choose a category for which they will find a total. Learners found totals for car, hous-

ing, savings, utilities, charity, food and miscellaneous. Once learners find a total for each category, have them share the information with others in the group. Have each learner find the grand total. This should be equal to the total income on the budget.

4. At this point, each learner in the group should have a “part” and a “whole.” Review how to work a percent problem with learners, if needed.
5. Have each learner find the percent of income spent in their category. For example, if the total expense for housing is \$450.00 and the total income is \$1500.00, then the percent of income spent on housing is 30%.
6. Have learners add all the percents together to make sure they total 100%. If they do not, have learners check each other’s work until the percents do total 100%.
7. Review with learners how to convert the percentages to degrees, if needed. In our example, take 30% and convert to a decimal by moving the decimal point two places to the left. Then, multiply .30 by 360 (because there are 360 degrees in a



Project

This activity is part of an action research grant to prepare Families First (Tennessee's Welfare to Work initiative) recipients for home ownership. The focus of the action research grant was creating work focused Families First classrooms. This activity is the last in a series and should be preceded by lessons on percent problems, changing decimals to percents, and reading a protractor and measuring angles.

Materials and Resources

- Sample Budget (can be teacher made, found in a basic math skills book, or in any reference book on budgeting such as *The Budget Kit*, 2nd ed., by Judy Lawrence, Dearborn Financial Publishing, Inc., Chicago, IL, 1977. ISBN 0-7931-2343-7)
- Protractor for each learner
- Construction paper (enough colors for each category)
- Poster board (one for each group)

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- Pair of scissors (one for each learner will make things go faster)
- Word processing computer and printer (optional).

Learner Level

Basic skills,
grade level 5.0-8.9

Learner Grouping

Small group

Time Needed

2 hours

Setting

This learning activity was developed for a class of Families First participants that met five days a week for four hours a day in a regular classroom setting. There were approximately five learners in attendance.

circle.) You should get 108 degrees. Round answers off to the nearest degree.

8. Once all categories are converted to degrees, the learners should make a large circle on the poster board in pencil. (We used an 8-inch paper plate. After tracing around the plate, find the center of the circle by folding the plate in half and creasing, then folding the plate in half again at a different place and creasing. Where the two diameters cross is the center of the circle. Poke a small hole through the center of the paper plate. Matching the circumference of the plate to the circle on the poster board, transfer a sharp pencil point hole through the plate to the poster board for the circle center.) Have each learner measure out the angle for their category on a piece of colored construction paper to fit on the 8-inch circle. (Each category should be a different color.) Review how to use a protractor, if needed. Some learners may need help. If so, encourage them to help each other until all the pieces are cut out accurately.
9. If you have access to a computer with word processing capabilities, have the learners decide the title for the graph and use the computer to

print it. Then, have someone from the group to gather all the names of the categories and percents for each category and print them.

10. Finally, glue the construction paper angles and cut out labels to the circle on the poster board. Does it make a complete circle? The learners will know immediately if they have done it correctly.

Assessment

Learners will know if they have met the learning objective since their angles should fit together to form a circle graph.

Practitioner Reflection

Adult learners in my class were studying the Fannie Mae curriculum "How to Buy Your Own Home." I felt that they could use a more in-depth study of budgets and preparing a visual presentation. I wanted learners to know how to apply their math knowledge to their own budgets and be able to figure the percent of income for each category and develop skills for the workplace by working together and helping each other.

This lesson could be followed with an assignment for each of the learners to make circle graphs of their own personal budgets.

Measurement Skills

Jannell Emerson
 Sumner County
 Families First ABE

Learners convert English and metric units of measurement and use this knowledge to figure out how much paint will be needed to paint the classroom.

Learning Objective

Learners will become familiar with English and metric units of measurement and convert from one unit to another. They will apply this knowledge by finding the dimensions of our classroom and then using that information to find the perimeter and area in readiness to paint.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate, plan; *Communication Skills:* observe critically; *Interpersonal Skills:* cooperate with others.

KSAs: Accurately performs work; Cooperates with others; Works on a team effectively; Listens for understanding.

SCANS: *Basic Skills:* arithmetic/mathematics; *Thinking Skills:* seeing things with the mind's eye; *Interpersonal Skills:* participates as a member of a team.

Subjects

- Adult Basic Education
- General Education Diploma
- Job Skills
- Mathematics
- Problem Solving

Activity Description

This lesson was a lead-in to painting our classroom, a job simulation for the

learners. In discussing with the class what our project was going to entail, I asked them to tell me how much paint I would need to paint the room if one can of paint would cover “x” amount of square feet. Most of the learners did not know how to find out.

Activity Description

1. Discuss with learners different types of measurement and every day situations involving measurement (i.e. cooking temperatures, painting, carpeting, wall papering, weight control, travel to countries that use different measurements, job skills, etc.).
2. First, point out that measurement is always given in terms of a number and a label. The label is the unit of measurement that is being used.
3. Show learners the difference between a yard stick and a meter stick. This will help the learners obtain a visual impression of the differences.
4. Discuss the metric system first. Using the meter stick to illustrate, show learners how the metric system is broken into units of 10. One meter has 10 cm, and one cm has 10 mm. This makes it easy to measure. If something is $\frac{8}{10}$ of a meter, this can be converted to a decimal very easily. It is simply .8 m. The practi-



Materials and Resources

- Several yard sticks, several meter sticks, 3 one-foot rulers
- (optional) clear plastic ruler and overhead projector

Learner Level

Low to intermediate

Learner Grouping

Whole class

Time Needed

Several hours

Setting

My class is a Families First class with 5-10 students.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- tioner may need to review converting fractions to decimals.
5. Tell learners that the metric system uses decimals instead of fractions.
 6. List the order of metric measures. (i.e. mm cc dm m dam hm km: The abbreviations stand for mili, centi, deci, meters, deca, hecto, kilo.)
 7. Once the learners are comfortable with the metric system, move on to the English system. The English system is not as easy to breakdown.
 8. Give each learner a standard ruler. Explain that an inch is the smallest unit of measurement. If something is less than an inch it is broken into fractions. Give examples. If you can find a clear ruler, an overhead projector works great for this. Again, a good understanding of fractions is necessary.
 9. State that there are twelve inches in a foot and there are three feet in a yard. For visual effect, hold up a yardstick and use the learners to demonstrate using three rulers against the yardstick. Divide learners into groups and have them go around the room measuring different items that you have already measured.
 10. As practice, have learners convert the measurements they found earlier into another unit of measurement. Check results.
 11. Divide learners into groups and have them measure the dimensions of the room. For our purposes, since we were painting the walls, we found the dimensions of each wall and used these dimensions to find the perimeter and area of wall space to be covered.
 12. Compare group results. Next, apply these dimensions by finding the area and perimeter.
 13. Review with learners the formulas for finding the perimeter ($P = 2L + 2W$) and the area ($A = LW$). Decide when you would need perimeter (border, fencing, etc.) and when you would need area (carpet, grass seed, painting walls, etc.)
 14. Show learners how to find the conversion factor for a gallon of paint. Printed on the label is how much wall space, or area, one gallon of paint will cover. Stress to learners that different brands of paint cover different areas, depending upon the consistency of the paint.
 15. Have learners determine how many cans of paint will be necessary to paint the entire room.
- Assessment**
- Formal assessments include learner calculations of perimeter, area, and amount of paint required to paint the entire room. Informal assessments include observation of active learner participation in measuring, calculating, and solving mathematical problems.
- Practitioner Reflection**
- A homework assignment that could be used in conjunction with this lesson is to have the learners get the dimensions to their rooms at home and draw the layout of their home to scale with the area and perimeter for each room included. This could be offered as a special assignment for some kind of reward for motivation.

Learning to Operate a Cash Register

Glenda Turner
Blount County
Adult Education/
Families First

Two learners role-play. One is the customer and the other is the cashier. Using a newspaper advertisement, the customer makes several choices. The cashier totals up the purchases, accepts the money, and gives the customer the correct change.

Learning Objective

The learner will demonstrate how to correctly ring up a sale on a cash register and count back correct change to the customer.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Lifelong Learning Skills:* use information and communications technology

KSAs: Accurately performs work operations; Follows instructions

SCANS: *Basic Skills:* arithmetic/mathematics; *Information Skills:* uses computers to process information; *Technology Skills:* selects technology, applies technology to tasks, maintains and troubleshoots equipment.

Subjects

- Consumer education
- Job skills
- Mathematics
- Adult basic education

Activity Description

There are usually several jobs listed in the classified section of the newspaper for cashiers. This classroom training would permit learners to earn a certificate for their Job Folders and to list

this training on a job application or resume. The project was done with the whole class.

1. As a regular feature for several days preceding this activity, have learners look through the classified ads for positions that require the use of a register. Have them bring any ads they locate to class and display them on a bulletin board.
2. Discuss with the learners job opportunities involving the cash register. Some jobs will have operation of the cash register as the primary job skill. Others will use cash register operation as only one of many job skills needed.
3. The practitioner demonstrates the operation of the cash register.
4. Learners are paired with partners and given an opportunity to practice operating the cash register. Once both partners have had an opportunity to explore the operation of the cash register, they role play customer and cashier. The “customer” chooses articles to purchase from newspaper ads (or real grocery items could be brought in to use), tells the cashier what they are purchasing, and gives the cashier play



Project

This is the second activity in a unit on correct money handling. The learning activities are:

1. Counting back correct change from a purchase
2. Learning to operate a cash register
3. Check writing

Materials and Resources

- Cash register
- Play money
- Newspapers with grocery ads or other ads with posted prices (or “real” items may be used such as grocery items)
- Certificates to present upon completion of the training

Learner Level

Basic, intermediate, or advanced

Learner Grouping

Small group, Whole class

Time Needed

1 hour

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Setting

This activity was conducted in a regular Families First Class of about 15 students. The class meets five days per week and four hours per day in a regular classroom setting.

money in the denominations to cover the purchase. The “cashier” rings up the purchases, tells the customer the total, accepts the “cash,” and counts back change. As this procedure is mastered, coupons for discounts on the purchases can be added as a part of the transaction.

5. The “cashiers” demonstrate their skills to the practitioner and are awarded a certificate of achievement that spells out their specific skill to put in their “Jobs” folder. Learners can then list this skill on their job applications or resumes.

Assessment

Learners demonstrate their proficiency to the practitioner in order to receive their certificates.

Practitioner Reflection

I would choose a cash register that offers more options and is more complicated to use.

Clocking In on the Job

Jake Sharp
Scott County Adult
Education/Families First

The activity is created for learners to simulate the experience of clocking-in for a job. The emphasis is for learners to learn the responsibility of being an employee. In addition, learners also convert civilian and military time since different organizations have different time keeping methods. A point system is employed to allow learners to be rewarded.

Learning Objective

Learners will clock-in or sign-in at class time, figure hours worked based on civilian and military time, and learn the responsibility of job retention skills.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Lifelong Learning Skills:* take responsibility for learning, use information and communications technology.

KSAs: Accurately performs work operations; Quality in the workplace

SCANS: *Basic Skills:* arithmetic/mathematics; *Thinking Skills:* knowing how to learn; *Information Skills:* uses computers/technology to process information; *Technology Skills:* selects technology, applies technology to tasks.

Subjects

- Employability
- Life Skills
- Mathematics
- Work environment

Activity Description

1. A point and reward system should be formed. This is left up to the

practitioner; however, a suggestion follows:

—Every learner begins with 25 points. The goal is to keep all points throughout the activity and earn the highest reward. Rewards can be based on 25, 20, 15, 10, and 5 points.

—During the activity 5 points are deducted for the following: (1) failure to clock in or sign in correctly, (2) failure to call in if tardy, (3) failure to call in for absenteeism, (4) failure to bring in excuse or complete an absenteeism form, and (5) being tardy or absent over the predetermined limit (simulating being fired at a company).

2. A simple worksheet must be created allowing learners to practice converting civilian and military time.

3. On this first session, the practitioner explains how long the activity will last, the steps to clocking or signing in, the point and reward system, and assigns an allowable number of times to be tardy or absent, and the importance of the activity in relation to keeping a job.

4. After learners have clocked or signed in for the predetermined time period, the practitioner should



Materials and Resources

1. Index cards, sign-in sheets, or time cards
2. Digital clock or time clock
3. Practitioner created worksheet to practice conversion of civilian and military time
4. A notepad for call-ins

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

- Individual
- Small group
- Whole class

Time Needed

Several class sessions

Setting

The activity was conducted in Adult Education and Families First class in a classroom setting. Classes were held Monday through Friday from 8:00 AM to 12:00 PM. There were 10 learners that participated.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

hand out and assist learners with a worksheet on conversion of civilian and military time. Explain that certain organizations may use time clocks that use military time.

5. Learners will then take their time cards or sign-in sheets and figure how many “hours worked” during the activity.
6. The next step will be the deductions of points.
7. Based on points, the practitioner will then award items.
8. Allow for discussion concerning the aspect of “time is money” and job retention skills again, etc.
9. This activity can be completed as many times as desired.

Assessment

Learners will be able to convert civilian and military time by completing the worksheet. When activity is completed, learners will understand the importance of being at work and on time, and learn the concept of clocking or signing-in as it relates to a job.

Practitioner Reflection

Many learners in class have little or no work experience. It was observed through class discussion that some learners had never used a time clock and were unfamiliar with the concept of military time. Practitioners had also learned through previous experiences that many learners did not sign-in correctly or call when tardy or absent. These reasons prompted this learning activity.

This activity was repeated three times before learners gained these skills. We did not realize that this would be such a difficult, yet beneficial, activity. The next time this activity is performed, we would like to combine it with computing net earning.

Accounting the Monopoly Way

Learners play a game of Monopoly, utilizing an accounting tool to determine if they have made money or lost money. Learners predict what expenses may be incurred, and as they travel the board, they document inflows and outflows in the appropriate categories on the profit and loss statement. For each trip around the board, learners determine the total amount of inflow and outflow, and calculate a bottom line figure. After a pre-determined number of trips around the board, the learners graph their predictions and actual outcomes, and write a comparison/contrast summary of their data.

Learning Objective

Learners will demonstrate an understanding of accounting tools by utilizing a profit and loss statement during a game of Monopoly.

Learners will apply budgeting skills by predicting expense outflows and cash inflows on a monthly basis.

Learners will apply computation skills by determining monthly cash inflows and cash outflows with 90% accuracy.

Learners will evaluate their budgeting skills by comparing/contrasting predictions vs. actual expenses incurred over time.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Lifelong Learning Skills:* learn through research, reflect and evaluate.

KSAs: Accurately performs work operations; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* arithmetic/mathematics; *Information Skills:*

acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Personal Qualities:* self-esteem, self-management.

Subjects

- Adult Basic Education
- Vocabulary Development
- Critical Thinking
- Job Skills
- Life Skills
- Mathematics

Activity Description

Background: Learners in my class expressed that they didn't understand the accounting function of small business activities. They felt it was something they could not grasp—that it must be too hard or too difficult to understand. Since learners chose to open a small business, they needed a fundamental understanding of accounting principles. In order to meet that need, this lesson was developed.

Accounting can be a very complicated, intimidating function of small business operation. I wanted to introduce the

Jackie Taylor-Pendergrass
Bledsoe County
Families First Adult
Education



Project

This lesson was implemented as part of an Action Research Incentive Grant to develop work-focused Families First classrooms. For our project, learners opened a small business, a photo studio, to gain work skills and to experience how money can be earned. In order to teach learners how to utilize various business accounting tools, this learning activity was developed.

Materials and Resources

- *Handout 1:* Accounting the Monopoly Way (vocabulary list)
- *Handout 2:* Short Answer Worksheet
- *Handout 3:* Profit and Loss Statement
- *Handout 4:* Sample Cash Flow Statement
- *Handout 5:* Sample Balance Sheet
- Literature pertaining to accounting for non-finan-

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

cial managers from your local Small Business Development Center—The SBDC also has a list of program sponsors who donate their time to beginning entrepreneurs, answering any questions prepared by the entrepreneur in advance.

Although each SBDC may have different area sponsors, accountants and lawyers are usually on their list.

- The board game MONOPOLY

Learner Level

Basic Skills,
grade level 5.0-8.9

Learner Grouping

Small group, whole class

Time Needed

2-3 class sessions

Setting

This activity was presented to a Families First class that met five days a week for four hours a day. There were four learners in the class. This activity was one of an entire unit of activities on how to open a small business. The lesson was implemented just after the grand opening of the Families First learner-operated small business, *Smiling Faces Photo Studio—Just 4 Kids*

subject in an entertaining manner that would be fairly easy to grasp. Most learners have prior knowledge and experience playing the game Monopoly, a game based upon competition in the business market. In an attempt to build upon their math and critical thinking skills, reflect upon their life skills, and introduce accounting, this lesson was developed.

To introduce the lesson: The learners sit around a large table for group discussion. Ask them what it means to keep records. Discuss the various ways they keep records of their monthly bills. List their methods on the board. Then ask the learners the following questions: “As a business owner, how do you decide how much to charge for your products or services? How do you know when you are making a profit or losing money? How can you have fun running your business, and have fun profitably? Is there enough cash to meet the needs of your business? When can you decide you have enough cash to expand your business? All of these questions can be answered by working with your CPA; but you, the business owner, must have a basic understanding of the language your accountant speaks.”

Hand out the prepared vocabulary list of accounting terms (*Handout 1*) and discuss the meanings of each. Hand out copies of a balance sheet (*Handout 5*), a profit and loss statement (*Handout 3*), and a statement of cash flows (*Handout 4*). How are all of these worksheets similar? How are they different? Explain to the learners that just as they have various methods among them of keeping up with their bills, small business owners have many ways they can keep track of their expenses.

Using the Profit and Loss Statement
Go through a couple of practice runs

with the learners, plugging in the appropriate data in the correct column. Then, ask the learners to make a general list of the bills they had to pay last month, and estimate their amounts. Then have them list all of their income for that month. Using their personal information, have them plug in the data in the appropriate columns. Have them subtract their expenses from their net income. Was there any money left? Did their answer fall into the negative domain? What does it mean to have a negative number for an answer? What does a positive number mean?

Sample problem for the month of January:

PART A

Marc runs an auto body repair shop. For the month of January, he made \$1,000.00, \$528.00, and \$3,210.67 for the repair of three different vehicles. What were his gross sales? Since no items were returned to him, what were his net sales? The goods he needed to repair these vehicles cost him \$1,419.28. What was his gross profit?

PART B

Marc’s bills for the month of January were as follows:

Rent	\$500.00
Utilities	\$949.33
Telephone	\$70.41
Insurance	\$250.00
Payroll	\$577.00
Marketing	\$200.00
Other	\$67.95
Taxes	\$514.88

What were Marc’s total expenses?
What is Marc’s net profit for the month of January?

Additional problems should be given to learners to illustrate a business income over a 4 to 6 month period. The results should be plotted on a

graph, profit vs. time so the learners can see the fluctuations in a business income.

The Monopoly Way

Once learners have demonstrated their computation skills, review the rules to Monopoly. One trip around the board is equivalent to one month on their profit and loss statements. Hand out additional copies of profit and loss worksheets for the learners to use. They may use one worksheet to log their “forecasts,” or predictions of expenses they expect to pay out.

A second worksheet may be used to document actual inflows and outflows that occur during the game.

Before they begin, have the learners record on the profit and loss statement what bills they think they will have to pay out, and what income they expect to earn. Explain that just as they would predict their own personal expenses for the upcoming month, businesses must be able to forecast any expenses. If a business owner cannot predict expenses and prepare for them, the business will not remain open long before running out of money.

Example—January Forecast:

Gross Profit: \$200.00 – passing “Go”

Total Expenses: \$400.00 – real estate purchases

Net Profit: – \$200.00

When they complete their forecasts, allow them to go the first round in Monopoly. At the end of each successive round, the learners calculate actual expenses and profit, then complete the predictions for the upcoming month. Allow the learners to play several rounds of Monopoly, perhaps an hour a day for a few days, or for as long as the teacher deems appropriate.

Results: Ideally, the longer the learners play the game, the better results they will obtain. Have the learners plot a graph

with their results, plotting net profits along one axis and time in months along the other axis. The forecasts may be plotted on the same graph as the actual results to illustrate how accurate their predictions actually were. Ask the learners to discuss their results.

Assessment

Informal assessments will include observation of the learners utilizing the profit and loss statements during a game of Monopoly and participation in group discussion, interpreting results of their game. Other formal assessments include the students calculating their net profits with 90% accuracy, the completion of a comparison/contrast summary about their predictions versus their actual net profits, the completion of a short answer worksheet (*Handout 2*), and the completion of a graph illustrating their results.

Practitioner Reflection

Playing Monopoly with the accounting tools in place actually took more time than anticipated. Although worthwhile, if I were to implement this lesson again, I would allocate a certain amount of time each day for the continuation of the game, up to an hour a day for two weeks if necessary. I would do this because at the first half of the game, all the learners will show a net profit in the negative domain until the point is reached when all of the real estate is purchased. Only when the learners have monopolies on various lots will they begin to show increases in profit, especially when one or two of them begin building. At this point the activity illustrates a valuable lesson: it takes time to establish a profitable business in the real world; most businesses lose money the first few years of operation! Also, I would allow learners to work in partners so that they would be able to work as a team and support each other, instead of placing the overbearing responsibility of using these accounting tools on individuals.

Sample Profit and Loss Statement

For Year _____ **January** **February** **March**

INCOME

Gross Sales	\$4738.67
Less Returns	0
Net Sales	\$4738.67
Cost of Goods	<u>\$1419.28</u>
GROSS PROFIT	\$3319.39

EXPENSES

Salaries and Wages	\$577.00
Sales Commissions	
Professional Services	
Rent	\$500.00
Maintenance	
Equipment Rental	
Furniture and equipment purchases	
Insurance	\$250.00
Utilities	\$949.33
Telephone	\$70.41
Office Supplies	
Postage and Handling	
Marketing and Advertising	\$200.00
Travel	
Entertainment	
Other	\$67.95
Taxes	<u>\$514.88</u>
TOTAL EXPENSES	\$3129.57

NET PROFIT (gross profit-total expenses)	\$189.82
-------------------------------------------------	----------

Accounting the Monopoly Way—Vocabulary

1. **assets:** everything a business owns—cash, inventory
2. **liabilities:** everything a business owes—payroll, taxes
3. **accounts receivable:** money that comes into the business
4. **accounts payable:** money that must be paid out of the business, like bills
5. **total equity:** equal to the sum of all assets minus the sum of all liabilities (assets – liabilities = total equity). Total equity is the bottom line—how much are you worth?
6. **balance sheets:** balance sheets give us the total equity, what we are worth, on a weekly basis. It gives us a bottom line—how much money have we made each week? Balance sheets use the equation: (asset A + asset B + asset C...) – (liability A + liability B + liability C...) = total equity.
7. **depreciation:** this happens when you buy something new, and the longer you own it and use it, the less it is worth. For example: the depreciation of a used car.
8. **profit and loss statement:** this statement summarizes the results of your company's operations for the month. It tells you whether you made or lost money that month.
9. **statement of cash flows:** this statement deals with cash only, and shows us where the cash is coming from and where it goes.
10. **leasing:** a long term legal obligation to “borrow” capital, like a building or equipment needed in the operation of a business. Lease payments are spread over a longer period of time than loan payments would be if you were buying instead of leasing.
11. **personal check:** a check written and signed by the individual offering it. They make it out to you or your business.
12. **two-party check:** a check that is issued by one person, the maker, to a second person who endorses it so that it may be cashed by a third person. This check is susceptible to fraud because the maker can stop payment at the bank.
13. **stop payment:** when the maker of a check calls the bank and orders them not to honor the check, but to cancel it. Usually when stop payment is ordered on checks, the bank charges a fee of \$20.00 - \$30.00 to the maker of the check.
14. **payroll check:** a check issued to an employee for wages or salary earned.
15. **counter check:** issued by banks to be used by depositors when they are withdrawing funds from their accounts. Counter checks do not have the name nor the account number of the depositor pre-printed. The person who is using the counter check fills in that part. Sometimes a store has its own counter checks for the convenience of its customers.
16. **insufficient funds (ISF):** a check returned to you from the bank marked ISF is a check that did not clear the second time you deposited it. If the check is returned to you the second time by the bank, it is the retailer's collection problem and not the bank's.
17. **no account:** Usually you've lost money when the bank returns a check marked “no account.” Such a check is evidence of a swindle or a fraud unless there has been an extraordinary error.
18. **closed account:** A check marked “closed account” is a warning of extreme carelessness or fraud. The bank may have closed the account because of too many overdrafts. An individual may have opened a new account by removing funds from an old one, and forgotten they had issued a check that is still outstanding against the old account.
19. **overdraft:** an overdraft occurs when the check writer writes a check for more money than they have in their account. The check “bounces” and is returned to the retailer whose job it is now to become bill collector and get the money back from the check writer.

Accounting the Monopoly Way

SHORT ANSWER WORKSHEET

After completing your graph, answer the following questions.

1. How did you tend to forecast your business spending at the beginning of the game? Did you predict you would spend less than you actually did? More? Explain.
2. Did your forecasting tend to become more accurate as the months went by? Why or why not?
3. Which months were you able to forecast most accurately? Why do you think that was so?
4. Which month's forecast was the least accurate? Why?
5. How do your personal budgeting skills compare to the way you budgeted your money in this activity? Are you more accurate at home, or were you more accurate when participating in this activity? Why?
6. How do you think your knowledge and use of profit and loss statements would improve your skills as an entrepreneur?
7. Do you think accurate accounting is an important part of being a successful business owner? Why or why not?
8. What kinds of decisions can a business owner make based on the results of profit and loss statements? Be specific.

Profit and Loss Statement

For Year _____	January	February	March
INCOME			
Gross Sales	\$4738.67		
Less Returns	0		
Net Sales	\$4738.67		
Cost of Goods	\$1419.28		
GROSS PROFIT	\$3319.39		
EXPENSES			
Salaries and Wages	\$577.00		
Sales Commissions			
Professional Services			
Rent	\$500.00		
Maintenance			
Equipment Rental			
Furniture and equipment purchases			
Insurance	\$250.00		
Utilities	\$949.33		
Telephone	\$70.41		
Office Supplies			
Postage and Handling			
Marketing and Advertising	\$200.00		
Travel			
Entertainment			
Other	\$67.95		
Taxes	\$514.88		
TOTAL EXPENSES	\$3129.57		
NET PROFIT (gross profit-total expenses)	\$189.82		

Sample Cash Flow Statement

For the period of: _____	January	February	March	April	May
Sales					
Cash sales					
Credit Sales Collectible					
For this month					
From last month					
From prior months					
Other Cash Inflows					
Sale of equipment					
Loan proceeds					
Total Inflows					
Purchases					
Accounts payable that will be paid this month					
Salaries, wages, and benefits					
Other operating costs					
Tax payments					
loan fees, principal, interest					
Equipment purchases					
Dividends					
Other _____					
Total Outflows					
Inflows Minus Outflows Equals Net Cash					
Company Cash Budget					
Opening cash balance					
Cash inflows					
Cash available					
Cash outflows					
NET END OF MONTH CASH					

Sample Balance Sheet

Company Name _____

Balance as of _____

ASSETS	LIABILITIES
Cash: _____ Accounts receivable: _____ Payable: _____ Inventory: _____ Pre-paid _____ Expenses: _____	Accounts payable: _____ Sales tax _____ Payroll payable: _____ Payroll taxes payable: _____
Total Current Assets	Total Current Liabilities
Land: _____ Buildings: _____ Equipment: _____ Accumulated depreciation: _____ Leasehold improvements: _____	Notes payable: _____
Total Fixed Assets	Long-term Liabilities
Deposits: _____ Long-term Investments: _____ Deferred Assets: _____ 	Draws: _____ Paid-in capital: _____ Retained earnings prior: _____ Retained earnings current: _____
Long-term Assets	Total Equity
TOTAL ASSETS	TOTAL EQUITY AND LIABILITIES

Measuring Success: Using Percent of Increase and Decrease in the Workplace

Christopher Spiess
Dyer County
Literacy Program

In this learning activity, adult learners discover how to use percent of increase and decrease in situations they may possibly see in the workplace.

Learning Objective

Learners will strengthen their math skills by evaluating possible percent of increase and decrease problems in the workplace.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate

KSAs: Accurately performs work operations; Listens for understanding; Works on a team effectively.

SCANS: *Basic Skills:* arithmetic/mathematics; *Interpersonal Skills:* participates as a member of a team.

Subjects

- Adult basic education
- Job skills
- Mathematics

Activity Description

Employees are often told that they are expected to increase production by a certain amount. Often this amount is expressed as a percent. I wasn't sure that my learners would be able to understand and successfully compute this amount.

1. Discuss with the class how they think employers measure progress and success in production. Discuss what

employers expect from their employees in regard to increasing production over time.

2. Explain to the class that employers often give production goals to departments within a company and that this production goal is often expressed in the form of a percent.
3. Use the example of a department in a company that produces ink pens. Ask for a volunteer in the class to make up a number that the department produces daily. Then, ask someone else to give you the number the company wants the department to produce daily. (For example, they might say that the current production is 5,000 and the company's desired production is 6,000.)
4. Introduce the process to set up a percent of increase or decrease problem. Express it as follows:

$$\frac{\text{amount of change}}{\text{original amount}}$$
5. Remind learners that fractions are the same as division problems. Do the division on the board. Change the decimal answer to a percent. Repeat this illustration with new numbers that the class gives you.



Materials and Resources

Handout 1: Percent of Increase and Decrease Worksheet

Learner Level

Grade levels 6.0-12.9

Learner Grouping

Small group, whole class

Time Needed

1 hour

Setting

This activity was conducted in a class that is workforce focused while preparing for the GED test. The class met for four hours a day, five days a week in a regular classroom setting.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

6. Divide learners into small groups of three or four. Give the class a problem to do in the small groups. You can use this as an example:

The Donut Shop has been running out of doughnuts on Sunday mornings recently. The manager wants to increase the shop's output from 200 to 250. This presents what percent of increase? (Answer: amount of change is 50; original amount is 200; 25% increase) Check each group for understanding. Present the attached worksheet. Have learners work in groups of two or three.

Assessment

Learners will be able to correctly solve percent of increase and decrease problems on the worksheet.

Practitioner Reflection

This activity was good for my learners because they got to see a way to use this skill in real life. It broke the concept down into easy terms for them. I would probably mention something about the estimation of numbers when using this particular model. The learners could then see that they are able to do the numbers in their heads. I would probably have allowed learners to also use calculators to work some of the problems so that they could have some good practice with them as well. It is my hope that the learners who use this lesson find it easier to use the simple concepts of percents in their daily lives and have it become a part of their way of thinking about numbers.

Percent of Increase and Decrease Worksheet

1. Joe worked 32 hours last week. He worked 40 this week. This represents what percent of increase?
2. Sally just received her annual evaluation and pay raise. Her new pay rate is \$8.50. This was a \$0.75 increase. How much of an increase was this?
3. Jackie's photo studio had 27 new customers in May. She had 36 new customers in June. By what percent did she see a rise in new customers?
4. Don's department saw a production decrease from 1998 to 1999. His output went from 400,000 units to 378,000. By what percent did the production decrease?
5. Sondra's sales in the jewelry department averaged \$1200 per week last year. This year her average is \$1325. What percent of increase is she having in average sales?

“Hey, You! Here’s a Project for You to Do.”

Christopher Spiess
Dyer County
Literacy Program

This learning activity tests learners' abilities to work as a team to solve problems. It also calls for groups to be creative and detail-oriented. The activity revolves around teams producing a door or wall sign to be placed in a small business.

Learning Objective

Learners will recognize the value that employers place on their employees being able to think critically and work as a team. Learners will produce a high quality product.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Interpersonal Skills:* cooperate with others.

KSAs: Accurately performs work operations.

SCANS: *Basic Skills:* arithmetic/mathematics; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Subjects

- Critical thinking
- Learner produced materials
- Numeracy

Activity Description

Employees at companies are often given tasks that require them to work as a member of a team and be creative. Many tasks have no specific guidelines. This requires the team to think critically in order to follow through with the assignment. Learners in my class needed to have the experience of working together in this environment.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

1. Spend the first few minutes probing learners regarding what they think it means to be creative. Expand on this by having them find a definition of critical thinking and explain why it is important. Record keywords or phrases on the board.
2. Pose this question to the class: “What do you think we are going to do today?” The learners should respond with something like “We are going to be creative and think critically!”
3. Break the class into small groups of two or three each. Tell each group that their job is to make a sign for the front door of a business. Tell them that the best sign goes on the front door and the others go inside the store in prominent places. Our store sold crafts and other wooden items, so the sign was in keeping with that theme. Ask them to do a drawing first to evaluate the sign for size, content, etc. The only other instructions should be to center the letters and evenly space the lines. (You, as the owner, assume that they understand fractions and division, so you do not elaborate any further.)
4. After they submit a plan to you and you see that they can subdivide a piece of paper and evenly space



Materials and Resources

Rulers, straight edges, and coloring pencils. (Of course, you can choose to be more elaborate with wood and paint.)

Learner Level

Grade levels 6.0-12.9

Learner Grouping

- Small group
- Whole class

Time Needed

2 hours

Setting

This was conducted in a Families First class that meets five days a week for four hours each day. The class is workforce focused as well as preparing learners for the GED test.

lines, give each group a crisp, new piece of copier paper. If you want to get more elaborate, you may have them work on real wood. Have each group put its plan into action and create a work of art.

5. Before you award the winning group in the contest, discuss with the class how they came up with the solutions to the problems of subdividing the page and evenly spacing the lines. This is the time to be sure that all learners understand the concepts.

Assessment

Award the winning group with the distinguished honor of getting to put its sign on the door. The others would be proudly displayed around the room. The practitioner assesses the group's

ability to work in teams by observing the dynamics of each group. Usually if there is a good product, there has been teamwork to create it unless someone on the team just took over the team and did all the work. The practitioner should notice if this is happening and discourage it.

Practitioner Reflection

This project helped to strengthen class unity. It also showed learners how valuable teamwork is because each participant had important contributions to make. In addition, critical thinking strengthens the learner and grows into a way of thinking, causing the learner to act with confidence when faced with real life problems that need solutions.

Math Skills For Everyday: Filling Out Income Tax Forms

Kathie Bowles
Smith County
Families First/ABE

Using actual tax forms, students learn how to accurately figure their own income taxes, and read and fill out the proper forms.

Learning Objective

Students will utilize their math skills to correctly determine the amount of taxes to be paid. They will also recognize the importance of following direct instructions and making accurate calculations.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate, solve problems and make decisions; *Communication Skills:* read with understanding; *Lifelong Learning Skills:* take responsibility for learning.

KSAs: Accurately performs work; Follows instructions; Reads work related text; Quality in the workplace.

SCANS: *Basic Skills:* arithmetic/mathematics, reading; *Thinking Skills:* creative thinking, decision making, problem solving, reasoning, knowing how to learn.

Subjects

- Adult basic education
- Mathematics
- Reading comprehension
- Life skills

Activity Description

Many times individuals (students) let others do their taxes each year, and pay a fee they may not be able to afford simply because they are afraid they cannot fill out the forms prop-

erly. A majority of learners in my class do not have complicated financial dealings, and if instructed properly, can fill out and file their own taxes. By knowing how to accurately read figures and forms, they can competently take care of many of their own financial matters.

1. Explain to learners the advantages of calculating their own taxes. Review tax terminology with learners.
2. Give each learner a “hypothetical” W-4 and W-2 form which will convey the reason a certain amount of tax is withheld from the paychecks, such as the number of dependents, marital status, etc.
3. Demonstrate how employers use the Circular E booklet to determine the withholdings on employees, including Social Security and Medicare taxes.
4. Using an overhead projector, show the varieties of tax filing forms and explain how and why each is to be used.
5. Help each learner individually in filling out the given forms.
6. Have a class discussion about what they have learned and answer any questions they might have.



Materials and Resources

- Internal Revenue Service Employers Tax Guide Packet including blank W-4, W-2 and a variety of filing forms. It also has a Circular E that explains the impacts of various methods of withholding taxes on employees. IRS forms are available and may be copied from the IRS website at www.irs.ustreas.gov
- Instructor prepared “hypothetical” W-4 and W-2 forms for each learner.
- Instructor prepared “hypothetical” paychecks for each learner.
- Copies of various filing forms (1040EZ, 1040A, 1040, Child Care, Earned Income Credit, etc.) IRS forms are available and may be copied from the IRS website at www.irs.ustreas.gov
- Transparencies of tax filing forms.

Learner Level

Learners must have basic math skills.

Learner Grouping

Whole group followed by individual

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Time Needed

1-2 hour session, depending upon learners' grasp of materials.

Setting

I teach a combination Families First/ABE class that meets Monday through Friday, 8:00 am to 12 noon. There averages 7-10 learners in attendance, ranging in age from 18- to 77-years old. They are a very personable group, get along well with one another, and all appear eager to try new things. All have the basic skills (grade levels 5-8.9) and half of those are in the credentialing level (9-12.9). So presently I have a group that can blend skills easily for team projects. Our learning environment consists of a large classroom with computers and conference tables and is easily utilized for a variety of activities. This activity was conducted around conference tables making it easy for learners to spread out their paperwork.

Assessment

The adult learners were able to fill out the forms accurately and correctly. Once we finished this lesson, several participants stated they plan to do their own taxes next year. Also, the majority of learners found the forms were not so formidable, and found that reading carefully and following instructions is important in many life skills.

Practitioner Reflection

Some learners were surprised to find out tax accountants are generally not "saving them money." Until this activity, some learners mistakenly thought these preparers knew of "loop holes"

or extra deductions that would help them save money. They didn't realize that the returns or payments are based simply on the information and documentation given to the preparer. The activity made learners aware of their own capabilities regarding their tax liabilities.

This particular lesson was constructed and taught in January. Many learners had already filed their taxes, and had paid accountants to fill out very simple forms. From now on, I will teach this activity at the beginning of the year, so those who wish to file their own taxes will have the resource to do so.

Industrial Measurement: Using the Industrial Ruler

Kathie Bowles
Smith County
Families First/ABE

Participants learn how to use the special ruler presently used for precise measurement in industrial settings. In this lesson, learners will work individually to analyze whether given objects would meet the correct specifications required for a particular manufactured product.

Learning Objective

- Learners will accurately measure several common objects using the industrial ruler.
- Learners will determine whether a manufactured product meets correct specifications for length, height, and width based on information furnished and their own observations.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Communication Skills:* observe critically; *Lifelong Learning Skills:* learn through research.

KSAs: Accurately performs work operations; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* arithmetic/mathematics; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Adult basic education
- Employability
- Job skills
- Mathematics

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

Employees are many times asked to make decisions about the acceptability and correctness of articles they are helping produce. By knowing how to interpret and analyze written information, and make accurate observations, employees become more competent and confident in their decision making.

1. Spend some time in introducing the lesson and explaining the relevance of the activity. Pose questions to learners such as:
 - Why is the correct measurement of products important?
 - Have you ever purchased a product that was not correctly measured?
 - What are some difficulties or consequences resulting from “imperfect” manufactured products?
2. Give each participant a six (6) inch shop ruler and several objects to be measured (boxes, books, or any item that can be considered pertinent to the subject).
3. Demonstrate the proper usage of the shop ruler. (See *Handout 1, 6-Inch Shop Rule.*) Explain the



Project

This is the first activity of a three-part project on Industrial Measurement. The lessons could easily be combined into one learning activity or used separately as presented here. The lessons in the project are:

1. Using the industrial ruler
2. Using calipers to assess acceptable dimensions
3. Using micrometers in the workplace

Materials and Resources

- 6-inch shop (industrial) rulers
- Objects to be measured
- *Handout 1: 6-Inch Shop Rule*
- Two practitioner-prepared worksheets: see *Practitioner Handout 2* for examples of problems
- Overhead transparencies of 6-Inch Rule (see *Practitioner Handout 3*) for demonstration

Learner Level

Appropriate for learners with competency in basic math skills

Learner Grouping

Individual and small group

Time Needed

1-2 hour session, depending upon learners' grasp of material presented

Setting

I teach a combination Families First/ABE class that meets Monday through Friday, 8:00 am to 12 noon. There averages 7-10 learners in attendance, ranging in age from 18- to 77-years old. They are a very personable group, get along well with one another, and all appear eager to try new things. All have the basic skills (grade levels 5-8.9) and half of those are in the credentialing level (9-12.9). So presently I have a group that can blend skills easily for team projects. Our learning environment consists of a large classroom with computers and conference tables and is easily utilized for a variety of activities. This activity was conducted around conference tables making it easy for learners to spread out their paper-work.

measurement divisions and markings. Show how to add and subtract those marks to come to a set dimension. Utilize math skills to come to a simplified conclusion if a fraction is involved.

4. Distribute to each learner *Handout 1*, "6-Inch Shop Rule" and also the first learner worksheet you have previously prepared. (See *Practitioner Handout 2* for suggestions on how to formulate problems for the learner worksheet.) The worksheet will have questions regarding measurements of the objects previously given to the learners. Learners make their measurements, write them down on a sheet of paper, and use the mathematical procedures as demonstrated on *Handout 1* necessary to come to a definite conclusion to the questions on the learner worksheet.
5. Distribute a second practitioner-prepared worksheet with questions to be answered *Yes* or *No* regarding the acceptability or usability of the objects measured. (Again use *Practitioner Handout 2* to formulate suitable questions.)

Practitioner Handout 2 to formulate suitable questions.)

6. Moderate a discussion with the class regarding what they've learned. Answer any questions they might have.

Assessment

The assessment of the skill of measuring with an industrial ruler is formative. The practitioner observes the work of the learners as they practice the skill, and the activity continues until learners are competent. Learners' correct completion of the practitioner-prepared worksheet demonstrates mastery of use of these skills to solve practical workplace problems.

Practitioner Reflection

I believe the "hands-on" technique of this exercise gives the learners a sense of the importance of measurement in the workplace. By actually doing the measuring and analyzing themselves, they gain a better understanding of the usage of their newly acquired skills.

6-Inch Shop Rule

Each inch on the 6-inch shop rule is divided into 32 parts, or $\frac{1}{32}$ of an inch. (Regular rulers are generally divided into 16 ($\frac{1}{16}$) per inch.)

When measuring, combine the whole inches marked, plus the number of sections. This will sometimes result in an improper fraction. You may want to simply count the number of sections, make it into a fraction, then reduce (simplify).

Examples: (a) 1 inch + 28 sections = 1 inch + $\frac{28}{32} = 1\frac{28}{32} = 1\frac{7}{8}$ "

(b) 60 sections = $\frac{60}{32} = 1\frac{28}{32} = 1\frac{7}{8}$ "

Problems: 1 inch + 18 sections =

72 sections =

64 sections – 12 sections =

Work Sheet Example

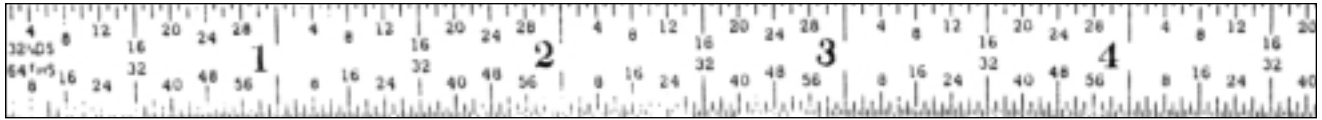
1. The black box is _____ high, _____ long, and _____ wide. The brown packing box is _____ high, _____ long, and _____ wide. Will the black box fit into the brown packing box? _____

2. The book is _____ long and _____ wide.
Will a front cover measuring _____ x _____ fit the book properly? _____

3. The head of the bolt is _____ in diameter. The opening in the bracket is _____ in diameter. Will the bolt fit into the opening? _____ Will the head of the bolt be large enough to keep the bolt from slipping into the opening? _____

6-Inch Shop Ruler

(enlarged for detail)



Industrial Measurement: Using Calipers to Assess Acceptable Dimensions

Kathie Bowles
Smith County
Families First/ABE

Participants learn how to use the calipers presently used for precise measurement in industrial settings. In this lesson, learners will work individually to analyze whether given objects would meet the correct specifications required for a particular manufactured product.

Learning Objective

- Learners will accurately measure several dimensions of common objects using calipers.
- Learners will determine whether a manufactured product meets correct specifications for length, height, width, depth, and diameter based on information furnished and their own observations.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Communication Skills:* observe critically; *Lifelong Learning Skills:* learn through research.

KSAs: Accurately performs work operations; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* arithmetic/mathematics; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Adult basic education
- Employability
- Job skills
- Mathematics

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

Employees are many times asked to make decisions about the acceptability and correctness of articles they are helping produce. By knowing how to interpret and analyze written information, and make accurate observations, employees become more competent and confident in their decision-making.

1. Spend some time in introducing the lesson and explaining the importance of the activity. Pose questions to learners such as:
 - Why is the correct measurement of products important?
 - Have you ever purchased a product that was not correctly measured?
 - What are some difficulties or consequences resulting from “imperfect” manufactured products?
2. Give each participant a set of calipers (either direct or automatic: learners will later exchange to use both types), and an object to be measured (preferably a small tube or cylinder).
3. Demonstrate the proper usage of the calipers, showing how they are



Project

This is the second activity of a three-part project on Industrial Measurement. The lessons could easily be combined into one learning activity or used separately as presented here. The lessons in the project are:

1. Using the industrial ruler
2. Using calipers to assess acceptable dimensions
3. Using micrometers in the workplace

Materials and Resources

- Calipers (digital and direct)
- Objects to be measured
- *Handout 1: Measuring with Calipers*
- Two practitioner-prepared worksheets: see *Practitioner Handout 2* for examples of problems
- Overhead transparencies of Direct Reading Caliper (see *Practitioner Handout 3*) for demonstration

Learner Level

Appropriate for learners with competency in basic math skills.

Learner Grouping

Individual and small group

Time Needed

1-2 hour session, depending upon learners' grasp of material presented.

Setting

I teach a combination Families First/ABE class that meets Monday through Friday, 8:00 am to 12 noon. There averages 7-10 learners in attendance, ranging in age from 18- to 77-years old. They are a very personable group, get along well with one another, and all appear eager to try new things. All have the basic skills (grade levels 5-8.9) and half of those are in the credentialing level (9-12.9). So presently I have a group that can blend skills easily for team projects. Our learning environment consists of a large classroom with computers and conference tables and is easily utilized for a variety of activities. This activity was conducted around conference tables making it easy for learners to spread out their paperwork.

held for use. Explain the measurement divisions and markings showing how to add and subtract those marks to come to a set dimension and utilizing math skills to come to a conclusion. (See *Handout 1*, *Measuring With Calipers*.)

4. Distribute to each learner *Handout 1*, "Measuring With Calipers" and also the first learner worksheet you have previously prepared. (See *Practitioner Handout 2* for suggestions on how to formulate problems for the learner worksheet.) The worksheet will have questions regarding measurements of the object previously given to the learners. Learners make their measurements, write them down on Handout 1, and use the mathematical procedures necessary to come to a definite conclusion to the questions on the learner worksheet.
5. Distribute a second practitioner-prepared worksheet with questions to be answered *Yes* or *No* regarding the acceptability or usability of the objects measured. Again use *Practitioner Handout 2* to formulate suitable questions.)

6. Moderate a discussion with the class regarding what they've learned. Answer any questions they might have.

Assessment

The assessment of the skill of measuring with calipers is formative. The practitioner observes the work of the learners as they practice the skill, and the activity continues until learners are competent. Learners' correct completion of the second practitioner-prepared worksheet demonstrates mastery of use of these skills to solve practical workplace problems.

Practitioner Reflection

I believe the "hands-on" technique of this exercise gives the learners a sense of the importance of measurement in the workplace. By actually doing the measuring and analyzing themselves, they gain a better understanding of the usage of their newly acquired skills.

Measuring With Calipers

- The bottom scale on both the direct reading and digital (automatic) calipers run up to 6" and is divided into .1 ($\frac{1}{10}$)" increments.
- The dial on the direct reading calipers is divided into .001 (thousandths)" units.
- To get accurate measurements, readings from the bottom scale and the dial must be read and added together.
- If the caliper does not fall on an exact .1 section, then it is known the dimension will be the lowest complete tenth plus something (the reading on the dial).

Example: Bottom scale mark is between the .4 and .5, and the dial is pointing to 22. This means the scale line is .400 ($\frac{4}{10}$) and the dial reading is .022 ($\frac{22}{100}$). Adding the two readings together equals:

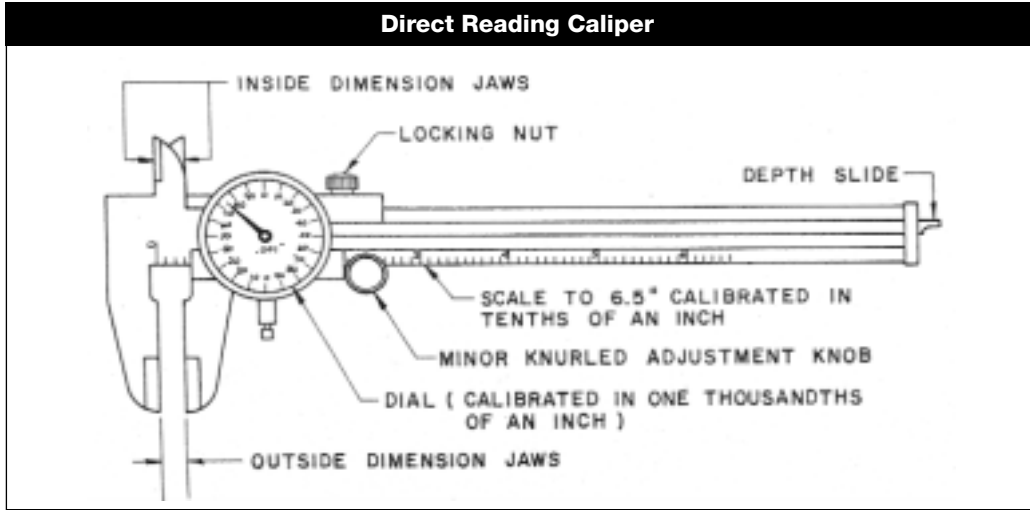
$$\begin{array}{r}
 \text{Scale line} = .400'' \\
 + \text{Dial} = .022'' \\
 \hline
 \text{Total Dimension} = .422''
 \end{array}$$

These readings are used for wall thickness, outer dimensions, inner dimensions, and depth. Using both the direct reading and automatic calipers, find the following measurements on the cylinder.

	Automatic	Direct
Wall Thickness	_____	_____
Outer Dimension	_____	_____
Inner Dimension	_____	_____
Depth	_____	_____

Worksheet Example

1. The tube has an inner dimension of _____ and an outer dimension of _____. Will this tube fit over another part with the outer dimension of _____?
2. The tube has a depth of _____. Will another tube _____ high fit into this tube with no "hang over"?
3. This tube is _____ long. Will it fit into a space with an inner dimension of _____ and _____ high?



Industrial Measurement: Using Micrometers in the Workplace

Kathie Bowles
Smith County
Families First/ABE

Participants learn how to use the micrometers presently used for precise measurement in industrial settings. In this lesson, learners work individually to analyze whether given objects meet the correct specifications required for a particular manufactured product.

Learning Objective

- Learners will accurately measure for thickness several common objects using micrometer calipers.
- Learners will determine whether a manufactured product meets correct specifications for width, height, and thickness based on information furnished and their own observations.

Work-Based Skills

EFF Skills: *Decision Making Skills:* use math to solve problems and communicate; *Communication Skills:* observe critically; *Lifelong Learning Skills:* learn through research.

KSAs: Accurately performs work operations; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* arithmetic/mathematics; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Adult basic education
- Employability
- Job skills
- Mathematics

Activity Description

Employees are many times asked to make decisions about the acceptability and correctness of articles they are helping produce. By knowing how to interpret and analyze written information, and make accurate observations, employees become more competent and confident in their decision-making.

1. Spend some time in introducing the lesson and explaining the relevance of the activity. Pose questions to learners such as:
 - Why is the correct measurement of products important?
 - Have you ever purchased a product that was not correctly measured?
 - What are some difficulties or consequences resulting from “imperfect” manufactured products?
2. Give each participant a micrometer and several objects to be measured for thickness (wooden or plastic ruler, book, or other items.)
3. Demonstrate the proper usage of the micrometers, showing how they are held and manipulated for use. Explain the measurement divisions and markings showing how to add



Project

This is the third activity of a three-part project on Industrial Measurement. The lessons could easily be combined into one learning activity or used separately as presented here. The lessons in the project are:

1. Using the industrial ruler
2. Using calipers to assess acceptable dimensions
3. Using micrometers in the workplace

Materials and Resources

- Micrometers
- Objects to be measured
- *Handout 1: Using Micrometers*
- Two practitioner-prepared worksheets (see *Practitioner Handout 2*, “*Worksheet Example*,” for examples of problems)
- Overhead transparencies of Micrometer Caliper (see *Practitioner Handout 3*) for demonstration

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Learner Level

Appropriate for learners with competency in basic math skills.

Learner Grouping

Individual and small group

Time Needed

1-2 hour session, depending upon learners' grasp of material presented.

Setting

I teach a combination Families First/ABE class that meets Monday through Friday, 8:00 am to 12 noon. There averages 7-10 learners in attendance, ranging in age from 18- to 77-years old. They are a very personable group, get along well with one another, and all appear eager to try new things. All have the basic skills (grade levels 5-8.9) and half of those are in the credentialing level (9-12.9). So presently I have a group that can blend skills easily for team projects. Our learning environment consists of a large classroom with computers and conference tables and is easily utilized for a variety of activities. This activity was conducted around conference tables. Learners generally work individually, but this way they confer on problems while working.

and subtract those marks to come to a set dimension and utilizing math skills to come to a conclusion. (See *Handout 1, Using Micrometers.*)

4. Distribute to each learner *Handout 1, "Using Micrometers"* and also the first learner worksheet you have previously prepared. (See *Teacher Handout 2* for suggestions on how to formulate problems for the learner worksheet.) The worksheet will have questions regarding measurements of the objects previously given to the learners. Learners make their measurements, write them down on *Handout 1*, and use the mathematical procedures necessary to come to a definite conclusion to the questions on the learner worksheet.
5. Distribute a second practitioner-prepared worksheet with questions to be answered *Yes* or *No* regarding the acceptability or usability of the objects measured. (Again use *Practitioner Handout 2* to formulate suitable questions.)

Moderate a discussion with the class regarding what they've learned. Answer any questions they might have.

Assessment

The assessment of the skill of measuring with micrometers is formative. The instructor observes the work of the learners as they practice the skill, and the activity continues until learners are competent. Learners' correct completion of the second practitioner-prepared worksheet demonstrates mastery of use of these skills to solve practical workplace problems.

Practitioner Reflection

I believe the "hands-on" technique of this exercise gives the learners a sense of the importance of measurement in the workplace. By actually doing the measuring and analyzing themselves, they gain a better understanding of the usage of their newly acquired skills.

Using Micrometers

- Micrometers use reading from the sleeve, on which each numbered marking is divided into 4 parts, each equaling $.025''$ ($\frac{25}{1000}$). Therefore, every numbered marking equals $.1''$ ($\frac{1}{10}$).

$$(.025 \times 4 = .100'') \quad (.025 \times 8 = .200'') \text{ etc.}$$

- The thimble, which turns, has 25 positions. Each of these markings equals $.001''$ ($\frac{1}{1000}$)
- If the sleeve does not fall on an exact $.1$ section, then it is known the dimension will be the lowest complete tenth plus something (the reading on the thimble).

Example: Sleeve scale mark is between the $.2$ ($\frac{2}{10}$) and $.3$ ($\frac{3}{10}$), and the thimble reads 16, or $16 \times .001'' = .016$ ($\frac{16}{1000}$). Adding the two readings together equals:

$$\begin{aligned} \text{Sleeve line} &= .200 \\ \text{Thimble line} &= +.016 \\ \text{Total Thickness} &= .216'' \end{aligned}$$

Using the micrometer, please find the thickness of _____

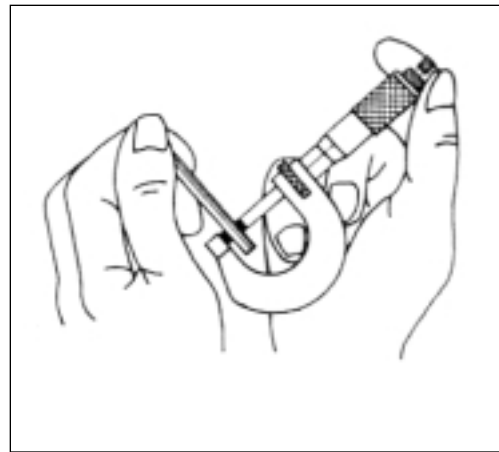
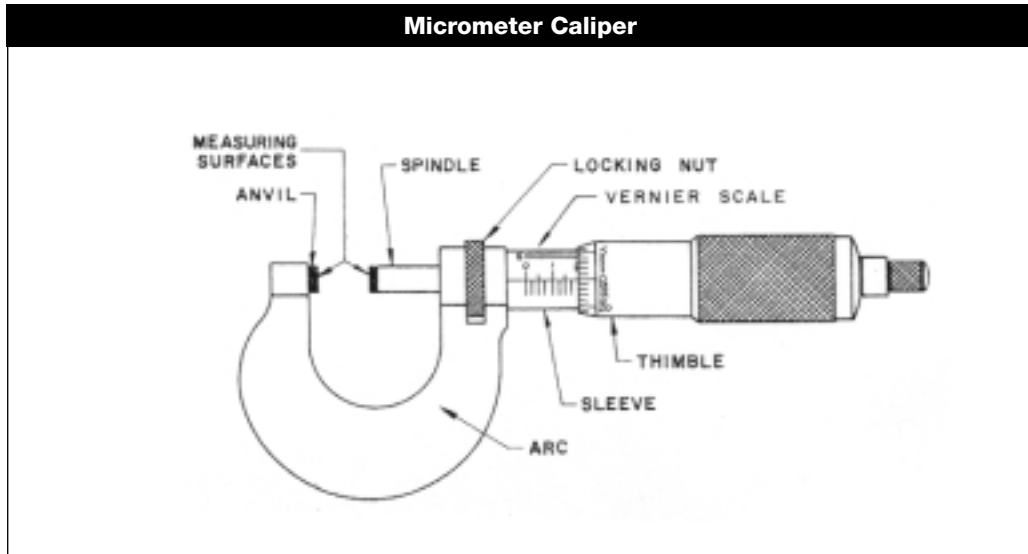
Worksheet Example

1. If the _____ is _____ thick, will it fit into a slot _____ wide and _____ high?

2. The _____ is _____ thick. Will it fit into a box _____ wide and _____ high?

3. The _____ is _____ thick and _____ wide. The opening is _____ thick and _____ wide.

Will they fit together?



Correct Position to Hold Micrometer Caliper When Measuring

Steps of Problem Solving

Beverly Dean

Henderson Co. Adult and
Community Education

This activity leads learners through the steps of problem solving using hypothetical situations and then moves on to a real life problem. The class applies their knowledge of problem-solving steps to work through the problems.

Learning Objective

Learners will be able to follow problem-solving procedures as outlined in class and apply them to real and hypothetical situations.

Work-Based Skills

EFF Skills: *Decision Making Skills:* solve problems and make decisions; *Lifelong Learning Skills:* reflect and evaluate.

KSAs: Working on a team effectively; Quality in the workplace.

SCANS: *Thinking Skills:* creative thinking, decision making, problem solving, reasoning; *Personal Qualities:* self-esteem, self-management.

Subjects

- Assessment
- Life skills
- Problem solving

Activity Description

This lesson is the first in our project of compiling a handbook for all Henderson County adult education learners. The adult learners in our Families First class were the writers and editors of the handbook; therefore they needed to learn problem-solving skills and put them into practice.

1. Distribute *Handout 1, Problem Solving Steps*. Review these steps with

the learners asking them to save their questions until you have gone over the entire list.

2. After you have answered their questions, invent a hypothetical situation to demonstrate to the class how the steps of problem solving work. An example might be, "Gossip is being spread at work and others are trying to involve you."
3. Then, ask if anyone would be willing to share a problem that will give the class another opportunity to apply their new problem-solving skills.
4. Give learners a copy of a *Handout 2, Conflict Situations*, and have them each write out the steps to solve any one of the dilemmas presented in the handout.
5. After we completed the above activity, we used our problem-solving skills to solve our class problem of getting information to new learners that would help them adjust in the classroom.

Assessment

Handout 2 provided a written assessment of the learner's knowledge of problem-solving skills as they completed the exercise. The discussion about how to solve our real life prob-



Project

This lesson was part of an action research grant to create work focused adult education classrooms so learners would be better equipped for success in the work place. The grant lessons were developed and implemented by adult education practitioners teaching in Families First classrooms.

Materials and Resources

- *Handout #1—Problem Solving Steps*
- *Handout # 2—Conflict Situations*
- *Optional resource—*Communication for Workers: An Activity-Based Teaching Guide*, Vermont Adult Learning, 128 Merchants Row, Rutland, Vermont, 05701.

Learner Level

Multi-level

Learner Grouping

- Small Group
- Whole Class

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Time Needed

Approximately two 1-hour lessons

Setting

The class is made up of approximately 10 Families First learners who start to class on different academic levels and with open enrollment any time during the year. They come to class Monday through Friday from 8:00 A.M. – 12:00 NOON.

lem let me know that they were beginning to internalize the steps.

Practitioner Reflection

Learners share problems in their personal lives with each other often, and sometimes with me. Sometimes they seem unable to take any action to solve their problems, and their problems just seem to compound. I hoped that if we worked on problem solving in the classroom using hypothetical situations to practice the process and then applying the steps to an actual classroom problem, learners might start to apply the steps to their own personal problems too. A problem existed in our class because I was continually covering all classroom procedures, tips on succeeding in a GED, etc. to each new learner. I explained this dilemma to

learners and told them we were going to learn, step by step, how to solve this problem as well as others we were sure to encounter.

Learners seemed to consider it a desirable challenge to focus on a problem situation and work together, within the class, to solve it. They were a little skeptical of all the steps at first, but then realized they do many of these steps without realizing that they were actually steps to solving problems. They all agreed that many people do not think through the consequences of the possible options before acting. I will probably use this lesson often, and let learners share problems. Then we will help them to go through the problem solving steps.

Problem-Solving Steps

1. Identify the problem.

—What changes are needed? Pinpoint the problem and don't worry about the solution at this step.

2. Set your goal.

—Evaluate your needs and what you want to happen.

3. Study your options.

—Brainstorm all possibilities. Ask questions like why, why not, and what if.

4. Decide on a solution.

5. Develop a plan of action.

—What steps will be taken? When will the steps be completed? Who will do them? How will they be carried out? What resources are needed? What are the plan's strengths and weaknesses? How will I know if the plan is successful?

6. Implement the plan.

7. Evaluate the results.

8. Make necessary adjustments to the plan.

—Have goals or circumstances changed?

Conflict Situations

You have two pre-schoolers in day care and the day care doesn't open until 7:30 each morning. You have to be at work at 8:00. Sometimes when your children have trouble "letting go" of you when you take them in to day care, you are a few minutes late for work. Lately, your supervisor has been watching you closely of late, and you are worried about your job.

You have seen other employees clocking in for one another when one is late. What should you do?

A co-worker has been friendly to you at work, and you think he is interested in you. Your company has a policy that co-workers are not to have relationships with one another. What will you do if he asks you out?

You have been given a lot of freedom to complete a project that you work on alone at work. You have been progressing, but you are behind schedule, and a deadline is fast approaching. Your boss has called you in to talk about your progress. What do you say?

Your son needs money for new shoes, your daughter lost a library book and is expected to pay for it, the phone bill didn't get paid last month, you have a tooth ache, and your car needs a brake job. It's payday tomorrow, but there isn't any extra money in the budget for these expenses. What should you do?

The person who stands beside you at work wears strong perfume that makes you sneeze. What can be done?

How to Keep a Job

Following a discussion of ways to keep a job, learners will write “Job Keeping” statements on poster board for displaying in the classroom.

Learning Objective

The learner will be able to list at least 10 different ways to keep a job.

Work-Based Skills

EFF Skills: *Decision Making Skills:* solve problems and make decisions; *Interpersonal Skills:* advocate and influence, guide others.

KSAs: Works on a team effectively; Quality in the workplace;

SCANS: *Thinking Skills:* creative thinking, decision making, problem solving, reasoning; *Interpersonal Skills:* exercises leadership, participates as a member of a team; *Personal Qualities:* responsibility, self-esteem, self-management, sociability.

Subjects

- Adult basic education
- Critical thinking
- Employability
- Work environment

Activity Description

1. Finding a job is an important step for adult learners. Keeping a job can lead to feelings of accomplishment, job advancement, and usually more money. Utilize a group discussion to bring out experiences of jobs not kept and possible reasons.

2. Discuss with the group ways to keep

a job. The learners will have many good ideas such as:

- Be on time
- Get along with other employees
- Use time wisely

3. As these ideas or suggestions come out, write them on the board. The practitioner may wish to prompt learners with additional suggestions.

4. Introduce the book, *150 Ways to Keep Your Job* by Nancy Lobb as a reference book. Give learners key words such as “team,” “perfume,” and “safety” to look up in the book. Explain to the learners other ideas can be found in the book.

5. Keep the list ongoing on the board at the front of the room of suggestions of ways to keep a job. New suggestions can be added as they are found in the book or thought of by the learners.

6. Demonstrate how these ideas can be put on a piece of poster board cut to accommodate the size of the statement. Four or five inch pieces of poster board usually work for most statements. Using a ruler, have learners lightly draw lines to follow to do the lettering. Learners then lightly write the statement, go over the letters with a marker pen, and erase the pencil lines. Monitor as

Glenda Turner
Blount County
Adult Education/
Families First



Materials and Resources

- Lobb, Nancy. (1994). *150 Ways to Keep Your Job*. Portland, ME: J. Weston Walch)
- poster board
- markers
- rulers
- scissors

Learner Level

Basic, intermediate, or advanced

Learner Grouping

- Small group
- Whole class

Time Needed

2 hours

Setting

This activity was conducted in a regular Families First Class of about 15 learners. The class meets five days per week and four hours per day in a regular classroom setting.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

learners do their chosen statement.
Display in the room.

7. Statements displayed in room can serve as reminders of the kinds of habits learners need to exhibit in the classroom as well.

Assessment

As a group, the class should come up with at least 10 good suggestions for how to keep a job and these should end up displayed in the room.

Practitioner Reflection

The list that the learners come up with could be compared to the Knowledge, Skills and Attitudes list. Also, any guest employers that speak to the class or that learners come in contact with while touring work sites could be asked what employees can do to keep a good job once they have one. Note similarities and add any new ideas that come up to the display in the room. The project can be ongoing with new ideas added to the display in the room at any time.

Planning an Employee's Lounge or Break Room

Glenda Turner
Blount County ABE/
Families First

Employees need to understand the purpose of an employee lounge. They need to learn how to use and not abuse the privilege of using the room. They need to know the cost of items and how to budget when given a certain amount of money. They need to learn how to work as a team in decision-making. They need to learn how to choose someone to illustrate the room and someone to give the report.

Learning Objective

- Learners will work together cooperatively as a team.
- Learners will create a plan for furnishing and decorating an employee lounge staying within a given budget.
- Learners will illustrate the room plan.
- Learners will prepare and present a report on their plan to the rest of the class.

Work-Based Skills

EFF Skills: *Decision Making Skills:* solve problems and make decisions, plan; *Interpersonal Skills:* cooperate with others; *Communication Skills:* speak so others can understand.

KSAs: Works on a team effectively; Quality in the workplace; Cooperates with others; Listens for understanding; Talks with respect.

SCANS: *Basic Skills:* speaking; *Thinking Skills:* creative thinking, decision making, problem solving, reasoning; *Resources:* human; *Interpersonal Skills:* participates as a member of a team.

Subjects

- Interpersonal relationships
- Job skills

Activity Description

Learners have observed break rooms at companies we have visited. They have questioned who is permitted to use these rooms. Tour guides have also mentioned these rooms are a part of fringe benefits for the employees. I used this interest as a lead-in to this lesson on teamwork, decision-making, and budgeting.

1. Discuss purpose of an employee lounge. Discuss ways employees might use and abuse a lounge. Talk about how if employees are allowed to help plan a break room, they might have more “ownership” of the room and might appreciate it more than if it is just supplied for the workers by the company.
2. Set up the problem to be solved in this team exercise. Learners should be told that they, as workers for Company XYZ, have \$5000.00 for equipping their lounge. They are to think about how they want to use



Project

Employee benefits and budgeting money

Materials and Resources

- Flip chart
- Paper, markers, catalogues

Learner Level

All levels of Families First customers should be able to participate in this activity.

Learner Grouping

Whole class

Time Needed

1 hour

Setting

This activity was conducted in a regular Families First Class of about 15 learners. The class meets five days per week and four hours per day in a regular classroom setting.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

the lounge and how it could be furnished and decorated to be useful, comfortable, and pleasant.

3. Divide the class into teams of three to five members. Each group is to make its own plan and make a presentation to the other “employees” about the plan when finished. Discuss importance of each person participating in the planning.
4. Give each group a piece of paper and markers. Have catalogues available with equipment suitable for a lounge with prices. Learners are instructed to illustrate their plan for the room. Each team chooses one person to give the report to the class.

Assessment

Teamwork will be successful if their project stays within the budget, clearly illustrates the room, is presented to the class so that the other “employees” can understand the plan, and the team has worked co-operatively together with all team members participating.

Practitioner Reflection

Catalogues were not needed. Learners had a good idea of cost. Next time I might give the teams the dimensions of the room to take into consideration and have them do a floor plan on graph paper with the size of the furniture they choose and its placement and proportion in the room as a part of the plan.

Personal Information Card for Job Search

Learners examine several job applications and make a comprehensive list of the categories of information that might be requested. Learners then gather their own personal information in these categories and create a portable personal data card they can use as a reference when filling out job applications in different situations.

Learning Objective

- Learners will be familiar with the types of information needed on various types of applications.
- Learner will compile a portable data card that contains all necessary personal information needed to complete various job application forms. Learners will be able to use this card as a reference while filling applications at the job site or in other situations.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan; *Lifelong Learning Skills:* learn through research.

KSAs: Quality in the workplace; Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: *Thinking Skills:* seeing things in the mind's eye; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Resumes—personal
- Employability
- Life skills
- Writing skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

It was observed through class and through in-house application activities that learners did not always have or know the necessary information needed to complete a job application correctly or thoroughly. After this activity, learners have needed information readily available.

1. The practitioner should compile a bank of job applications from local employers.
2. As a class activity, distribute the applications to learners and compile all different types of information required on applications. This list can be put on a board or flipchart.
3. Learners then take the data and as a group, create a personal information form on an index card or sheet of paper. The instructor will make duplicates of this form and distribute to all learners. Learners are given at least two days to fill in their personal information card.
4. At the next session, learners voluntarily exchange cards to be critiqued for vague or incorrect information.

Kristie Matthews,

Mickie Phillips, Jake

Sharp, Tomi Thompson

Scott County Adult

Education/Families First



Project

This is the second of two activities on filling out job applications. The activities are:

1. Personal Information Card for Job Search
2. The Job Application—From Both Viewpoints

Materials and Resources

1. Sample applications from local employers.
2. Paper or index cards.
3. Flip chart or board.

Learner Level

Basic skills, grade 5.0-8.9

Learner Grouping

- Individual
- Small group
- Whole class
- Self-directed learner work

Time Needed

Two class sessions a couple of days apart

Setting

These activities were conducted in Adult Education and Families First classes in a regular classroom setting. Classes met Monday through Friday from 8:00 AM to 12:00 NOON. There were 10 learners in class.

5. If needed, learners can make corrections and create a finalized copy of their personal information card.

Assessment

Learners will have met the learning objective upon completion of their personal information card.

Practitioner Reflection

The next time this activity is facilitated, we will use computers to print out the forms for a neater format. In addition, we would like to contact someone with a laminating machine so that these cards are more durable during job search.

Creating a Budget

This lesson helps learners to discover how to budget their money. Learners distinguish the difference between necessities and wants, between gross and net pay, and master the basics of budgeting.

Jannell Emerson
 Sumner County
 Families First/Adult
 Education

Learning Objective

The learners will be able to fill out a blank budget chart given a scenario including the income and living situation of an individual.

Work-Based Skills

EFF Skills: *Decision Making skills:* plan, use math to solve problems and communicate.

KSAs: Accurately performs work; Quality in the workplace.

SCANS: *Basic Skills:* arithmetic/mathematics; *Thinking Skills:* seeing things in the mind's eye.

Subjects

- Adult basic education
- Life skills
- Mathematics
- Consumer education

Activity Description

The learners are all Families First recipients. This means they are all receiving monetary assistance from the government. I have often heard them discussing the limited finances they live on and how tough it is to make ends meet. This led to a lesson on how to live on a budget.

1. Ask learners to think of times when they thought they should have had

more money than they actually had because they had overspent.

2. Ask if any of them know what it means to live on a budget. If no one gives an appropriate answer, explain budgets and how they are used.
3. Then ask them to give a definition of what a necessity is. Ask for some examples of necessities. The practitioner may need to help the learners distinguish between necessities and wants.
4. Hand out blank copies of a budget form and explain where the income and expenses need to be entered. Also explain that they should always enter the necessary expenses first. Explain that they are going to create a budget for a fictional person.
5. The learners break into groups of two or three people. Tell them to help this character (we'll call him Joe) budget his income. As a class, first agree that Joe will be a single father of two children. This scenario was especially relevant to some learners in my class.
6. Decide how much money Joe is going to bring home. Joe has a job that makes "X" number of dollars an hour, and he has worked "Y"



Materials and Resources

Blank budget forms (see *Handout 1: Monthly Budget, by week*)

Learner Level

Low to intermediate

Learner Grouping

Small group

Time Needed

1 hour

Setting

I teach a Families First class, with an average of 5-10 learners in attendance.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

number of hours that month. The learners then figure out how much money Joe made that month. This is Joe's gross income. Into this discussion enters the topic of taxes, insurance, retirement, etc. We decided to take out 20% of Joe's income for taxes and benefits. The learners did the math, and came up with Joe's net income.

7. Have each group stop and compare their results. If any groups are off, go over the mathematical operations and find any errors. Once everyone agrees on Joe's net income, proceed to budget Joe's income for the month.
8. Each group will discuss what necessities Joe should pay and will prepare a budget for Joe.
9. After each group has had time to prepare a budget for Joe, the groups trade budgets and critique each other's work.
10. At the end of this process, the class comes together and discusses the results. If the learners left out any important necessities, discuss them. Allow the learners freedom to make comments about what they have learned and how this process might help them at home.
11. Then give the learners a second blank budget form. Ask them to make a budget for themselves. Inform them that they will be able to keep them and take them home to use after the practitioner has looked at them.

Assessment

The learners' personal budgets will serve as an assessment.

Practitioner Reflection

Next time, I would like to expand the lesson to include some ideas on how to get out and stay out of debt, such as snowballing one's bills.

Entrepreneurship: Planning to Stay in Business

Gloria Rolfe

Messick Vocational and Adult Center, Memphis

Learners write the last three sections of the business plans for their hypothetical businesses: the operational timetable, the start up costs, and the three-month projected statement.

Learning Objective

- Learners will develop and write a timetable when business will reach certain goals.
- Learner will investigate the prices of equipment and additional needs they need to start up their business.
- Learners will estimate how much profit and money would be paid out for three months.

Work-Based Skills

EFF Skills: *Decision Making Skills:* plan, use math to solve problems and communicate, solve problems and make decisions; *Lifelong Learning Skills:* learn through research.

KSAs: Quality in the workplace; Accurately performs work; Works on a team effectively.

SCANS: *Basic Skills:* arithmetic/mathematics; *Thinking Skills:* seeing things in the mind's eye, creative thinking, decision making, problem solving, reasoning; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Mathematics
- Problem solving
- Critical thinking
- Life skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

The project to write a business plan helps learners explore the option of being entrepreneurs. The topics in this activity are a required part of all business plans.

To be successful in obtaining a loan for a business, a loaning institution may require the following: operational timetable, start up cost, three month projected statement. These three remaining sections of the business plan each help to determine whether or not the business will be able to stay in business.

1. *The Operational Timetable* addresses what will be done when in order to get the business ready to open and then what will need to be done to stay in business. To address this part of the business plan, learners will make a list of things that need to be done and when they will be done. The more detailed the list, the better the evidence of thought and planning. *The Operational Timetables* the learners made for their hypothetical businesses were fairly superficial (e.g., Find a building April 2000; buy equipment June 2000; and open business August 2000), but it was a good exercise to consider what needed to be done.



Project

This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and write a very basic business plan for a hypothetical business. This is the fourth of five learning activities in this project. The activities are:

1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

Materials and Resources

- Shickler, S. J. & Casimiro, J. P. (1998). *Growing a Business: Young Entrepreneur's Start Up Guide*. Chamblee, GA: KidsWay, Inc.
- Resnik, P. (1988). *Everything You Need to Know to Manage a Small Business*. New York: John Wiley & Sons, Inc.
- Richm, S. L. (1990). *The*

Teenage Entrepreneur's Guide. Chicago: Surrey Books.

- Covello, J. & Hazelgren, B. (1998). *Your First Business Plan*. Naperville, IL: Source books, Inc.

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Whole class, small class

Time Needed

Several classes (three or four hours)

Setting

This learning activity took place in a Families First classroom meeting five days a week for four hours per day. There were four learners in the class.

2. *The Start up Cost* is the money that is needed to start up business. The businesses the learners were thinking about starting all did have fairly substantial start up costs. Learners thought of equipment, facilities, supplies, and stock that they needed in order to start up. The planning they had done with their marketing strategies guided their thinking about how they would draw in business and how much this might cost. Learners helped each other brainstorm the start up costs each business would face.

3. *The Three-Month Projected Statement* was almost beyond our capabilities to imagine. It is a projection of what would have to be spent to stay in business and how much profit would come in during that time. Once expenses and expected income was determined, the balance was determined. Most of the learners were very optimistic, predicting a positive balance in the first three months.

Assessment

Learners completed each of these parts of their business plan and then put the whole plan together. There was a real feeling of accomplishment when they saw how complete their plans were.

Practitioner Reflection

We have a mandate in Tennessee to make the classes for our Families First clients more work-focused. I wanted the learners to consider having their own businesses. It is my hope that the learners will find their hidden talents, become independent, and realize they can earn money all at the same time.

This was a very good learning activity for the learners. I would not change anything. I do recommend that the practitioner spend ample time with the learners to make sure they understand each step.

The following web sites were also especially helpful:

- **U.S. Small Business Administration**
 - <http://www.sba.gov/starting/indexbusplans.html>
 - <http://www.sba.gov/starting/indexsteps.html>
 - <http://www.sba.gov/gopher/Business-Development/Success Series/Vol2/Plan/plan.txt>
- **St. Charles City-County Library District: Business Plan for Small Service Firms**
 - <http://www.win.org/library/services/busgov/busstart/lssmfirm.htm>
- **Deloitte & Touche: Growth Company Services Writing an Effective Business Plan**
 - <http://www.dttus.com/growth/guidebooks/busplan.htm>

SECTION 3:

Interpersonal Skills

LESSON 1: Using “I” Messages	<i>Beverly Dean</i>	I-1
LESSON 2: Feeling Puzzled? Try Teamwork!	<i>Chris Spiess</i>	I-5
LESSON 3: Assembly Line	<i>Micki Hendrix</i>	I-7
LESSON 4: Announcing Who We Are	<i>Lisa Coy</i>	I-9
LESSON 5: Working in Teams	<i>Beverly Dean</i>	I-11
LESSON 6: Making Birthday Calendars for Community Organizations and Businesses	<i>Micki Hendrix</i>	I-15
LESSON 7: Communicating At Work: Putting Together a Team	<i>Kathie Bowles</i>	I-17
LESSON 8: Communicating At Work: Developing a New Product	<i>Kathie Bowles</i>	I-21

The following learning activities also include Interpersonal Skills

Located in the Communication Skills section:

LESSON 1: Realtor Role-Play . . . . .	.C-1
LESSON 5: Thank You for Your Purchase . . . . .	.C-11
LESSON 10: Students as Teachers . . . . .	.C-25

Located in the Decision-Making Skills section:

LESSON 1: See How We Run (Our Business) . . . . .	.D-1
LESSON 2: And By What Name Shall This Business Be Known? . . . . .	.D-3
LESSON 3: Setting Up for Business . . . . .	.D-5
LESSON 4: “Going Out of Business” Successfully! . . . . .	.D-9
LESSON 6: How to Prepare for the First Day of Employment . . . . .	.D-17
LESSON 9: Measurement Skills . . . . .	.D-25
LESSON 14: “Hey You! Here’s a Project for You to Do!” . . . . .	.D-45
LESSON 20: How to Keep a Job . . . . .	.D-71

Located in the Lifelong Learning Skills section:

LESSON 5: Packaging Your Assets . . . . .	.L-15
LESSON 8: Researching a Business . . . . .	.L-29
LESSON 9: Business and Industry Resource Book . . . . .	.L-31
LESSON 10: Building Memories. . . . .	.L-33

Using “I” Messages

This activity helps learners learn to give criticism, explain a problem, make a suggestion, or express an opinion without being offensive to the other person.

Learning Objective

Adult learners will understand the importance of “I” messages, identify their feelings, and express their feelings in difficult situations in a non-threatening manner.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others, resolve conflict and negotiate; *Communication Skills:* Speak so others can understand, listen actively, convey ideas in writing, read with understanding.

KSAs: Cooperates with others, Works on a team effectively, Listens for understanding; Talks with respect; Follows instructions; Reads work related text.

SCANS: *Basic Skills:* speaking, listening, reading, writing; *Interpersonal Skills:* participates as a member of a team, exercises leadership; *Resources:* human.

Subjects

- Interpersonal relationships
- Life skills
- Problem solving
- Work environment

Activity Description

I have had learners who have quit their jobs because they could not get along with the boss. They did not

understand how to explain a problem or express an opinion without offending the other party.

This learning activity was part of a series of lessons on problems of communication in the workplace. We also covered lessons on understanding barriers to communication and improving listening habits.

1. Ask learners how many times they have wanted to “tell someone off” but just let the situation pass because they knew a confrontation would occur.
2. Encourage learners to share some of these situations with the class. Have the class share different approaches that could have been used and discuss the possible outcomes.
3. Explain that it is better to express how you feel about an issue rather than to criticize the other party. Demonstrate verbal examples of “I” messages. Such examples might include “I’m really feeling upset about this,” instead of, “You really make me mad.”
4. Using *Handout 1*, have the learners change the “you” messages to “I” messages.

Beverly Dean

Henderson County
Adult and Community
Education



Materials and Resources

- Handout 1—*Using “I” Messages*
- Handout 2—*Conflict Situations*
- A good additional resource is *Job Survival Skills*, Educational Design, Inc., 47 West 13 Street, New York, NY, 10011. This contains a worksheet of “I” messages.

Learner Level

Multi-level

Learner Grouping

Small group

Time Needed

2 hours

Setting

This activity was done in a Families First class of approximately 5 – 10 learners. The class meets Monday through Friday from 8 AM to 12 NOON.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

5. Using *Handout 2* (or a sheet that you have made containing examples of conflict situations), discuss appropriate and inappropriate responses to conflict situations. Leave part of the appropriate responses blank for the learners to fill in on their own response. Make sure there are several “You” messages which are incorrect and “I” messages which are correct, so that the learners can compare.
6. Write negative feeling words that show a wide range of emotions such as “scared” or “angry” on the board. These examples can guide the learners in determining the correct words to use in their messages.
7. Ask learners to create a list of responses to situations they have experienced or are likely to experience with their children, classmates, or co-workers.
8. In the next hour, have learners pair up and practice what they have learned by role-playing the different responses.
9. As an added emphasis, have learners practice using “I” messages describing how things could be changed. This goes beyond expressing feelings. For example, if a co-worker tells you that you are doing something wrong, you could reply, “Although I don’t agree, I appreciate your point of view.” Then, for the second part of the “I” statement, you could say, “I wish we could see eye-to-eye more often.”

Assessment

The learner will be able to write the correct “I” message conveying both the feeling and the desired change when given a conflict situation from the workplace.

Practitioner Reflection

The learners had a much easier time dealing with the parent-child situations than with the workplace situations. I believe this is because they feel more comfortable dealing with problems with which they have had more experience.

Using “I” Messages

Part 1—The Feeling Part

Change the “You” message in the first column to an “I” message in the second column.

“YOU” Message	“I” Message
1. You make me so mad!	I’m really feeling upset about this!
2. You are really disorganized.	I like to have things well organized.
3. You are always interrupting me.	_____
4. You don’t understand.	_____
5. You’re walking way too fast.	_____
6. You don’t make sense.	_____
7. You smoke too much.	_____

Part 2—The Desired Change

Read the “I” message in part one and add the desired change or action in part two.

“I” Message—Part 1 The Feeling Part	“I” Message—Part 2 The Desired Change or Action
1. I’m having some difficulty following you.	Could we go back to the first part of your story?
2. I don’t agree, but I do hear your point.	_____
3. I’m concerned that this will look bad for our team.	_____

Using “I” Messages—Conflict Situations

1. The day shift where you work is having a meeting to decide the best way to store merchandise. Rochelle insists that she knows the best way and won't give anyone else a chance to talk.
2. At the company Christmas party, some of your co-workers start teasing you about being the favorite of the boss. It starts to bother you because if they have a real problem with this, you would like to clear the air.
3. You have just started working at a fast food restaurant. The shift manager is watching your every move. This makes you nervous and you make more careless mistakes.
4. The boss's secretary is collecting money for the coffee fund at work. Everyone is supposed to contribute to the fund but you aren't a coffee drinker.

Feeling Puzzled? Try Teamwork!

Chris Spiess
Dyer County Literacy
Program

In this learning activity, adult learners work together in teams to meet quotas and work a jigsaw puzzle. They also practice paying attention to detail.

Learning Objective

Learners practice with a quota system and learn its concepts. Learners also recognize the value of teamwork and relying on others who are a part of their team.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others; *Decision Making Skills:* use math to solve problems and communicate.

KSAs: Cooperates with others; Works on a team effectively; Listens for understanding; Accurately performs work.

SCANS: *Basic Skills:* arithmetic/mathematics; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Subjects

- Job skills
- Mathematics
- Work environment

Activity Description

Employers find it expressly important that their employees not only get along well with each other but also work well as a team. Keeping accurate records is also part of the way a company calculates progress and efficiency. My learners would be more

marketable in the work force with experience in these skills.

1. Open the activity by discussing the ways companies use accurate record keeping. Also discuss why teamwork is the wave of the present and the future at companies and why it is important to work well on a team in order to be successful.
2. Choose the number of teams you want and put learners on a team. (I used teams of three or four each.) Explain how quotas work. Give this example: If a team building picture frames has a quota of 400 per day and they actually made 375 one day, they fell 25 short of their quota. This would be expressed as -25 . If they had actually made 450, then they were 50 above their quota. This would be expressed as $+50$.
3. Explain that teams within the class are going to use quotas in putting a puzzle together. Decide how many days you want the project to last. With the class, figure the number of pieces necessary each day to reach that goal. (I would suggest having the teams only work one hour per day on their project.) Figure the quotas for each team each day. (For example, for a 300-piece puzzle to be completed in three days with four teams: 100 pieces per day, 25



Materials and Resources

300-1000 piece jigsaw puzzle (each team may have a separate puzzle if space allows)

Learner Level

Grade levels 6.0-12.9

Learner Grouping

Small group

Time Needed

Several class sessions

Setting

This learning activity was conducted in a class that is workforce focused as well as preparing for the GED test. The class meets for four hours a day, five days a week.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

pieces per team per day for their quota.)

4. Each team will need a recorder for each day's work. The recorder will keep a tally of the number of pieces his/her team puts together during that day. Each team recorder will make a daily work log to record the daily progress of each team and will find their overall (cumulative) progress each day on the project. This shows how each team is doing on keeping up with the quotas assigned to them.

Assessment

Work real examples from the work logs on the board and check for understanding by giving the learners a short quiz. The class puzzle was 1000 pieces. It was completed in eight days, five days ahead of schedule.

Practitioner Reflection

Anytime learners can work in groups, it strengthens the class. This project gave learners the chance to work on something a little different while learning valuable work skills and attitudes. Display the finished product in your room. We used Mod Podge to seal the puzzle on cardboard. It was easy and inexpensive to do this instead of framing. I would probably use a different puzzle for each team the next time to make the project a little more competitive. As it was, the class felt good about the project it completed together.

Assembly Line

Learners transform their knowledge of how to make a single item into an assembly line to produce 75 of the items.

Learning Objective

Learners will work together on a team to produce a quality product.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others; *Decision Making Skills:* plan, solve problems and make decisions.

KSAs: Cooperates with others; Works on a team effectively; Listens for understanding; Quality in the workplace.

SCANS: *Interpersonal Skills:* participates as a member of a team; *Resources:* human; *Thinking Skills:* seeing things in the mind's eye, creative thinking, decision making, problem solving, reasoning.

Subjects

- Job skills
- Learner produced materials
- Adult basic education
- Community involvement

Activity Description

Learners needed to realize the importance of doing quality work, as well as working together cooperatively. The opportunity to produce something of quality that was needed by someone else arose when we were asked to produce 75 3-part net puffs for corsages for the Chamber of Commerce's Sec-

retary's Day Luncheon. Accepting this assignment also gave learners experience in donating time and service to the community.

1. The practitioner showed the learners how to make the product. The product was a 3-part net puff to be used as the base for carnation corsages for the Chamber of Commerce's Secretary's Day Luncheon. Making a puff involved wrapping the floral wire with floral tape, and cutting, folding, and wiring the net squares to make a puff.
2. Learners practiced doing all of the steps and making puffs individually until they were sure of their ability to make quality puffs.
3. Learners estimated the amount of each of the supplies needed to make the required number of the product and procured the supplies.
4. Learners then tried to think how best to produce 75 of these puffs using an assembly line. They analyzed the steps needed and the order in which the steps should be performed. They considered the supplies needed and the work area most suited to each of the steps. They decided how to organize the process so that the product could be handed down the line with each

Micki Hendrix
McNairy County
Adult Learning and Job
Training Center



Project

This assembly line project is a stand-alone activity that replicates a work environment.

Materials and Resources

Whatever materials are required to make your chosen product. We needed:

- Spools of white nylon net
- Floral wire
- Floral tape
- Scissors

Learner Level

All levels

Learner Grouping

- Small group
- Whole class

Time Needed

Several class sessions

Setting

This activity took place in a Families First (adult learners) ABE/workforce readiness class that meets 5 days per week, 4 hours per day. Average attendance is 8-10 learners. The learners turned the classroom into a florist production line for this project.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

worker having the supplies and equipment needed for their step at hand.

5. Learners set up the assembly line according to their plans with individual learners taking specific assignments (either cutting net, wiring the net, or taping the net), based on their abilities and preferences.
6. Learners formed the assembly line and constructed the net puffs. Learners neatly stored their materials between assembly line sessions.

Assessment

The assembly line was successful in creating the product. The florist who was to use the puffs in the corsages was the judge of whether or not the puffs were of high quality. (They were!)

Practitioner Reflection

Next time, I would add tying ribbons and wiring the carnation to the scope of the project. I believe the learners could have also successfully finished the corsages. The activity was helpful in promoting teamwork and accurately performing work, which are vital in real-life situations. I would also add the discussion of ergonomics into plans to set up the assembly line next time.

Announcing Who We Are

The learners designed a business sign (or banner) to professionally display the name of the class business.

Lisa Coy
Chester County
Families First

Learning Objective

The learners will design, print, and post a business sign (or banner) that professionally displays the name of the class business.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others; *Decision Making Skills:* plan, solve problems and make decisions; *Lifelong Learning Skills:* reflect and evaluate, take responsibility for learning, use information and communications technology.

KSAs: Cooperates with others; Works on a team effectively; Listens for understanding; Quality in the workplace.

SCANS: *Thinking Skills:* seeing things in the mind's eye, creative thinking, decision making, problem solving, reasoning; *Interpersonal Skills:* participates as a member of a team; *Resources:* human; *Information Skills:* uses computers to process information; *Technology Skills:* selects technology, applies technology to tasks.

Subjects

- Learner produced materials
- Work environment
- Critical thinking
- Job skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

1. Class business manager calls business meeting to order and informs class members that today's agenda is the creation, printing, and posting of a business sign (or banner) to appropriately advertise the name and purpose of the class business.
2. Class business manager leads the discussion of what elements are necessary to consider in visually advertising one's business.
3. Class business manager, and practitioner if needed, asks the class members to research other similar professional businesses to examine their business signs (or logos). (For example: the yellow pages, signs on the outside of local businesses, businesses on the Internet.)
4. The class business manager leads the class team in brainstorming what elements, including colors, should be included on their class sign (or banner) to properly advertise the nature and purpose of their company.
5. Learners explore on the computer various software programs capable of creating original signs or banners. The class business manager,



Project

We received an action research grant to create a work-focused Families First classroom. We created and managed a small business for our project. This is the fourth of five lessons in this series on setting up the class business:

1. Researching a business
2. See How We Run (Our Business)
3. "And By What Name Shall This Business Be Known?"
4. Announcing Who We Are
5. Setting Up For Business

Materials and Resources

- Class notes from learning activities one, two, and three in this action research project.
- Copies of local newspapers, magazines, phone books with yellow page sections, and access to businesses on the Internet.
- Computer and software with graphics capability to develop a banner, color printer (or black ink printer with plenty of magic

markers and/or paints to apply color by hand)

- Computer paper

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Whole class

Time Needed

Approximately one to two hours

Setting

This learning activity was used in a Families First Class that met five days a week for four hours per day in a regular classroom setting.

with the practitioner's guidance if necessary, can appoint the class to work as a whole on the project, or divide into teams to each create their idea of a business sign. If the class is divided into teams, the class business manager can suggest a vote to decide which is the best advertisement for the class business.

6. After the class has agreed on which design they want for their class sign (or banner), they should save the design to the computer hard drive or floppy disk.
7. After saving the design, the class should print the sign (or banner).
8. Next the class performs any hands on tasks necessary to assemble the sign (or banner) and display it on the wall. (We chose to laminate our banner in order to brighten the color and preserve it.)

Assessment

The assessment of this group activity is the production, appearance, and display of the business sign (or banner). This is a group activity with no right and wrong answers. To assess their participation, the practitioner must closely observe each learner's behaviors, not allowing any one particular learner to dominate decisions and encouraging participation from any reluctant participant. The practitioner can direct learners to document the

specific ways in which they participated in this activity, and the experience they gained through this activity in their personal work-force journal. The work-force journal should include the learner's personal reflections after each work-force activity.

Practitioner Reflection

I have found it to be far more challenging and time consuming to lead or guide the learners into making their own business decision than I think it would have been to just direct the new class business. I believe, however, that this direction is vitally important in enabling the learners to obtain critical decision-making skills, gain insight into the operation of a business, and develop a professional work ethic.

Overall, I found this to be a profitable learning activity in guiding the learners to critical thinking regarding work-force decisions. This activity was geared toward encouraging the learners to think from an entrepreneur's perspective, not just from an employee within a business. It also provided the learners an opportunity to take ownership of the class business.

At the end of this activity, it was my observation that the class members began to truly feel like they were operating a business. The display of the company name and their uniquely designed banner added a sense of realism to the project.

Working in Teams

Students study elements of a team and roles of team members. They form teams to accomplish a simple task so that they are able to determine the benefits of teamwork and the importance of the each team member's role.

Learning Objective

- Learners will actively participate as a team member in accomplishing a task.
- Learners will be able to name their role on the team and describe their team duties to the class.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others; *Communication Skills:* speak so others can understand, listen actively.

KSAs: Cooperates with others; Works on a team effectively; Listens for understanding; Talks with respect; Follows instructions.

SCANS: *Basic Skills:* speaking, listening; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Subjects

- Job skills
- Listening Skills

Activity Description

1. Distribute *Handout 1* "Teamwork: Key Elements" and explain that they are going to learn about the components, or parts, of a team. Discuss the teamwork elements listed on the handout and encourage learners to take notes, giving special emphasis

to the elements they feel are most important.

2. Distribute *Handout 2* and go over "Task Roles of Team Members." Ask the learners to think about their place on the team.
3. Ask learners the following question, "If you had a choice of whether to accept a job in a career field that involved primarily working indoors or outdoors, which would you choose?" Now form teams by having those who prefer working outdoors line up on one side of the room and those who prefer working indoors line up on the other side of the room. Explain that each team has a common interest or purpose.
4. Review the task roles (as discussed on *Handout 2*) for each team before the teams begin this exercise. Allow each team 10 minutes to name as many jobs performed in their preferred work environment as possible.
5. Review the teams' "lists" orally in class, and explain to learners that although there are fun components to working together, the true challenge of teamwork lies in the ability of the team to use their talents and skills to solve problems.

Beverly Dean

Henderson County
Adult and Community
Education



Materials and Resources

- Chase, Laura. (1997). *Communication for Workers—An Activity Based Teaching Guide*. Rutland, VT: Vermont Adult Learning
- *Handout 1*. Teamwork: Key Elements.
- *Handout 2*. Task Roles of Team Members

Learner Level

Multi-level

Learner Grouping

Whole class

Time Needed

1 hour

Setting

The class is made up of approximately 8-10 Families First learners who start class at different times throughout the year. They come to class Monday through Friday from 8:00 AM –12:00 NOON.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Assign both teams the following task: “From your team’s list of careers, choose the top 10 most desirable careers based upon the following criteria—annual income, type of work, education and training, benefits, retirement packages, etc. Each member is to use his or her role to aid in the team’s success. You may make phone calls, use the internet, or any other resources to gather your information. Remember, only by putting the team’s needs above your own individual needs will your team be successful. You have two days to formulate your results.”

6. The team that contributes the most group effort wins. The practitioner may create a checklist of criteria from which their group performance will be judged. Show learners this list before they begin.
7. Award the winning team an extra 30 minutes of break time.
8. As a large group, discuss the cohesiveness of their team and how each role worked to improve or detract from the effectiveness of the group goal.

Assessment

Learners conduct their own assessment as they discuss the cohesiveness of their team and how each role worked to improve or detract from the effectiveness of the group goal.

Practitioner Reflection

They were really excited about the idea of working on a team. This activity helped the class to bond, but more importantly, it made each person feel important. Some were a little hesitant to choose a role but were encouraged by the other learners.

Teamwork: Key Elements

- 1. Commitment**—Commitment happens when the team members see themselves as belonging to the team instead of as individuals acting on their own initiative. Also, commitment is evident when the team members are committed to the team goals over and above their own personal goals.
- 2. Trust**—When team members have faith that each member will honor their commitments, support each other, share and maintain confidences, and act in a responsible manner, trust is nurtured and exhibited.
- 3. Purpose**—It is important for teams to understand how they fit into the overall organizational picture of a business. And, equally important, team members must know their individual roles, feel a sense of pride and ownership of the project and recognize that their contribution can make a difference.
- 4. Communication**—Strong teams are those that exercise effective communication among members, as well as between group members and those outside the team. Members must be able to handle conflict, practice effective group decision-making and work toward smooth day-to-day interactions.
- 5. Involvement**—Team members each have an integral part on the team. Their contributions are respected and solicited, and they establish a real consensus before committing the team to action. Though differences in opinion are bound to occur, team members must feel a partnership with each other and respect those differences.
- 6. Process**—Effective teams possess proficient use of problem solving skills, the ability to plan, attend regular meetings complete with meeting agendas and minutes of the meetings, and use protocol to deal with problems.

Task Roles

1. Team Initiator

- Starts the discussion
- Introduces new topic or issue
- Gets team moving

2. Seeker of Information

- Asks others in the team to clarify or share information

3. Giver of Information

- Shares knowledge with the team
- Offers facts, opinions, and relative experiences

4. Challenger

- Questions the team's thinking to generate higher quality results
- Plays devil's advocate
- Asks "what if" questions
- Thinks critically about input and urges team to consider different points of view

5. Coordinator

- Helps to clarify group ideas and suggestions
- Makes connections which can advance the problem solving process

6. Evaluator

- Compares team's work to standards for the purpose of producing the best possible results

7. Completion Advocate

- Reminds group about unfinished business and the need for follow up

8. Summary Associate

- Summarizes what has been decided or accomplished at the meeting

9. Secretary

- Takes notes and records ideas and decisions of the team

10. Time-Keeper

- Keeps team on task in terms of time available and tasks remaining

11. Task Master

- Reminds team when the discussion has gone off task
- Refocuses the team to the task at hand

12. Procedure Development

- Develops procedure or methods of accomplishing the task.

Making Birthday Calendars for Community Organizations and Businesses

Micki Hendrix
McNairy County
Adult Education and Job
Training Center

Participants work together to make birthday calendars from start to finish, using “The Print Shop” computer program, a copy machine, and a binding machine.

Learning Objective

- Learners will compile work experience in using technology and in working together cooperatively on a project.
- Learners will produce a high quality useful product.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others; *Decision Making Skills:* solve problems and make decisions; *Lifelong Learning Skills:* use information and communications technology; *Communication Skills:* read with understanding.

KSAs: Works on a team effectively; Cooperates with others; Listens for understanding; Quality in the workplace.

SCANS: *Basic Skills:* reading; *Thinking Skills:* creative thinking, decision making, problem solving, reasoning; *Interpersonal Skills:* participates as a member of a team; *Information Skills:* uses computers to process information; *Technology Skills:* selects technology, applies technology to tasks; *Resources:* human.

Subjects

- Adult basic education
- Citizen participation
- Consumer education
- Employability
- Job skills
- Learner produced materials

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

“Birthday Calendars” are yearlong, month-by-month calendars made for each of the employees or associates of an organization with the names of those people printed on the dates of their respective birthdays. They are fairly easy to construct using the software program, “The Print Shop” and look professionally produced. We received an action research project mini-grant from the Center for Literacy Studies in collaboration with the Tennessee Department of Human Services to be used to create a work-focused classroom, and we used those funds for our start-up expenses and supplies. The practitioner should become familiar with “The Print Shop” before beginning the activity. Following are the steps used to produce the calendars.

1. Locate an organization for which to make the calendars and obtain the birthdays of the associates whose birthdays are to be included. We contacted the Department of Human Services for our first calendar. Birthday Calendars can be made as a public service for various community service organizations. The practitioner can initiate the contact with the agency or the adult learners can do it.
2. Give each learner individually the opportunity to “play” with “The Print Shop” program on the computer to



Project

Making Birthday Calendars is a “stand-alone” project that replicates a work environment.

Materials and Resources

- Computers
- Computer printer
- “The Print Shop” widely available computer program (Broderbund Software, 1997)
- Copy machine
- Binding machine
- Regular and heavy weight paper.

Learner Level

Learners from the beginner level to advanced can work together on this project.

Learner Grouping

Whole class

Time Needed

Several class sessions

Setting

The setting is a Families First ABE/workforce readiness class that meets five days per week, four hours per day. Average attendance is 8-10 learners. This activity was conducted in a school set-

ting arranged to replicate a print shop as closely as possible. Computers in the computer lab, copy machine, and binding machine are in close proximity to each other, and long tables are available nearby.

familiarize themselves with its capabilities and so the learners will begin to feel comfortable using the program. Learners are encouraged to create various items using “The Print Shop” to get the feel of it. Learners can choose to add decorative touches to the calendar pages if they wish. We used pumpkins from clip art to add to the October page, for instance. Hopefully each learner will then be able to create at least one month’s calendar page. If any learner doesn’t feel capable after working with the program, another learner can be assigned to assist on that page.

3. The calendar pages need to be proof-read for accuracy by the learners and also by the practitioner before the printed copies are made.
4. After the calendar pages have been completed, two learners can work together to design the cover. The learners’ names are included on the back cover of the calendar as the producers or publishers of the calendar.
5. Learners figure out how to organize an assembly line to copy, sort, and bind the calendars. Learners usually want to switch off jobs so everyone gets a chance at each station of the assembly line. How the assembly line is organized depends on the arrangement of the room and the location of the machines in relation to the place where the pages are sorted and arranged. It is helpful to have long tables to use to temporarily store and then sort and organize pages and covers.
 - Learners can use the copy machine to make as many copies of all the designed pages plus the cover as there will be calendars produced. We used regular copy paper for the pages and colored card stock for the covers.
 - Using the long tables, the pages are sorted and assembled to be bound as separate calendars.

- Our binding machine is called a “Docubind” machine. The binding of the pages involves three people working together: one person to stack the pages for one calendar in the machine, the second person to pull the cutting handle, and a third person to put on the plastic “comb” to finish the job. Binding the pages is the last step in the assembly line.

6. Individual learners work on assigned tasks until the job is completed. The participants personally deliver the calendars to their intended recipients.

Assessment

Completion of the birthday calendars fulfills the objective of gaining work experience using technology and working together. The quality and usefulness of the finished product is judged by the acceptance and recognition the birthday calendars receive from the organization for which the calendars are produced.

Practitioner Reflection

The learners had little actual work experience and very little experience taking the responsibility for seeing that a job is done and done well. This activity gave learners the opportunity to gain more confidence using the computer and other office machines and to work together as a team and produce quality work. In addition, learners were able to make some contacts in the community as we approached various organizations about making Birthday Calendars for them.

The activity was very worthwhile and enjoyable. The participants learned many valuable skills that will carry over to the work environment: using various office machines, meeting a deadline, working together, performing accurate work, decision making. We have repeated this activity several times. With each new calendar, the learners become more efficient and creative.

Communicating at Work: Putting Together a Team

Kathie Bowles
Smith County
Families First/ABE

Participants learn how to work as a team by delegating responsibilities within a group in order to complete an assignment involving the development and marketing of a particular product.

Learning Objective

Learners will contribute their skills and ideas to a team effort. Learners will affirm each other's strengths as they coordinate their efforts with those of their teammates to accomplish a simple but fun task.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others; *Communication Skills:* convey ideas in writing, speak so others can understand, listen actively; *Lifelong Learning Skills:* reflect and evaluate.

KSAs: Works on a team effectively; Cooperates with others; Listens for understanding; Talks with respect; Follows instructions.

SCANS: *Basic Skills:* writing, speaking, listening; *Interpersonal Skills:* participates as a member of a team; *Resources:* human; *Personal Qualities:* self-esteem, self-management.

Subjects

- Critical thinking
- Interpersonal relationships
- Job skills
- Life skills
- Listening skills
- Problem solving
- Work environment
- Writing skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

More and more, teamwork is “how the job gets done.” Learners need to know how to work in teams and how to value the contributions that each member can make in achieving a goal or accomplishing a task. This particular activity is an opportunity for learners to use their communication skills in determining separate responsibilities for each team member. Learners will then combine their different, specific jobs as a means of completing the project.

1. Introduce this activity by telling the class that they are going to have an opportunity to use their imaginations and work together in a challenging project. Each team will be required to delegate the following jobs for “brainstorming.”
 - Product design/remodel (all members)
 - Advertising
 - Demographic study
 - Marketing
 - Cost and accounting
 - Product presentation
2. Divide the learners into heterogeneous teams with five members. If it is necessary to have smaller teams, some members will need to take on extra responsibility. Teams discuss one another's skills, interests, strengths and weaknesses, and decide who will take each job.



Project

This is the first activity of a two-part project on Communicating at Work. The lessons could easily be combined into one learning activity or used separately as presented here. The lessons in the project are:

1. Putting together a team
2. Developing a new product

Materials and Resources

- Items for marketing: suggestions include plastic cups, nail and string, piece of cardboard, etc.
- *Handout 1:* “Team Member Responsibilities”
- *Handout 2:* “Developing a New Product: Basic Steps”

Learner Level

Multi-level

Learner Grouping

Whole class working in teams

Time Needed

2-hour session

Setting

I teach a combination Families First/ABE class that meets Monday through Friday, 8:00 AM – 12 NOON. There averages 7-10 learners in attendance, ranging in age

from 18 to 77. They are a very personable group, get along well with one another, and all appear eager to try new things. All have the basic skills (grade levels 5-8.9) and half of those are in the credentialing level (9-12.9). So presently I have a group that can blend skills easily for team projects. They also all work well individually. This makes it easy for me to give individual help if needed. Our learning environment consists of a large classroom with computers and conference tables, and is easily used for a variety of activities. This activity was conducted around conference tables to give participants a feeling of a business “conference” or “brainstorming” atmosphere.

Instructor will then give the team worksheets (*Handout 1*) explaining what the specific duties are in each category.

3. Give each team a commonly used item such as a plastic drinking cup. (Each team receives the same item.) Each team ponders their item and observes it carefully. Teams are to determine how to “rename and/or rework” the item into a new, sellable product.
4. Distribute *Handout 2*, “Developing a New Product: Basic Steps.” Explain that these steps are suggestions for what is necessary to make the product economical and marketable to the public. Direct the learners to work together carefully, emphasizing the skills of each team member. The assignment is to write their ideas and findings according to the list of possible steps suggested in *Handout 2*.
5. Explain that this session is the beginning phase of the project. Answer questions only briefly, then allow the teams to “brainstorm” and work for approximately one hour.

6. At the end of the hour, give each team an opportunity to briefly explain its new product to the rest of the class. This is usually a really fun part of the class. Learners will be interested in the varied uses that different teams come up with for the same item.
7. Debrief the exercise with the class using a discussion of the importance of planning, teamwork, and research when completing any work assignment.

Assessment

To assess the teamwork used by each team, observe how each team works to see if all members contribute their ideas and energies to the project. Generalized observations by the practitioner of team functioning can be made during the debriefing of the exercise at the end of the class. The uniqueness and completeness of the written exercise produced by each team is also an assessment of learners’ teamwork efforts.

Practitioner Reflection

This exercise has been enjoyable and highly successful each time used. The learners have so much fun that they don’t seem to realize all the skills they are actually using.

Team Member Responsibilities

Product design/remodel—Discussion of all team members

Demographics—Decide what income bracket a majority of people are in a given area, and what the interests of people are. Population, stores, businesses, etc. are all important.

Cost and Accounting—Given a specific cost of the raw material, give an approximate cost of manufacturing and what price you would put on product.

Marketing—Determine which areas (locally) you want to place the product for sale, and in what retail stores, etc.

Advertising—Decide what methods you want to use for advertising the product, construct ads (verbal and visual)

Product Presentation—Put together a presentation to show potential sponsors or buyers, using verbal and visual aids.

Developing a New Product: Basic Steps

1. Determine the purpose of the product.
2. Determine who would use the product.
3. Determine the cost for “raw” materials, and whether it can be manufactured at a reasonable cost.
4. Determine where you would place the product for sale, and why.
5. Determine your methods of advertising, approximate costs, and design ads to attract customers.

Communicating at Work: Developing a New Product

Kathie Bowles
Smith County
Families First/ABE

Working in teams, participants apply their ingenuity to create “something out of nothing.” They then develop an imaginary market for their product and design advertising strategies using their knowledge of the area in which they live.

Learning Objective

- Learners will contribute their talents and ideas to a team effort.
- Learners will affirm each other’s strengths as they coordinate their efforts to arrive at a solution to a whimsical challenge.

Work-Based Skills

EFF Skills: *Interpersonal Skills:* cooperate with others, resolve conflict and negotiate; *Communication Skills:* speak so others can understand; *Decision Making Skills:* plan; *Lifelong Learning Skills:* reflect and evaluate.

KSAs: Works on a team effectively; Cooperates with others; Listens for understanding; Talks with respect; Quality in the workplace.

SCANS: *Basic Skills:* speaking; *Thinking Skills:* seeing things in the mind’s eye; *Interpersonal Skills:* participates as a member of a team, exercises leadership; *Resources:* human; *Personal Qualities:* self-esteem, self-management.

Subjects

- Critical thinking
- Interpersonal relationships
- Job skills
- Life skills,
- Listening skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- Problem solving
- Work environment

Activity Description

More and more, teamwork is “how the job gets done.” Learners need to know how to work in teams and how to value the contributions that each member can make in achieving a goal or accomplishing a task. This particular activity is an opportunity for learners to use many skills including imagination and the acting upon their ideas. While working together, they will learn the importance of accepting and utilizing their skills together to accomplish their goal.

This is a continuation activity based on the development of teamwork concepts. The development of a new product can only be achieved after the team members have worked together to assign responsibilities and be familiar with the guidelines given. If the previous lesson in this project was completed, learners have already begun to develop some teamwork expertise. Keep the same teams for this activity unless there were serious problems with the teams in the first activity.

1. Introduce this activity by explaining that the same teams are going to use



Project

This is the second activity of a two-part project on Communicating at Work. The lessons could easily be combined into one learning activity or used separately as presented here. The lessons in the project are:

1. Putting together a team
2. Developing a new product

Materials and Resources

- Items for marketing: suggestions include plastic cups, nail and string, piece of cardboard, by-product of some other operation, a recyclable item, etc.
- Drawing materials including paper, pencils, crayons
- Telephone access
- Camera
- *Handout 1:* “Team Member Responsibilities”
- *Handout 2:* “Developing a New Product: Basic Steps”

Learner Level

Multi-level: each learner will have the opportunity to utilize their strengths.

Learner Grouping

Whole class working in teams

Time Needed

2-hour session, possibly spilling over to a second day

Setting

I teach a combination Families First/ABE class that meets Monday through Friday, 8:00 AM – 12 NOON. There averages 7-10 learners in attendance, ranging in age from 18 to 77. They are a very personable group, get along well with one another, and all appear eager to try new things. All have the basic skills (grade levels 5-8.9) and half of those are in the credentialing level (9-12.9). So presently I have a group that can blend skills easily for team projects. Our learning environment consists of a large classroom with computers and conference tables and is easily used for a variety of activities. We can do “book work,” or use the room to create a workplace environment with ease. This activity was conducted around conference tables to give participants a feeling of a business “conference” or “brainstorming” atmosphere.

some of the same teamwork skills to develop a new product. New objects are given to each team. (This time, each team has a different object or combination of objects. Teams are not in competition with each other.) Distribute the handouts, “Team Member Responsibilities” and “Developing a New Product.”

2. Teams may reorganize team member responsibilities (trade jobs within the team) based on their previous team experience, if they wish. Teams brainstorm as before to determine their project and start to determine their strategies for product development. Each team member then takes primary responsibility for one phase of the development of the project according to the assigned title of responsibility. Team members can check costs by making telephone inquiries, discuss demographics, and investigating possible advertising avenues.
3. Team members should document their findings and ideas, prepare posters and advertisements, and submit their plans to other team members to prepare for presentation.
4. At the end of the session (approximately 2 hours), give each team an opportunity to briefly explain and define their “new” product and the

planned methods to make it marketable to the rest of the class. (The presentations can be made the next class period if more time is needed.)

5. Debrief the exercise with the class using a discussion of (1) the feasibility of the various plans, and (2) the importance of planning, teamwork, and research when completing any work assignment.

Assessment

To assess the teamwork used by each team, observe how each team works to see if all members contribute their ideas and energies to the project. Generalized observations by the instructor of team functioning can be made during the debriefing of the exercise at the end of the class. The uniqueness and completeness of the project presentation by each team is also an assessment of learners’ teamwork efforts.

Practitioner Reflection

Aside from the fun this exercise always promotes, learners also gain a sense of their own capabilities. A bit of competitiveness between the teams just automatically seems to surface, and it’s a learning experience for both participants and practitioner.

Team Member Responsibilities

Product design/remodel—Discussion of all team members

Demographics—Decide what income bracket a majority of people are in a given area, and what the interests of people are. Population, stores, businesses, etc. are all important.

Cost and Accounting—Given a specific cost of the raw material, give an approximate cost of manufacturing and what price you would put on product.

Marketing—Determine which areas (locally) you want to place the product for sale, and in what retail stores, etc.

Advertising—Decide what methods you want to use for advertising the product, construct ads (verbal and visual)

Product Presentation—Put together a presentation to show potential sponsors or buyers, using verbal and visual aids.

Developing a New Product: Basic Steps

1. Determine what the purpose of the product is.
2. Determine who would use the product.
3. Determine what the cost for “raw” materials is, and whether it can be manufactured at a reasonable cost.
4. Determine where you would place the product for sale, and why.
5. Determine your methods of advertising, approximate costs, and design ads to attract customers.

SECTION 4:

Lifelong Learning Skills

LESSON 1: “Where Has All the Money Gone?” A Lesson in Capital Spending	<i>Jackie Taylor-Pendergrass</i>	L-1
LESSON 2: Rewarding Responsibility and Accountability: Outstanding Entrepreneurs	<i>Jackie Taylor-Pendergrass</i>	L-7
LESSON 3: Self-Motivation Signs	<i>Beverly Dean</i>	L-11
LESSON 4: Determining Needs vs. Wants	<i>Carole Cheatwood</i>	L-13
LESSON 5: Packaging Your Assets	<i>Micki Hendrix</i>	L-15
LESSON 6: Entrepreneurship: How to Begin	<i>Gloria Rolfe</i>	L-17
LESSON 7: Statistical Sampling	<i>George Bott</i>	L-21
LESSON 8: Researching a Business	<i>Lisa Coy</i>	L-29
LESSON 9: Business and Industry Resource Book	<i>Kristi Matthews, Mickie Phillips, Jake Sharp, Tomi Thompson</i>	L-31
LESSON 10: Building Memories.	<i>Jackie Taylor-Pendergrass</i>	L-33
LESSON 11: “Where In the World Is...?”	<i>Glenda Turner</i>	L-39
LESSON 12: Comparative Evaluation of Different Makes of Flashlight Batteries	<i>George Bott</i>	L-41
LESSON 13: Increased Productivity	<i>Ernest Pounds</i>	L-47
LESSON 14: Improved Technology Improves Work Efforts	<i>Ernest Pounds</i>	L-49
LESSON 15: Diagnosing a Car Non-Starting Problem	<i>George Bott</i>	L-51
LESSON 16: Searching for Dream Homes on the Internet	<i>Carole Cheatwood</i>	L-61

The following learning activities also include Lifelong Learning Skills

Located in the Communication Skills section:

LESSON 1: Realtor Role-Play	C-1
LESSON 3: Exploring Occupations While Improving English and Spelling	C-5
LESSON 4: Encouraging Others in Class, in the Workplace, in the Home	C-9
LESSON 5: Thank You for Your Purchase	C-11
LESSON 6: Entrepreneurship: Is It for Me?	C-13
LESSON 7: Entrepreneurship: What Business Am I In?	C-17
LESSON 8: Entrepreneurship: Will It Work?	C-21
LESSON 10: Students as Teachers	C-25
LESSON 11: Observing Your Surroundings	C-27

Located in the Decision-Making Skills section:

LESSON 2: “And By What Name Shall This Business Be Known?”	D-3
LESSON 3: Setting Up for Business	D-5
LESSON 4: “Going Out of Business” Successfully!	D-9
LESSON 5: Selecting a Career Path	D-15
LESSON 6: How to Prepare for the First Day of Employment	D-17
LESSON 7: My Paycheck Amount—Computing Taxes and Withholdings	D-21
LESSON 10: Learning to Operate a Cash Register	D-27
LESSON 12: Accounting the Monopoly Way	D-31
LESSON 15: Math Skills for Everyday: Filling Out Income Tax Forms	D-47
LESSON 16: Industrial Measurement: Using the Industrial Ruler	D-49
LESSON 17: Industrial Measurement: Using Calipers to Assess Acceptable Dimensions	D-55
LESSON 18: Industrial Measurement: Using Micrometers in the Workplace	D-61
LESSON 19: Steps of Problem Solving	D-67
LESSON 20: How to Keep a Job	D-71
LESSON 22: Personal Information Card for a Job Search	D-75
LESSON 24: Entrepreneurship: Planning to Stay in Business	D-81

Located in the Interpersonal Skills section:

LESSON 4: Announcing Who We Are	I-9
LESSON 6: Making Birthday Calendars for Community Organizations and Businesses	I-15
LESSON 7: Communicating at Work: Putting Together a Team	I-17
LESSON 8: Communicating at Work: Developing a New Product	I-21

“Where Has All The Money Gone?” A Lesson In Capital Spending

Jackie Taylor-Pendergrass
Bledsoe County
Families First

Learners are walked through the process of balancing books by determining monthly totals of their small business spending.

Learners then are introduced to the concept of in-kind resources, and recalculate expenses including all in-kind that was donated to their grant project.

Learning Objective

- Learners will compute the spending involved when obtaining the capital necessary to open for business with 100% accuracy.
- Learners will calculate the dollar value of donated time, resources, and materials with 100% accuracy.
- Learners will indicate their understanding of the “big picture” of business operations by reflecting upon what they’ve learned and making long-term predictions about the monthly balance sheets of their small business operations.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learns through research, reflect and evaluate; *Decision Making Skills:* use math to solve problems and communicate.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: *Basic Skills:* arithmetic/mathematics; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Personal Qualities:* self-esteem, self-management.

Subjects

- Life skills
- Mathematics
- Consumer education
- Employability

Activity Description

1. *Background.* Opening a small business involves obtaining a vast array of capital resources, from office and cleaning supplies and equipment-specific capital, to the leasing of a location, marketing, and company vehicle expenses. Part of being a successful small business owner involves keeping accurate records of company spending.
2. *Taking Stock of Where We Are: Calculating Funds Expended*
 - Give each learner one blank inventory journal per month of business operation (*Handout 1*). Either on an overhead transparency or on a sample sheet to pass around, show the learners a sample inventory journal (*Handout 2*). Explain that each inventory sheet represents spending for a one-month period. The month the inventory is recorded is written in the blank at the top. The amount of money in the account with which to purchase inventory is written in the blank



Project

This lesson was part of an Action Research Incentive Grant to develop work-focused Families First classrooms in Tennessee. For this project, learners opened a photography studio to gain work skills and to experience how money can be earned through self-employment. In order to appreciate how quickly money is spent when obtaining capital, this learning activity was developed.

Materials and Resources

- *Handout 1:* Blank Monthly Inventory Sheet
- *Handout 2:* Sample Inventory Sheet
- Inventory journal published in the *Business Tax Record Book* available from H + R Block
- In-kind sheets obtained from a non-profit organization such as a school
- Monthly total in-kind sheets

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Learner Level

Basic Skills, grade level 5.0-8.9

Learner Grouping

Individual, small group, whole class

Time Needed

4-5 class sessions, one hour daily

Setting

This activity was used with a Families First class that met five days a week for four hours a day. There were five learners in the class.

This activity was one of the last lessons completing an entire unit of activities on opening a small business. The focus of this activity was to help learners construct an overall picture of the spending involved when obtaining the capital necessary to open for business.

“Beginning Physical Inventory.”

In the left-hand column, each day of the month is listed. In the next column titled “description,” the place the inventory was purchased is written. The cost of the purchase is written in the following column, and if any inventory was returned, the amount of the return is written in the last column. This process is repeated for all spending that occurred in the specified month.

- At the bottom of the inventory journal, all spending is totaled for the month, as well as any returns. The cost is subtracted from the amount written in the blank “Beginning Physical Inventory,” any returns are added, and a new total is written in at the bottom blank called “Ending Physical Inventory” (see sample inventory journal). The ending physical inventory becomes the beginning physical inventory for the next month, and the entire process is repeated for all succeeding months.
- On the board, write the beginning physical inventory for the first month. Then write the name of the first location at which grant money was spent, and write the amount spent. Wait until all learners have subtracted it from the grant total. Encourage learners to help others around them without giving them the answer, but by showing them how to do it. As a class, have the learners give you their answers. When everyone comes up with the correct answer, write the next receipted purchase on the board. Since the learners’ math skills are at various levels, you may write the names of all the locations of purchase on the board for the quicker math

learners, but do not write all the spending amounts at once. Some learners tend to get much further ahead than others, and suddenly the class will cease to work together as a whole.

- Once all spending has been subtracted from the total grant amount, have the learners graph their results. Which month incurred the highest spending? What was happening that month that may have affected spending? Which month incurred the lowest spending? Why was spending down that month? Discuss their results.

3. Taking Stock of Where We Are: Calculating In-Kind Expenses

- Hand out blank copies of your school system’s in-kind sheets. Explain to the learners that money comes in all forms, not just cash, but through the donation of time, materials, and resources. By providing the appropriate information, have the learners calculate all in-kind that was donated towards their project. Have the learners determine totals for each month of in-kind.
- Once all in-kind is calculated and totals are determined, have the learners graph their results. Which month had the largest in-kind donation? Which month had the lowest in-kind donation? What was occurring those months that may have affected donations?

4. Making Inferences Based on Reflections

- How do the in-kind donations compare to the monthly grant spending? Are the monthly peaks and lows similar or different? Why? If your small business were funded through a loan from a bank instead of from a grant, how

much more money would you have to request from the bank? Why is this?

How would you predict long term small business spending? Would it increase? Decrease? Would there be any seasonal fluctuations in spending? Why?

Assessment

The first two objectives are formally assessed—did the learner complete his/her calculations with 100% accuracy? The third objective is assessed formally and informally: the learner completed graphs plotting his/her data and explained his/her results. The questions asked of the learners at the end of the activity may be asked orally, or you may ask for written responses from them.

Practitioner Reflection

Although eye witness to all of the inventory that entered and exited their photography studio, several learners expressed a lack of understanding regarding actual spending of the \$2,000 in Action Research Grant funds allocated to their class for the opening of a photography studio. It seemed they were having trouble understanding where all the money had gone! It never

occurred to me before that this would pose a problem for them, since the group of learners that started this project remained in my class for the duration of it and were witness to, and many times assisted in, the spending of the grant funds. Imagine their surprise the day of the grand opening of their portrait studio when I told them that all of our \$2000 had been spent and any more money we needed to spend could come only from the profits they made selling portraits! In an attempt to bring their understanding of small business ownership full circle, I developed this learning activity.

If I were to repeat this activity another time, I would initiate this activity at the beginning of the project and have the activity be an ongoing one; the learners would keep their own tally sheets in their ring binder, subtracting receipts as expenses are incurred. This way they would know exactly where we stood financially at any given point during the project. I would also have learners calculate mileage on my vehicle, which was the company car, and determine the additional wear and tear placed upon it as a result of its use.

Sample Inventory Sheet

Month of _____

Beginning Physical Inventory _____

Date	Inventory Purchased		
	Description	Cost	Returns/ Allowances
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
TOTAL			

Ending Physical Inventory _____

Sample Inventory Sheet

Month of January

Beginning Physical Inventory \$2,000.00

Date	Inventory Purchased		
	Description	Cost	Returns/ Allowances
1			
2			
3			
4	<i>Staples</i>	<i>67.31</i>	
5			
6			
7	<i>Business License</i>	<i>20.00</i>	
8			
9			
10			
11			
12	<i>Studio Lights</i>	<i>575.00</i>	
13			
14			
15			
16			
17			
18			
19			
20	<i>Travel to Lebanon</i>	<i>48.54</i>	
21			
22			
23			
24	<i>Wal-Mart</i>	<i>107.83</i>	
25			
26			
27			
28			
29			
30			
31			
TOTAL		\$818.68	

Ending Physical Inventory \$1,181.32

Rewarding Responsibility and Accountability: Outstanding Entrepreneurs

Jackie Taylor-Pendergrass
Bledsoe County
Families First

Learners are given points daily based upon their participation and efforts in attempting to open a small business, in this case, a photo studio. Learners choose which tasks they want to complete and ultimately decide how many points they wish to score. Weekly, monthly, and seasonal awards are granted to learners who have earned the highest points.

Learning Objective

- Learners will take increasingly greater responsibility for their learning as indicated by taking part in the point system and accumulating a set number of points.
- Learners will take ownership of their small business by demonstrating increased self-initiative in determining their own daily business goals.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* take responsibility for learning, reflect and evaluate; *Decision Making Skills:* solve problems and make decisions.

KSAs: Quality in the workplace; works on a team effectively.

SCANS: *Thinking Skills:* knowing how to learn, creative thinking, decision making, problem solving, reasoning; *Personal Qualities:* self-esteem, self-management.

Subjects

- Adult basic education
- Employability
- Job skills
- Life skills
- Work environment

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

The action research project in which my class participated involved the opening and operating of a photography studio. Opening a small business is an intricate process involving literally hundreds of steps. Although being able to open the doors for business makes all the effort worthwhile, I needed to do something to provide an ongoing incentive for all of the multitude of steps my learners were going to have to make, and to illustrate the grandeur of the work they had accomplished. I initiated the small business project with a few lessons over self-esteem, marketing research concerning what business opportunities were open to us, and a field trip to our local Small Business Development Center in Chattanooga. But the point system itself was an ongoing process initiated towards the beginning of our project that lasted the duration of our small business project, providing documentation of what steps were necessary in implementing a small business, and who had borne the weight of that responsibility. We carried out our project daily by reviewing what tasks needed to be accomplished that day. Learners choose any tasks



Project

This lesson was implemented as part of an Action Research Incentive Grant to develop work-focused Families First classrooms in Tennessee. For our project, learners opened a small business, a photo studio, to gain work skills and to experience how money can be earned. In order to be fair in dividing up all of the tasks, this learning activity was developed.

Materials and Resources

Practitioners should prepare job description handouts in advance, as well as the table on which learners record individual points and the bulletin board that will display the current information and award winners. Practitioners should also prepare a syllabus on the project that is going to be completed, illustrating topics week-by-week to clear up any confusion and encourage participation.

Learner Level

Basic Skills,
grade level 5.0-8.9

Learner Grouping

- Individual
- Small group
- Whole class

Time Needed

Several class sessions

Setting

This activity was presented to a Families First class that met five days a week for four hours a day. There were five learners in the class.

This activity was the first lesson of an entire unit of activities on how to open a small business. The focus of the first activity was to implement a point system that kept track of learner participation as well as the tasks the learners had completed or needed to work on, and to provide an incentive for learners to work towards a common goal.

they wished to complete, ultimately taking responsibility for their learning by deciding how many points they wished to score. As the process evolved, learners began taking ownership of the business by taking the initiative to complete unexpected or remaining tasks at hand, deciding for themselves what needed to be accomplished on which day.

To Initiate the Point System:

1. Divide the class into teams or partners. Seat them together with their team or partner around a large table for group discussion. Ask them if they were playing ball, what actions of their team members would make them upset during a game? (Answers will vary, but will reflect how the lack of efforts by one team member can hurt the whole team, potentially causing a loss for that team.)
2. Discuss and list on the board expectations learners would have of their fellow ball team members. Hand out copies of the project's job descriptions, point system rules, and a sample record chart. Discuss how the qualities of being a ball team member relate to being a team member or partner when opening a small business.
3. Explain point system rules. (See below for rules.) Have teams brainstorm a list of steps they believe must be accomplished in order to start a small business. Time the brainstorm—5 minutes. The point of the learners' brainstorming activity is to get the learners into the mode of thinking in terms of "What needs to be done next?" The teacher circulates among the teams to answer questions.

4. Review the learners' lists as a class. Have the learners keep their lists as a sort of brainstorm sheet to add to as new ideas come to mind.

5. Give learners the first daily list (pre-prepared) on the blackboard of what needs to be done. On a "first come, first served" basis, teams can sign up for duties by writing their names next to the task on the board.

Operationalizing the Point System:

1. Make a poster of the knowledge, skills, and attitudes (KSAs) necessary (see below) to acquire and keep a job as well as job responsibilities applicable to business operations.
2. Make a chart with the learners' names on one axis and the dates on the other axis.
3. Daily, as each of the job responsibilities and KSAs are achieved, put the number of points earned by each learner's name. Each of the KSAs and job responsibilities are worth one point.
4. On the blackboard, list additional duties that do not fall within the realm of anybody's job descriptions. Prioritize the duties according to which week each needs to be accomplished. Only list the duties that can be achieved within one day's time on the blackboard. Extra duties should be worth more than daily duties to provide an incentive for learners to become self-motivating. Extra duty points are awarded only when daily duties are completed.

KSAs and Job Responsibilities Poster

- Works well with others
- Cooperates
- Exhibits teamwork
- Creative
- Self-motivating
- Takes initiative
- Works on typing skills daily—*Mavis Beacon Teaches Typing* program
- Writes in journal
- Maintains organization
- Uses proper phone etiquette
- Uses the computer when necessary
- Asks well-formed questions

Loss of Points

Points will only be lost when the learner is absent from class.

Absences are only excused when an emergency arises and documentation of that emergency is brought in.

1. Unexcused absences deduct points from weekly score.
2. Any employee who scores into the negative domain is hypothetically “fired.”
3. Any “fired” employee may elevate her status by becoming the company’s “volunteer,” earning points by completing KSAs and acting as “gopher” to all business employees.
4. The volunteer will continue to maintain supportive duties until such time that her points re-enter the “positive” domain.
5. Once a volunteer re-enters the positive domain, she may fill out an application for employment and turn in a typed resume.
6. If the application and resume “pass” her peers’ inspections, the volunteer will qualify for an interview.
7. To succeed at the interview conducted by her peers, the applicant must express what she can contribute to the success of the business, articulate herself clearly, and dress for success!

Awards

Weekly: Career Person of the Week

- Picture is posted on the bulletin board
- Certificate of Achievement
- Choice of three products from school store

Monthly: Partner of the Month

- Portrait on a plaque at place of business
- Portrait on classroom bulletin board
- Certificate of Achievement
- Choice of five products from school store
- Special employee of the month parking

End-of-Project: Entrepreneur of the Year

- Trophy or plaque to take home
- Portrait on bulletin board
- Newspaper recognition
- \$50 gift certificate at Wal-Mart

Assessment

Learners should keep daily logs of their business activities in a journal for the practitioner to review. The first objective has been met if the learners earn points on a weekly, monthly, and seasonal basis. The points are an assessment of their efforts towards achieving a common goal. Showing initiative by taking on extra jobs and seeing jobs

that need to be done but are not listed are good indications that learners are beginning to feel like they “own” the business.

Practitioner Reflection

Several learners had said they would like to learn how to make money without always working for somebody else. They were curious to discover how to become “your own boss.” As part of the work place, employees must take responsibility for certain tasks, and they are accountable for the actions those responsibilities demand. Ironically, despite their interest in becoming “your own boss,” I had difficulty in the beginning of our project encouraging the learners to show up for class and participate in the tasks that lie ahead. When I spoke to learners individually, they each expressed concerns of the class’ ability, as a whole, to make this project work. In order to make the overwhelming task of opening a small business possible and easier to manage, I wrote up the job descriptions and implemented this point system.

Initiating the point system on the first day took more time and explanation than on following days, which only

consisted of reviewing the daily tasks and allowing the learners to choose which ones they would be responsible for. The key to this process is providing ongoing feedback, and I found it difficult, considering the more pressing tasks at hand, to award the *Career Woman of the Week* in a timely manner. If I were to do this again, I would consider providing only the monthly and seasonal incentives. Instead of providing a weekly award, which is time consuming and fund depleting, I would provide levels of achievement that anyone in the class could work towards if they so desired. For example, I would give the learners a set number of points that, when reached, would earn them a new status in the business like “associate,” “manager,” and “partner.” A career ladder could be mapped on the classroom wall, and photographs of the learners could be moved along the ladder reflecting their newly earned career status.

I would also precede this lesson with more teamwork, confidence, and self-esteem building lessons than I did, so that the learners could develop a greater sense of confidence in themselves and in their “business partners” abilities and talents.

Self-Motivation Signs

By browsing through various resources containing motivational sayings, proverbs, and verses, learners reflect upon individual motivational needs and create signs which serve as “reminders” to cater to those needs.

Learning Objective

Learners will identify specific areas with which they desire motivational assistance, and will produce signs that solicit those behaviors for display in their homes.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* reflect and evaluate; *Communication Skills:* read with understanding.

KSAs: Follows instructions; Reads work related text.

SCANS: *Basic Skills:* reading; *Personal Qualities:* self-esteem, self-management.

Subjects

- Learner produced materials
- Life skills
- Literature

Activity Description

1. The day before the activity, ask learners to bring to class any books, pamphlets, calendars, etc. that have motivational sayings. The teacher should bring these to share as well. If learners have ready access to the Internet, they can explore the Websites listed in “Materials and Resources.” Alternatively, the practitioner could visit the sites ahead of time and download appropriate pages for the learners’ use in class.

2. At the beginning of class show post-it-notes, magnets, signs, and other motivational sayings from the practitioner’s collection and any brought in by learners.
3. Invite learners to discuss the terms “motivation” and “attitude.” Discuss negative feelings about education and work and what effect concentrating on more positive perceptions or images might bring.
4. Each learner is to make signs containing sayings that have some personal connection or meaning to their current life situation. Their choices should contain thoughts that encourage, inspire, or challenge them. The signs learners create can go on refrigerators, mirrors, nightstands, etc.
5. Distribute sources for handouts: books, pamphlets, day-by-day calendars, downloaded Internet pages, etc. Suggest learners take their time and carefully choose three sayings that inspire, motivate, encourage or challenge them.
6. Distribute supplies for making the signs: brightly colored index cards, markers, glitter, etc. Encourage learners to create signs to display at home that will provide inspiration and encouragement when they see them.

Beverly Dean
Henderson County
Adult and Community
Education

▼ Project

This activity was not part of any larger project. It was an activity that could be done at any time with a class when they seem a little discouraged.

Materials and Resources

- Books of quotes or motivational sayings
- Any of these Internet sites with quotes and motivational sayings:
—<http://www.followyourdreams.com/food.html>
—<http://www.starlingtech.com/quotes/>
—<http://www.motivateus.com/>
—<http://hometown.aol.com/Jainster/Quotes/quotes.html>
- unlined tinted and white index cards, markers, glitter for decoration, and any other decorative items available.

Learner Level
Multilevel

Learner Grouping
Individual

Time Needed
1 to 1 1/2 hours

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Setting

This is a group of approximately 8 – 10 Families First learners who come to class five days a week from 8:00 AM – 12:00 NOON.

Assessment

To evaluate the effectiveness of this lesson, learners should be able to select motivational literature suited to their needs, and create signs displaying those quotes they have selected.

Observe how much time the learners take with the activity. Also, in the future ask them if the signs have helped to boost their outlook.

Practitioner Reflection

We hit a slump in our classroom. Several of my learners experienced discouragements at about the same time through negative experiences at work, classmates having received their GED

and moving on, losing a friend, etc. I hoped that through this activity, these little words of wisdom they see often could work subliminally to encourage, inspire, or challenge their ways of thinking.

The learners really enjoyed this activity. The discussion itself seemed to be very beneficial for venting frustrations and concerns. Most of the learners took their time choosing sayings related to them. A few seemed to want to focus more on words of wisdom about child rearing rather than job skills. Over all, I feel this was a very effective activity.

Determining Needs Vs. Wants

Carole Cheatwood
Lawrence County
Adult Learning Center

After a discussion on needs vs. wants in home buying, learners write a detailed description of their dream home. The learners then categorize each of their listed home features as a need or a want.

Learning Objective

Students will be able to discriminate between a need and a want in home buying in a written exercise following this discussion.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* reflect and evaluate; *Communication Skills:* read with understanding, convey ideas in writing, speak so others can understand, listen actively; *Decision Making Skills:* plan.

KSAs: Follows instructions; reads work related text; Talks with respect; Listens for understanding; Quality in the workplace.

SCANS: *Basic Skills:* reading, writing, speaking, listening; *Personal Qualities:* self-esteem, self-management; *Thinking Skills:* seeing things in the mind's eye.

Subjects

- Consumer education
- Critical thinking,
- Job skills
- Writing skills

Activity Description

1. Learners write for 15 minutes in their journal describing their dream home in as much detail as possible.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

2. Ask for volunteers to read their descriptions aloud. (The practitioner may collect writings and randomly read aloud if the group does not normally volunteer.)
3. Distribute a copy of the local Home Guide. Ask learners to look through the guide to see if they can find their “dream home.” If they find their dream home, ask them to make an enlarged copy of it on the copy machine.
4. Discuss the differences between “needs” and “wants.” If you need to, look in a dictionary for definitions and write on the board. Discuss how employers need their employees to be able to determine needs vs. wants to maintain cost effectiveness. Also, explain that sometimes we have to make decisions to determine what is really a “necessity” and what is a “would like to have” item. Make a list on the board of needs and wants. The “needs” list might include nutritious food, clothing, housing, transportation, water, etc. The “wants” list might include candy, a swimming pool, a sport utility vehicle, designer clothes, a cell phone, and so on. The discussion as to which list to put an item on will help to solidify the difference between needs and wants.



Project

This learning activity was part of the project sponsored by the Fannie Mae Foundation to prepare Families First recipients for home ownership and an action research grant given by the Tennessee Department of Human Services to create work-focused Families First classrooms. This activity was the first of three in this series:

1. Determining Needs vs. Wants
2. Realtor Role-Play
3. Searching for Dream Homes on the Internet

Materials and Resources

1. Paper and pencil for each learner
2. White board and dry erase markers
3. Locally distributed Home Guides (free locally each month at convenience stores and grocery stores)

Learner Level

Grade levels 6.0-12.9

Learner Grouping

Whole class

Time Needed

1-2 hours, depending on class size

Setting

At the time of the lesson, I had six Families First learners attending. Five of the six were working on their GED. All adult learners were working on attaining work skills necessary on the job. Learners were studying the Fannie Mae curriculum, "How to Buy Your Own Home."

5. On clean sheets of paper folded lengthwise, learners write the word "Needs" at the top of one side and the word "Wants" at the top on the other side of the paper. Learners then categorize the features of their "Dream Home" in the "needs" column or the "wants" column. They may use either the home they wrote about in their journals or the one they found a picture of in the Home Guide.
6. Divide the class into groups of two or three and ask each other to justify the choices they made on their lists. If they cannot adequately justify an item in the "needs" column, then they should be asked to move it to the "wants" column. Have learners review their revised lists.

Assessment

Learners will have compiled a more accurate list of needs and wants. They will use this list in the following lessons "Realtor Role-Play" and "Searching for Dream Homes on the Internet."

Practitioner Reflection

This activity involved all learners as they practiced skills necessary for the workplace. The learners explored the idea of living in a home of their own and they experienced some of the kinds of decisions they would have to make before deciding on what kind of home would best meet their needs. My class enjoyed looking through the home guides because they began to realize that all homes are not as expensive as they had first thought. Some learners were even able to realize the need to be able to discriminate between needs and wants when making purchases other than a home.

Packaging Your Assets

This activity is an on-going activity in which there is class discussion, individual reflection and evaluation of abilities, direct instruction, journal writing, and resume/portfolio development. Learners consciously practice using knowledge, skills, and attitudes named as KSAs as well as specific information and communications technology in the classroom as a part of classroom routine. The instructor must recognize, reinforce, and reward the skills as they are exhibited. Learners are instructed to write daily journals of their work-related activities, noting new skills mastered and attitudes addressed in the activities. Later, learners summarize all skills mastered.

Learning Objective

- Learners will adopt, as a part of their conscious daily routine, knowledge, skills, and attitudes (KSAs) commonly used in the workplace.
- Learners will package their mastery of these skills in a useful form as a part of their portfolio to be used when job seeking.
- Learners will reflect an increase in self-confidence as these skills are identified.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* reflect and evaluate, use information and communications technology; *Interpersonal Skills:* advocate and influence; *Communications Skills:* convey ideas in writing; *Decision Making Skills:* plan.

KSAs: Quality in the workplace.

SCANS: *Basic Skills:* writing; *Personal Qualities:* self-esteem, self-management; *Thinking Skills:* seeing things in the mind's eye; *Information Skills:* uses

computers to process information; *Technology Skills:* selects technology, applies technology to tasks; *Interpersonal Skills:* exercises leadership.

Subjects

- Employability
- Life skills
- Resumes—personal
- Technology
- Work environment
- Writing skills

Activity Description

This activity is not one for which we set time aside for to formal instruction, but rather a procedure that is in place all the time and applied as the opportunity arises. As I discover materials that are applicable on the Internet, I bring in copies for the learners. There are many helpful websites that consider skills needed on the job. (See “Materials and Resources” section for two samples. Practitioner can also go to the msn news web page every morning. There is usually something job-related on there.)

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Micki Hendrix
McNairy County
Adult Learning and Job
Training Center



Project

This activity is part of larger project in which learners compose a portfolio to be used while job seeking

Materials and Resources

- **Handouts:** descriptions of skills, attitudes, knowledge to be considered
- **Journal:** for individual documentation of skills mastered
- **Internet resources:** job descriptions with skills required. Two samples of such sites are:
—http://content.careers.msn.com/_int_htg_questions.html
—http://content.careers.msn.com/gh_int_htg_questions.html
- **Other media:** job descriptions with skills required

Learner Level

Basic skills,
grade levels 5.0-8.9

Learner Grouping

Individual, Whole class

Time Needed

Ongoing—Activity is more of a procedure or a way we operate day-to-day than a lesson that we schedule into our day.

Setting

This activity occurs within a Families First ABE/workforce readiness class that meets 5 days per week, 4 hours per day. Average attendance is 8-10 learners.

The learners have a checklist of knowledge, skills, and attitudes (KSAs) needed for employment. The KSAs are also posted prominently on the wall of our classroom. (See the appendix for a complete listing of the KSAs.) In our class, we also have a list of common tasks or specific skills in the workplace, including proper telephone techniques, operating a copy machine, operating a fax machine. We use real-life situations that arise in the lives of the learners to apply the skills.

Example: The participants are required to use the fax machine to communicate to DHS for absence or to communicate to a doctor's office, etc. When participants have completed the fax successfully several times, the skill is added to their list of skills. Participants also write about the experience in their journals. Participants also teach the skill to new learners to cement the learning. (The same process applies to other skills).

The KSAs are not as easily assessed as hard skills, but a practitioner can certainly observe if a learner gets along well with others, or if the learner follows instructions. I observe the learners in each situation in the classroom. I watch to see if they follow instructions, cooperate with others, accurately perform work, etc. The main emphasis is to constantly remind them that the KSAs are the big ticket to being successful in the workplace and in life. By continually mentioning and discussing the KSAs and by connecting them to learners' behaviors, the practitioner can be assured the learners have a good understanding of their significance. Learners include

KSAs they believe they have mastered in their resumes.

Assessment

The practitioner awards mastery certificates in hard skill areas. The learners have a checklist on their portfolio of knowledge, skills, and attitudes including both the KSAs and these hard skills, and the skills are checked on the list as they are demonstrated. (Each practitioner decides the additional skills he/she chooses to include on the checklist.) Also, the practitioner assesses the learner by the finished portfolio and confidence of the learner. Change in behavior is a gradual process, but keeping learners aware of the desired KSAs by making the recognition explicit greatly speeds up the process and keeps it in the forefront of learners' consciousness.

Practitioner Reflection

Learners need to develop specific skills for employability and the ability to recognize the skills. The learners also need to become self-advocates, learning to present their skills confidently in a job interview. I hope that this activity will help each of my learners find his/her special abilities and propel him/her to promote these abilities.

In teaching this activity again, I would involve the learners in more of the teaching of the skills. (Anytime one teaches a skill, the skill is reinforced). This activity is easily transferred to real-life situations since the learners' goals are to seek careers. Skills are extremely important, especially with little or no work history.

Entrepreneurship: How to Begin

This learning activity will introduce the idea of entrepreneurship and starting one's own business. Through the experiences that a guest speaker brings and their own discussion and research, learners will begin to define a business plan and understand the parts of a business plan.

Learning Objective

- Learners will understand the concept of entrepreneurship.
- Learners will examine and be able to identify the rudiments of a business plan.
- Learners will locate and use resources about business plans on Internet.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research, use information and communications technology; *Communication Skills:* listen actively.

KSAs: Accurately performs work, Follows instructions; Knows standard procedures; Listens for understanding; Follows instructions.

SCANS: *Basic Skills:* listening; *Information Skills:* uses computers to process information, Acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Technology Skills:* selects technology, applies technology to tasks;

Subjects

- Critical thinking
- Employability
- Job skills
- Life skills
- Listening skills

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- World Wide Web
- Work environment

Activity Description

This lesson was composed of two parts on two successive days: (1) a discussion to introduce the idea of entrepreneurship and the importance of a business plan, and (2) a guest speaker who spoke on the content of and importance of business plans to the success of an entrepreneurial business.

Discussion:

1. Begin a general class discussion on working and what kinds of jobs the learners would like to have. If it does not come up in the discussion, ask learners if anyone has ever thought of owning his/her own business. Allow time for this discussion to develop.
2. Define entrepreneurship as starting a business and assuming the risk for organizing and running that business venture. Again, let the discussion develop. Make sure the "risk" involved is part of the discussion.
3. Ask for suggestions as to how the entrepreneur can minimize the "risk" factor. Introduce the idea of good planning and leaving less to chance.

Gloria Rolfe

Messick Vocational and Adult Center, Memphis



Project

This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and write a very basic business plan for a hypothetical business. This is the first of five learning activities in this project. The activities are:

1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

Materials and Resources

- A copy of an actual business plan from your Small Business Administration state or local office
- Shickler, S. J. & Casimiro, J. P. (1998). *Growing a Business: Young Entrepreneur's Start Up Guide*. Chamblee, GA: KidsWay, Inc.
- Resnik, P. (1988). *Everything You Need to Know*

to Manage a Small Business. New York: John Wiley & Sons, Inc.

- Richm, S. L. (1990). *The Teenage Entrepreneur's Guide*. Chicago: Surrey Books.
- Covello, J. & Hazelgren, B. (1998). *Your First Business Plan*. Naperville, IL: Source books, Inc.
- A guest speaker from the Chamber of Commerce, the Small Business Administration, or a successful local small business owner

The following web sites were also especially helpful:

- **U.S. Small Business Administration**
—<http://www.sba.gov/starting/indexbusplans.html>
—<http://www.sba.gov/starting/indexsteps.html>
—<http://www.sba.gov/gopher/Business-Development/Success-Series/Vol2/Plan/plan.txt>
- **St. Charles City-County Library District: Business Plan for Small Service Firms**
—<http://www.win.org/library/services/busgov/bussstart/lssmfir.htm>
- **Deloitte & Touche: Growth Company Services Writing an Effective Business Plan**
—<http://www.dttus.com/growth/guidebooks/busplan.htm>

4. Ask the learners what they think might be contained in a business plan that would help the entrepreneur minimize risk.
5. Introduce the idea of doing research to find out the parts of a business plan. Let the learners know that there are many different ideas of how to write a business plan, and they are going to try to synthesize what several sources say to determine if they can agree on a basic list of steps for writing in a business plan. Let learners work with partners. (One group can have three learners if there are an uneven number of people in the class.) Have each group consult a different reference from the “Materials and Resources” section listed above or other references you may have procured. Have learners list the sections of a business plan as found in their reference with a short definition of what would be contained in that section. Allow about 15-20 minutes for this activity.
6. Help the learners synthesize the information they have gleaned, using the blackboard. Try to come to a simplified understanding of what is contained in each of the parts of a business plan that they agree on.
7. Take time to answer questions about a business plan.
8. Give learners copies of an actual business plan that you have obtained from the Small Business Administration. If they are familiar with the particular business or with businesses of that same type, the plan will be of more interest and benefit to the learners.
9. Look at this plan to recognize where the information in the business plan they synthesized is located.

Guest Speaker

The following class period, host a guest speaker who will focus on business plans and how they help to minimize the risk for entrepreneurs. Have the learners listen for the parts of the business plan that they have talked about. If these parts are not mentioned during the speech, ask about them yourself during the question and answer section at the end, or else have learners poised to ask for this information.

Assessment

Learners should be able to recognize the steps in the copy of the actual business plan that they receive. Learners should also start to be familiar with what is contained in a business plan and recognize when the guest speaker mentions that content. Learner will be able to demonstrate their understanding of the concept of entrepreneurship in the question and answer session following the guest speaker.

Practitioner Reflection

I wanted learners in my class to consider having their own businesses. It is my hope that the learners will find their hidden talents, become independent, and realize they can earn money all at the same time. The project to write a business plan helps learners explore the option of being entrepreneurs.

The next time I implement this lesson, I would coach the guest speaker to be sure to include the parts of a business plan in her presentation. I would also allow more time for the activity. The learners seem now to be familiar with business plans in general and are starting to recognize the steps involved in creating a business plan, but they still have questions. The information helped learners to begin to think about whether they could start their own businesses.

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Whole class

Time Needed

Several class sessions

Setting

This learning activity took place in a Families First classroom meeting five days a week for four hours per day. There were five learners in the class.

Statistical Sampling

George Bott
Workforce Network

Learners collect data in the field and analyze it in class using tables and graphs to determine how many observations of a phenomenon are necessary in order to draw reasonably valid conclusions about it. This project is to teach learners the power of statistical sampling in searching for information.

Learning Objective

- Learners will analyze a problem situation to determine the need for data.
- Learners will plan how to obtain and organize data needed.
- Learners will analyze data and draw conclusions.
- Learners will write a report on their project.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research; *Communication Skills:* observe critically, convey ideas in writing; *Decision Making Skills:* use math to solve problems and communicate.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Quality in the workplace.

SCANS: *Basic Skills:* writing, arithmetic/mathematics; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Adult basic education
- Critical thinking
- Problem solving
- Job skills
- Life skills
- Mathematics

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

In talking with the class about loss of business in a restaurant (as an example), I found that learners have never faced the problem of making a consumer survey: what must be considered in getting unbiased data, how much data to get, etc. I decided to have the adult learners perform this vehicle experiment in order to give them some understanding about the single issue of how much data to collect. Along the way I did discuss considerations in ensuring that the sample data are unbiased in ways which would invalidate conclusions that might be drawn from the experiment. From this project, learners gained an elementary understanding of the use of statistical sampling to minimize data taking and the use of math and graphing to analyze data.

For this project, I decided to ask the class to determine the ratio of each of the following types of vehicles traveling along a busy interstate near our classroom: cars, mini-vans, SUVs, and pickup trucks. (If there are enough learners to do the activity, it could be expanded to find the ratio of vehicles of a certain color, etc. Actual data taking would be done at a safe location along the highway but at a position close enough to permit learners to recognize the selected vehicles.) I chose a location on



Project

This is a stand-alone project.

Materials and Resources

Clipboards, pencils, data sheets, watches, graph paper, calculators (optional).

Learner Level

All levels.

Learner Grouping

Small group, Whole class

Time Needed

All work can be completed in two 4-hour class sessions.

Setting

This class is attended by 4-5 learners and meets four hours a day for five mornings a week. Learners are a combination of those who attend through Fresh Start and those required to attend the class in order to keep their welfare benefits, but attendance is still sporadic. The regular classroom equipped with tables rather than desks is used for most sessions.

For this learning activity,

planning and data analysis were done in the classroom. The data gathering was done in the field.

a dead-end access road that has a good view of the highway. I avoided a location within the city limits since that location might have involved double counting as vehicles return in the other direction after a short shopping trip.

This learning activity has four parts: preliminary discussion of the activity, data collection, analysis and plotting of data, and writing a report describing the activity.

Preliminary discussion of the activity

1. Lead a class discussion on the loss of business at a restaurant and what can be done about it. Have the learners think of all kinds of reasons

for the loss and make a list of them without being critical of any.

2. Take the items on the list one-by-one and talk about the possible relevance and importance of each. Every time I have tried this, the class has agreed that a consumer survey should be done.
3. Discuss how to do a consumer survey so that the data obtained will be relevant and unbiased.
4. Talk about how many consumers have to be surveyed, and this leads directly to the issue of sample size.

Vehicle Observation				
Sheet 1—Data Gathering				
Time Period	a. cars	b. minivans	c. SUVs	d. pickups
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

- Since a consumer survey will be difficult to conduct, I shift to a different type of survey which is possible for the class, and discuss the vehicle count and how to determine what sample size would be appropriate.
- I tell the class that we will do sampling to learn the ratio of four types of vehicles traveling on I-40: cars, minivans, SUVs, and pickup trucks. I explain that we will take counts of each type of vehicle in 5-minute intervals and that data sheets will be required.

Data collection

- I ask the class to construct the Data Gathering sheet and describe how the data will be taken (who will do what, etc.). For clarity, call this Sheet 1. Sheet 1 will have five columns. On the left is the column for listing the number of the 5-minute interval. (Numbered in advance from 1 to 24, the column holds two hours worth of data.) In the next four columns, a, b, c, and d, tally each of the vehicle types for each 5-minute interval. Column “a” is for cars, column “b” for minivans, and column “c” for SUVs, and column “d” for pickups. When Sheet 1 has been completed, cell 1a contains the number of cars that passed the checkpoint during the first 5-minute time period. In like fashion, cell 24d is the tally of the number of pickups that passed the checkpoint during the last 5-minute time period.

- An example of how Sheet 1, the Data Gathering Sheet, might look before being used is shown on the previous page (L-22).
- Having explained all the above, and having prepared the data-gathering sheet, it is now time to take the class to the “field” to collect data. Divide the learners into groups of three. Each group needs the data-gathering sheet, a clipboard, a watch, and a couple of pencils. Duplication of data taking is OK and can lead to a bit of rivalry in analysis and results. One learner in each group should be the data taker tallying the number of vehicles of each description in the correct cell as they are called out. The second learner is the time-keeper, calling out the five-minute intervals. The third person is the vehicle observer calling out the identity of vehicles as they pass. The observer must be one who knows how to identify the different types of vehicles correctly.
- Shown below is a sample of how the data sheet might look if the tallies were then transcribed as numbers.

Vehicle Observation				
Sheet 1—Data Gathering				
Time Period	a. cars	b. minivans	c. SUVs	d. pickups
1	10	7	6	2
2	4	4	4	5
3	8	7	3	2
4	7	4	2	3
5	3	4	4	2
6	3	4	4	1
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
24	7	5	5	3

5. Taking data is tedious work, and gets somewhat boring. A nice reward is a stop at Burger King or McDonald's on the way back to the classroom.

Analysis and Presentation of Data

Now it is necessary to talk about how the data will be analyzed and how to decide when a sample is large enough. The analysis and the decision about sample size could have been done while taking data at the highway, but to keep things simple, we do the analysis and decision making back in class. That means we undoubtedly collect more data than is actually required.

Analysis of the data will require one sheet of graph paper and the preparation of two additional data sheets. Data Sheet 2 will show the cumulative totals by time period of each type of vehicle as well as the cumulative total of all vehicles by time period. Data sheet 3 will show the ratio of the cumulative counts on Sheet 2 to the row total count in column e. of Sheet 2.

1. Have learners prepare Sheet 2 to be similar to the empty Sheet 1 except that it must have one additional column on the right, Column e., for the cumulative total of all vehicles counted. The number of the 5-minute intervals in the far left column will be the same as on Sheet 1. The row of data for time period 1 will be the same as on Sheet 1 with the numbers in columns a., b., c., and d. summed for column e. For time period 2, the cumulative number of cars for time periods 1 and 2 will be placed in column a., the cumulative number of minivans for time periods 1 and 2 will be placed in column b., etc. Then all the numbers in row 2 are added for column e to equal the combined number of

vehicles that passed the checkpoint in the first two time periods. Likewise, the number in row 3, column a. will indicate the total number of cars counted in the first 3 time periods, etc. Following this pattern, the number in row 3, column e. should be the total number of cars, minivans, SUVs, and pickups that have passed the checkpoint in the first 15 minutes of data gathering. Using the sample data from Sheet 1 above, the completed Sheet 2 would be as follows: (SEE PAGE L-26.)

2. Sheet 3 will be similar to sheets 1 and 2. The 5-minute intervals will be the same as before. The entry in each of the next four columns will be the ratio of cumulative counts to the row total count in column e. (all numbers taken from Sheet 2). Then for comparative purposes, the ratio will be changed to decimal fraction. A calculator may be used. Again using the above sample data, Sheet 3 when completed looks like this: (SEE PAGE L-27.)

Thus, after 30 minutes (time period 6), the total number of pickups that have passed the checkpoint (using this sample data) is 15 and the ratio of pickups to total vehicles after 30 minutes is 15 out of 103 or .15 (15%).

3. The ratios computed on sheet 3 should be plotted on the graph paper with 5-minute interval on the abscissa, and ratio on the ordinate. A unique symbol should be used for the ratios of each vehicle type. The ratios for each vehicle type will likely jump around a bit for the first few 5-minute intervals, but should then begin to settle down to a fairly straight horizontal line for the later 5-minute intervals. The 5-minute interval at which the ratio settles

down to (or near) the straight line is the approximate desired time required for taking data.

4. Data analysis follows the “field” trip. After the graphs are finished, ask each group to tell how many 5-minute intervals would have been sufficient to get reasonably accurate estimates of the true ratios. Discuss what is meant by “reasonably accurate.” Would, for example, “reasonably accurate” be the same in quality control of medicinal drugs or of dimensions of ball bearings as it would be for a vehicle count? What is “reasonably accurate” will be different in different fields, or even in the same field depending on the purpose for which the results are to be used.

Writing the Report

Following the data analysis, each learner is asked to write a report detailing the problem researched, the methods used to gather data, and the results of the study.

Assessment

The writing assignment, the report of how this problem was researched, will show whether or not the learners understand statistical sampling. Learners should be able to explain how to run an experiment to determine what fraction of cars on the highway are driven by, for example, men who wear hats. They should be able to tell (after the fact) how many 5-minute intervals of observations are required to make a reasonably accurate estimate of this fraction. To determine if the learners can generalize to other problems, a different sort of problem could be presented for class discussion to see how learners would go about solving it and delimiting the amount of data needed.

Practitioner Reflection

I have no reflections since I have not done this one yet. It is a warm weather activity and I expect to do it soon.

Vehicle Observation					
Sheet 2—Cumulative Totals by Time Period					
Time Period	a. cars	b. minivans	c. SUVs	d. pickups	e. cumulative total of counted vehicles
1	10	7	6	2	25
2	14	11	10	7	42
3	22	18	13	9	61
4	29	22	15	12	78
5	32	26	19	14	91
6	35	30	23	15	103
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23	347	262	216	147	972
24	354	267	221	150	992

Vehicle Observation					
Sheet 3—Cumulative Ratios by Time Period					
Time Period	a. cars	b. minivans	c. SUVs	d. pickups	e. cumulative total of counted vehicles
1	10/25 = .40	7/25 = .28	6/25 = .24	2/25 = .08	25
2	14/42 = .33	11/42 = .26	10/42 = .24	7/42 = .17	42
3	22/61 = .36	18/61 = .30	13/61 = .21	9/61 = .15	61
4	29/78 = .37	22/78 = .28	15/78 = .19	12/78 = .15	78
5	32/91 = .35	26/91 = .29	19/91 = .21	14/91 = .15	91
6	35/103 = .34	30/103 = .29	23/103 = .22	15/103 = .15	103
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23	347/972 = .36	262/972 = .27	216/972 = .22	147/972 = .15	972
24	354/992 = .36	267/992 = .27	221/992 = .22	150/992 = .15	992

Researching a Business

Lisa Coy
Chester County
Families First

Learners research a local business that is in the same professional field as the business we will be setting up. We visit the business, interview the manager, and observe the various professional duties of the employees. We later write thank-you letters and begin to analyze our observations.

Learning Objective

- Learners will gather and analyze business information gleaned from a similar local business.
- Learners will work together cooperatively to gather and analyze this information.
- Learners will write a thank-you letter.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research, take responsibility for learning; *Communication Skills:* convey ideas in writing; *Interpersonal Skills:* cooperate with others.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Cooperates with others; Works on a team effectively; Listens for understanding.

SCANS: *Basic Skills:* writing; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Subjects

- Work environment
- Critical thinking
- Adult basic education

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

1. Explain to the learners that they have the opportunity to develop and operate a new class business. (For the action research grant, our class develops a research publication company that researches the businesses in our city and publishes a resource book with the information.)
2. Learners identify the business in the surrounding area most similar to the one they wish to create.
3. Set up a field trip to the business identified by the learners in order to research that business's organization and professional functions. (Our class took a field trip to the local newspaper, interviewed the managing editor, and toured the plant operation.)
4. Preview the field trip by discussing the information that the learners need to obtain that will better enable them to formulate their own business. (I asked many open ended questions regarding what information would be helpful for us to obtain regarding the nature of their business. *Example:* From our current knowledge of a newspaper, what professional functions do we believe would be similar



Project

We received an action research grant to create a work-focused Families First classroom. We created and managed a small business for our project. This is the first of five lessons in this series on setting up the class business:

1. Researching a business
2. See How We Run (Our Business)
3. "And By What Name Shall This Business Be Known?"
4. Announcing Who We Are
5. Setting Up For Business

Materials and Resources

- Field trip to a local business that is similar to the new class business.
- Camera with film

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Whole class

Time Needed

Approximately two to four hours

Setting

This learning activity was used in a Families First Class that met five days a week for four hours per day. We used a regular classroom setting as well as the field trip for this activity.

to our new publishing company? What specific questions do we need to ask in order to understand their company organization, the production of their product, and the specific duties each employee performs? What other information would be helpful for us to obtain?)

5. Make decisions regarding the specific function of each class member on the field trip. (*Example:* Who will lead the interview? Who will be responsible for taking photographs? Who will be responsible for documenting the information? Does the class wish to appoint individual assignments such as photographer, recorder, and interviewer, or will each class member function in every role?)
6. Go on the field trip to the local business and allow learners to perform functions they have decided upon earlier. The practitioner should only operate as a guide, not the leader, in order to allow learners to take responsibility for their learning.
7. Have the learners write a professional thank you letter to the business thanking them for allowing the class to visit and interview them.
8. Guide the class to summarize the information they learned on the field trip noting the similarities and differences between the business visited and the class business.
9. Demonstrate how to take information learned from the field trip and apply it to making organizational decisions for the class business.

Assessment

- To assess their cooperation, the practitioner must closely observe each learner's behaviors to see that no learner is allowed to dominate deci-

sions. Encourage participation from all participants.

- The practitioner can direct learners to document the specific ways in which they participated and the experience they gained through this activity in their personal work-force journal. The work-force journal should include the learner's personal reflections after each work-force activity.
- Assess whether or not learners have gathered the information they need during the discussion of similarities and differences between the business visited and the class business.
- The class should complete a professional-looking thank you letter.

Practitioner Reflection

I have found it to be far more challenging and time consuming to guide the learners into making their own business decisions, rather than directing the new class business myself. I believe, however, that this direction is vitally important in enabling the learners to obtain critical decision-making skills, gain insight into the operation of a business, and develop a professional work ethic.

Because this activity took place at the beginning of the action research project, learners who entered the class in the following months did not have the opportunity to obtain the same knowledge and experience that the original class members did. The original class members handled this situation by personally recounting the activities and business decisions that had been made. If the class were to do a similar project again, I would strongly encourage the use of one business notebook containing all of the pertinent information, decisions, activities, and instructions. This notebook could be used to initiate the new class members into the class business project.

Business and Industry Resource Book

Through visits to various places of business in the community and interviews with company officials, learners compile business information including company goals, job types, benefit packages, salaries (if available), and positions open at that time. Learners then create the Business and Industry Research Book to be utilized for career planning and/or job search. The project is carried out periodically to keep the resource book up to date.

Learning Objective

Learners plan, research, and design a directory of local business and industry information that is tailored to their questions.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research; *Decision Making Skills:* plan; *Communication Skills:* convey ideas in writing; *Interpersonal Skills:* cooperates with others.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Quality in the workplace; Cooperates with others; Works on a team effectively; Listens for understanding.

SCANS: *Basic Skills:* writing; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Thinking Skills:* seeing things in the mind's eye; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Subjects

- Community involvement
- Employability

- Life skills
- Writing skills,
- Learner produced materials

Activity Description

Through class discussion, it was observed that many learners were not familiar with all the businesses and industries located within the county. Many learners did not know what some of the companies did, what types of jobs were available, salaries or starting hourly rates, and other information that would be valuable to a present or future job seeker.

The overall design of this learning activity is for learners to gather information about local businesses by visiting the business and interviewing company representatives and taking pictures. The information is then compiled business by business in a scrapbook format which learners can use for career planning and/or job search. The project is carried out periodically to keep the resource book up to date.

1. To begin, the practitioner must decide how assignments will be divided among groups. Some

*Kristi Matthews,
Mickie Phillips, Jake
Sharp, Tomi Thompson*
Scott County Adult
Education/Families First



Materials and Resources

1. Master questionnaire for business and industry
2. Scrapbook, photo album, or loose leaf binder.
3. Camera (disposable cameras are inexpensive and work well)

Learner Level

- Basic skills, grade levels 5.0-8.9
- Credentialing, grade levels 9.0-12.9

Learner Grouping

Small group, whole class

Time Needed

Several class sessions

Setting

These activities were conducted in Adult Education and Families First classes in a classroom setting. Classes were held Monday through Friday 8:00 AM to 12:00 NOON. Out of classroom activities took place to visit local businesses and industries. There were 10 learners in class.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

- suggestions are: (1) the practitioner can assign groups to interview specific companies; or (2) assign groups to interview companies in specific community locations.
2. A list of questions to ask each company will be created as a group activity. A questionnaire should be created for groups to record information of each visit. Some items to be included are company name, physical address, phone number, number of individuals employed, different job positions, type of benefit packages, current hiring situation, use of temporary services, etc.
 3. The practitioner will divide the class into groups of two to four individuals.
 4. Ground rules for assignment are to be discussed. One ground rule to be included is to make sure the roles of interviewer and photographer are rotated.
 5. Groups are given their company assignments, interview sheets, and cameras. Time should be allowed for groups to make appointments, if necessary, and find the location of companies. (Some companies will be receptive to on-the-spot interviews, whereas some will not be).
 6. Groups will then gather the information. This should take place in several sessions.
 7. As visits are completed, the groups can begin planning the format, then organize and catalog the information in a scrapbook, photo album, or loose leaf binder. A special prominent place should be reserved for indicating when companies are hiring, the position, etc. This information will be updated regularly and so should be in a format that can be easily changed.
 8. Finally, arrangements should be made to periodically schedule the updating of the resource book with job opportunities, added benefits, new companies, etc. Practitioners can employ various techniques for this activity (contact company directly, scan want-ads, contact local Labor and Workforce Development office, Chamber of Commerce, etc).
- Assessment**
Completion of the Business and Industry Research Book meets the objective set for this learning activity.
- Practitioner Reflection**
This activity was valuable because the learners utilized a variety of skills to become more familiar with the workplace. As this activity continues, we would like to use a digital camera and computer to make a more professional looking resource book. Also, we plan to use a wall calendar to schedule the days that the resource book will be updated.

Building Memories...

Jackie Taylor-Pendergrass
Bledsoe County
Families First

To understand the value a photograph holds for a potential customer and his or her family, the learners observe the impact of photographs on their own family by creating and laying out the design of a family photo album.

Learning Objective

- Learners will demonstrate organizational, communication, and observational skills by creating and laying out the design of a family photo album complete with written reflections.
- Learners will analyze the impact of photographs on consumers by observing and recording the reactions of various family members to their family album over a period of one week.
- Learners will gain an understanding of select photography terminology by defining 90% of the terms correctly on a vocabulary quiz.
- Learners will examine and identify their feelings regarding their family by writing a response in essay format to be included in the album.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research, reflect and evaluate; *Decision Making Skills:* plan; *Communication Skills:* convey ideas in writing; *Interpersonal Skills:* cooperates with others.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Quality in the workplace; Cooperates with others; Works on a team effectively; Listens for understanding.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

SCANS: *Basic Skills:* writing; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Thinking Skills:* seeing things in the mind's eye; *Personal Qualities:* self-esteem, self-management; *Interpersonal Skills:* participates as a member of a team; *Resources:* human.

Subjects

- Family literacy
- General education development
- Consumer education
- Sciences
- Writing skills

Activity Description

Background: Learners had a variety of past experiences with portraits and portrait making: some said it had been years since their last family portrait, others stated they never had family pictures made, and some expressed they did not see the value in paying studio prices to get portraits made. Yet, since learners chose to enter the photography industry, they needed hands-on experience taking family portraits. To provide the learners practical experience taking pictures and to generate a understanding of the value a photograph holds for a potential customer, this learning activity was developed. A critical factor when going into busi-



Project

This lesson was implemented as part of an Action Research Incentive Grant to help create a work-focused Families First classroom. For our project, learners opened a small business, a photo studio, to gain work skills and to experience how money can be earned. In order for learners to understand the value of their product to the consumer, this learning activity was developed.

Materials and Resources

- film (slower film provides better color quality)
- access to a quality developing lab
- index cards, markers, colored pencils, clip art, and/or caption stickers
- photo albums (pages are pockets that hold the photo)
- *Handout 1:* A vocabulary list of terms relating to photography
- *Handout 2:* Sentence starters
- Pictures gathered from magazines, newspapers,

or from their own collection to use as examples of good vs. bad photography.

Arrange for a photographer to spend a day with your class teaching them about technique and what to look for in judging the quality of different shots. Alternatively, make arrangements for a field trip to a developing lab, museum, or to a university photography department to expose your learners to professionals in the photo industry.

Learner Level

Basic skills,
grade level 5.0-8.9

Learner Grouping

Individual, small group,
whole class

Time Needed

Several class sessions

Setting

This activity was presented to a Families First class that met five days a week for four hours a day. There were four learners in the class.

This activity was one in an entire unit of activities on opening a small business. The focus of this activity was to determine consumer wants and needs by discerning the value of the product to the consumer by observation.

ness is the ability to communicate your goals to potential financiers, to business associates, and to customers.

When entering the photography industry in particular, you must organize, handle, and store photos in a manner that protects the quality and appeal of the photograph. Finally, it is important for the entrepreneur to understand the customer's wants and needs by discerning how important the product is to the customer.

1. Ask the learners to think about some of the fondest memories they have as children. Ask how many of them have pictures or once had pictures that captured that moment for them. If some learners have photos of those precious moments, then ask them if those photos mean anything to them now. Do photos hold sentimental value for them? Discuss the meaning of the term "sentiments." Would they be able to throw these photos away today? Ask those who do not have pictures of those special memories how much it would be worth to them today if they could buy pictures of those long ago memories. Discuss their answers. Point out to them the unique opportunity they have to save memories for their children. How do they want their children to remember them when they are gone? Through time faded memories, or actual pictures they can pick up at any time and remember with clarity?
2. Discuss the magazine clippings or actual photos you have gathered as examples of good vs. poor photography. *Option:* have the learners bring in their "best" photos to share with the group.
3. Give each learner a roll of film, or a disposable camera if they do not own a camera at home. Have them shoot the roll of film of their immediate family only.
4. Take the film to a quality developing lab. If you ask, the manager may be willing to grant you a school discount on developing.
5. Spend a day with a photographer or other photo industry professional to provide your learners insight into photography careers and techniques used to take good photos.
6. After the field trip or guest speaker, have the learners shoot a second roll of film of their family, using new techniques, perspectives, or ideas they gained from professional exposure.
7. Have the learners organize their photos in an album, using index cards to write captions for each photo. Hand out sheet of sentence starters for them to get ideas of what to write. Make certain the album is NOT the kind with the cellophane overlaying a sticky background. These albums do not preserve the quality of the photograph. Use albums with pocket inserts instead.
8. Using markers, colored pencils, and/or clip art, have the learners design a cover page for their album, encouraging them to be as creative as possible. Make examples of cover sheets and index cards with captions to give them ideas of and help stimulate their creative abilities.
9. Have the learners write an essay, responding to the statement: Twenty years from now, if you could look back to today and tell your children about how your love endured for them despite struggles at the time,

what would you say? What little things did they do that made you happy? What put a smile on your face? What made you proud? How were they important in your life? How much do you love them still?

10. Upon completion of the albums, give the learners an observation sheet to take home with them. Explain to them that they are going to conduct scientific research. Have them hypothesize what they think their family's reactions to the album will be. Have them record the frequency in which the album is accessed, and by which family members. Have them record comments concerning the actual reactions from various family members. The data will be collected for a week, after which the learners will create a graph of their data. Did the results support their hypothesis? Why or why not? Did the results change their opinion of the overall importance of family albums? Why or why not?

Assessment

Objectives 1-4 would be met by the learners upon completion of a family photo album, an observation record sheet, a score of 90% or better on a vocabulary quiz, and the completion of a written essay that will be included in the album.

Practitioner Reflection

I discovered that some learners did not value the idea of taking photographs in order to preserve memories for their children. If they even took photos on special occasions, the pictures inevitably ended up being tossed around in some obscure drawer or box; the negatives, if not lost completely, were stored improperly. I also discovered the learners had few or no photographs of themselves from when they were children. I wondered how, if the learners did not find value in the product they are selling in their small business, they could possibly understand the wants and needs of their customers.

If I had it to do over again, I would spend the extra dollar to buy learners a well laid out photo album. Although I did purchase a pocket photo album, there was no place in the album to store the negatives. Also, the pages were bound into the album, instead of being locked in place by a ring binder. This format does not allow one to insert extra pages or an envelope to hold negatives.

Vocabulary Terms

Composition—The way in which objects in a picture are arranged.

Shutter—The part of the camera that opens and closes.

Shutter speed—How fast the shutter opens and closes. Example: 1/60 of a second is the most commonly used shutter speed by photographers.

Aperture—The size of the shutter opening.

F-Stop—The actual measure of the aperture of your lens. Example: 2.8, 4, 5.6, 8, 11, 16, 22.

Focus—The crispness of an image in your photo.

Depth of field—The range, or depth, of the place in your photo that is in focus. Never is EVERYTHING in focus in one picture. Always focus on the subject's eyes, and their face will be in focus because it will fall within your depth of field.

Diffused light—Light that is shining through fabric, sheers, clouds, or an umbrella, causing the light to land softly on the subject. This creates a warm “glow” around them.

Intensity—A measure of the brightness of the flash or surrounding light. A flash that is too bright causes over-exposure. Everyone in the photo is washed out.

Light meter—A piece of camera equipment that measures the intensity of the light around your subject.

Tone—The interplay of light and shade. The more shadows and bright places in one photo, the more tone there is. The combination of shadows and light in a photo look good, because it emphasizes facial features of your subject.

Exposure—The total amount of light allowed to pass through a lens to the film. This is done by controlling the size of the lens opening (aperture) and how fast that lens opening opens and shuts (shutter speed).

Overexposure—When too much light is allowed to pass through a lens to the film. The picture appears to be “washed out,” lacking in color.

Underexposure—When not enough light is allowed to pass through a lens to the film. The picture is very dark and images are hard to see.

Sentence Starters

1. When I was your age . . .
2. You always loved to . . .
3. You are happiest when you . . .
4. I remember when I . . .
5. You make me proud when you . . .
6. My most embarrassing moment was when . . .
7. In many ways you are like your _____; you both love to _____.
8. You were always good at . . .
9. Always remember . . .
10. About boys . . .
11. About girls . . .
12. About dating . . .
13. When I met your father . . .
14. When I fell in love . . .
15. I'll never forget when . . .
16. When I was on my own . . .
17. My friends were like yours because . . .
18. Like you, I was closest with my _____ because . . .
19. My happiest moments were with _____ when I was your age .
20. My first accident was when . . .
21. I used to believe . . . but now I feel . . .
22. I love you because . . .
23. You make me special because . . .

Where in the World Is . . . ?

This activity is part of a project to develop map-reading skills. The activity is repeated each time a world location comes up in the course of our class work. This activity will be followed by reading the county map, the city map, and a map of a corporation or building.

Learning Objective

When given the name of a city or country, ocean, river, desert, etc., the learner will know how to use resources to correctly locate the place on a world map.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research; *Communication Skills:* read with understanding.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Reads work related text.

SCANS: *Basic Skills:* reading; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Social sciences
- General education development (GED)
- Life skills

Activity Description

Many jobs require the kinds of skills that it takes to read a map, where the visual is a representation of some larger reality. Reading diagrams is one example. Some jobs specifically require map-reading skills. Repair

persons and delivery persons, for example, need to know how to read a map to find the place to which they are to go.

This lesson should take place any time a location comes up in class discussion such as during a discussion of world events found in the newspaper or following a news item of interest that has occurred on TV. When the practitioner is aware the learners are not familiar with the location, this is the time.

We have several kinds of maps in the classroom: world maps and globes with political boundaries, country maps, state, county, and city maps. Whenever a place comes up in a class discussion, I say, "Where in the world is that?" This signals a search!

We first use any context clues to help us. Do we know whether the place mentioned is a city or a country? Can we tell what part of the world it is in? Does anyone already know the location of this place? What other places that are near this place are mentioned in the story or newscast?

When we can't locate the place on a map using context clues, we resort to research in encyclopedias and atlases.

Glenda Turner
Blount County
Adult Education/
Families First



Materials and Resources

Maps, atlases, globes, encyclopedias, computer encyclopedia programs

Learner Level

Beginning, intermediate, or advanced

Learner Grouping

- Individual
- Small group
- Whole class
- Self-directed student work

Time Needed

Less than 1 hour

Setting

This activity is conducted in a regular Families First Class of about 15 learners. The class meets five days per week and four hours per day in a regular classroom setting.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Sometimes we try to find out more about the place that would help us to better understand the news story. Sometimes we don't have that much time, and we just locate the place and go back to our other work.

The lesson can also be planned with specific locations required. Ask the learners to locate a particular place on a world map, e.g., Cuba. Other places can be required. Places that are currently in the news are always good to choose.

Assessment

Because this activity happens frequently in our class, the learners are getting more proficient in locating places on the map. They are also developing an interest in knowing the locations of places mentioned.

Practitioner Reflection

My students have started asking the "Where in the world is that?" question themselves when a location comes up that they are unfamiliar with. We are going to expand this lesson in reading maps from places like countries and cities to locating streets and intersections on a city map. It would follow to generalize to other similar skills such as reading building plans and diagrams.

Comparative Evaluation of Different Makes of Flashlight Batteries

George Bott
Workforce Network

Learners help to plan and implement an experiment to compare and evaluate flashlight batteries of different makes. In the process they learn those elements of electricity required for the experiment, procure and assemble the equipment required, record, and then plot the voltage output of batteries under load as a function of time, and determine which make of battery appears superior. They then write a report describing the experiment.

Learning Objective

- Learners will help to plan a scientific experiment to compare the durability of different brands of batteries.
- Learners will set up and become familiar with equipment.
- Learners will collect, analyze, and graph data.
- Learners will draw conclusions and write a report.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research; *Decision Making Skills:* plan, use math to solve problems and communicate; *Communication Skills:* convey ideas in writing

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Quality in the workplace.

SCANS: *Basic Skills:* writing, arithmetic/mathematics; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Thinking Skills:* seeing things in the mind's eye.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Subjects

- Critical thinking
- Consumer education
- Problem solving
- Sciences
- Technology
- Writing skills

Activity Description

The idea for this experiment came from my 8th grade granddaughter who did it as a science project in her school. In talking with my own class about the experiment, I discovered the learners had a strong bias in favor of the ENERGIZER battery because of the clever advertisements on TV. They “knew” what the outcome would be, and eagerly set out to prove it. They were a bit shocked at the results. The learners in my class had very limited experience in the industrial world, and this experiment was an effort to expand this experience.

This activity demonstrates a somewhat typical laboratory experiment requiring (1) planning, (2) set-up of and familiarization with equipment, (3) data taking, (4) analyzing/graphing data, (5) drawing conclusions, and (6) report writing. Data must be recorded accurately and neatly. The work is



Project

This is a stand-alone project

Materials and Resources

1. 3 different makes of AA or AAA flashlight batteries of the same date
2. One 3-ohm resistor (Radio Shack did not have a 3-ohm resistor so we made one by connecting two 10-ohm and two 15 ohm resistors in parallel.) Tolerance should be 5%.
3. One battery holder from Radio Shack to fit the size battery selected
4. Four hookup wires with alligator clips on both ends from Radio Shack
5. One volt-Ohm meter which shows voltage to 3 decimal places (Actual readings will be between 0 and 1.5 volts.)
6. One tablet for recording data
7. One watch for reading minutes
8. One sheet of graph paper
9. One fine point automatic pencil for plotting data

10. One eraser for making corrections on the plot

Learner Level

- Basic skills grade levels 5.0-8.9
- Credentialing grade levels 9.0-12.9

Learner Grouping

- Individual
- Small group
- Whole class

somewhat tedious and very repetitive. It gives experience in plotting data and interpreting results. Some physics background information is necessary in order to understand the experiment.

Background: I started the experience by talking about the pieces of equipment to be used and of electrical terms. Physics book definitions of electrical terms are somewhat difficult to grasp without getting into a lot of additional definitions which I did not want to go into, so I explained electrical concepts in terms of an analogy with city water systems:

Planning: The first step here is to talk

about what characteristics of batteries we could consider in a comparative test. Possibilities include initial voltage and how the voltage declines under load (“load” being something such as a light bulb which uses current from the battery) as a function of time, price, and leakage of fluid from the battery as it ages.

The characteristic we chose to measure was voltage since it would tell us how the light in a flashlight would grow dimmer as a function of time.

So how do we measure voltage? Voltage is measured by an instrument called a voltmeter (or volt-Ohm meter), and I exhibited one and told how it is used. The volt-ohm meter has a digital display, so the data taker only need read the numbers on it and write them on the data sheet. Since we wanted to measure voltage as a function of time while the battery is under load, I explained that a resistance could be used as the load, and that resistors can be purchased at Radio Shack. Resistors are small cylinders with wires running out of each end. The wires are about two inches long at each end. The resistors have colored bands painted around one end indicating the tolerance and the Ohms rating. They come in a package which also gives the code on how to read the tolerance and the Ohms. They may come several to a pack, or just one, depending on the wattage rating. Half-watt resistors are good enough for this battery experiment, although a larger wattage rating will do just fine also. I showed some to the class and explained how to read both the resistance and the “tolerance” of the resistance (i.e. how close to the identified resistance its actual resistance had to be). For example a 10-Ohm resistor (as read from the colored bands on it) with a tolerance of 5% must have an

Electrical System Components	→	City Water System Components
Current (amperage) or the rate of flow of electrons in an electrical circuit	<i>is analogous to</i>	the rate of flow of water in water pipes.
Voltage, the force which controls the rate of flow of electrons (i.e. current) in the wire	<i>is analogous to</i>	the pressure of water in water pipes. (This pressure is determined by the height of the water tank and the depth of water in the tank.)
Resistance (measured in Ohms) in an electrical circuit also controls the rate of flow of electrons and	<i>is analogous to</i>	a water faucet which controls the rate of flow of water.
A capacitor (measured in Farads) in an electrical circuit temporarily stores electrons causing a large surge in electron flow (i.e. current)	<i>is analogous to</i>	the water tank attached to a toilet in that it fills slowly but can dump its entire contents in a very short time causing a large surge.
A wire in an electrical circuit	<i>is analogous to</i>	a water pipe. (<i>The bigger the pipe or wire, the more water or current it can handle.</i>)

actual resistance between 9.5 and 10.5 Ohms. For our experiment I wanted a resistor of no more than 5% tolerance. I had done some experiments at home before starting the one in class and I determined that a 3-OHM resistor would be about the right size (size in the sense of resistance, not physical size). Radio Shack did not have 3 Ohm resistors so I showed the class how we could make a 3 Ohm resistance by connecting two 10 Ohm and two 15 Ohm resistors in parallel. I had to show what is meant by parallel. To wire them in parallel, twist the wires at each end together and solder them together. The orientation of each resistor in the pack does not matter. The result is 4 wires twisted and soldered at each end. The two ends are not connected together; they form part of the circuit as the diagram shows (see *Handout 1*), so that current flows through the pack. And I showed how one computes the effective resistance, R , of resistors in parallel. (The way to do this may, in fact, be a question on the GED test.):

$$\frac{1}{R} = \frac{1}{10} + \frac{1}{10} + \frac{1}{15} + \frac{1}{15} = \frac{1}{3}, \text{ so } R = 3.$$

I then showed how to verify this calculation by actually measuring the effective resistance with the volt-Ohm meter.

The choice of battery size is important. Again I did some experiments at home and found that size “C” or “D” batteries would drag out the data taking time forever, but that use of an “AA” size would take about two hours. So I got an “AA” size battery holder from Radio Shack, and 4 hookup wires with “alligator” clips on both ends.

Setting up of and familiarization with the equipment; The next step was to wire up the circuit, but first a word

of warning: Do not complete the circuit until the data takers and the meter readers are ready to start work because completing the circuit early will cause a drain on the battery and invalidate the results.

The battery holder has two wires attached to it. Place a piece of tape on the end of one of them to keep it from completing the circuit prematurely. Attach one end of one hookup wire to the bare end of the other wire from the battery holder, and the other end of the hookup wire to one end (either end) of the resistors soldered in parallel. Set the volt-Ohm meter to voltage, and its scale to 2 volts, and turn it on. Attach one end of a second hookup wire to either terminal on the voltmeter and the other end to the same end of the resistors as the battery wire. Attach one end of a third hookup wire to the other terminal on the voltmeter, and its other end to the other end of the resistors. Attach one end of the fourth hookup wire to the end of the resistors which now has only one hookup wire attached. Do not attach the other end of this fourth hookup wire to anything at the moment. The equipment now is ready to use for taking data. See the enclosed diagram (*Handout 1*).

Data taking: Have the class prepare a data sheet. The first column on the left will be for the minute number (actual time is not important). The second column is for the meter reading at the indicated minute number. Three or four sets of two columns can be put on the same data sheet. Minute numbers should go from 1 to 120 for two hours of recording. At the top of the data sheet, have the data taker record the names of the team of two, the date, the make of battery under test, and the start time (approximately). Repeat the

Time Needed

Several class sessions. My class took about one week. Most of this time was spent in writing reports.

Setting

This class is attended by four or five learners and meets four hours a day for five mornings a week. Learners are a combination of those who attend through Fresh Start and those required to attend the class in order to keep their welfare benefits, but attendance is still sporadic. The regular classroom is equipped with tables. The equipment can be placed on a classroom table with access to an electrical outlet.

heading if the data runs onto a second or third sheet. Explain to the class the reason for recording this important information.

Seat the team of two at the equipment, one with a watch showing minutes clearly. Now unwrap the tape from the second battery holder wire and carefully hold it in one hand and the remaining free alligator clip in the other. Ask the data taker/timekeeper to call “mark” when the minute hand is on an even minute. When “mark” is heard, attach the alligator clip to the bare wire in your hand and tell the data taker to record the first reading from the meter. Lay the alligator clip on the table so that it does not touch another bare wire or clip. The team now is set up to take data for two hours. This team can be interchanged with another team from time-to-time in order to relieve fatigue and boredom (emphasize that some jobs in life are boring but that does not mean they are unimportant), but when an interchange is made, be sure that no data are lost.

Earlier, I indicated that the resistors serve as a load. Ask learners to touch a light bulb after it has been turned on, and to tell how it feels. It is hot, indicating that the electricity to run the light has been converted to heat, and that this is typical of a load converting one form of energy to another. During the experiment, ask them to carefully pick up the resistor assembly, so as not to disturb the connectivity of the wires, and squeeze it between their fingers. Ask them what they feel, and to explain this feeling.

Analyzing and graphing data: When the two hours are up, have the team plot the meter readings on graph paper. The minute number should be

along the abscissa, and the voltage reading along the ordinate. Ask the class to determine how to choose the scale for the ordinate axis. This is a useful exercise. Tell them the maximum value will be 1.5 volts, and minimum possible will be 0 volts. Make sure that the person who plots the data uses a sharp pencil, writes lightly, and uses a unique symbol for data points for each make of battery.

Drawing conclusions: When the graph has been completed with data from all three batteries, show it to the class and ask what their conclusion is, and what they have learned about the value of an experiment.

Writing the report: Have each one write a report giving a complete description of the analogy between circuits and water systems, the objective of the experiment, the circuit used, how to calculate effective resistance of resistors wired in parallel, how to set scales on a graph, and what the results were. Ask them to tell in what way the results surprised them.

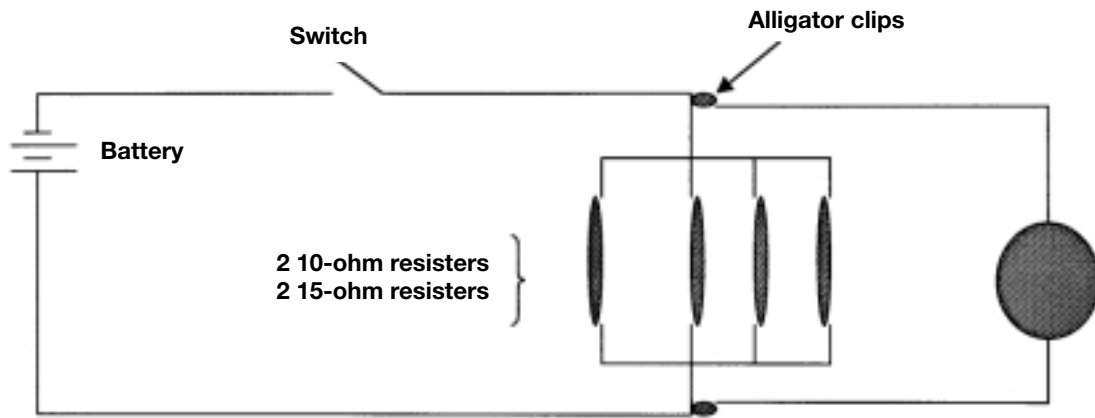
Assessment

Given dissimilar batteries to compare, for example an alkaline battery vs. a heavy-duty battery, the learner should be able to specify the equipment required, set up the circuit, take and plot the data, and interpret the results.

Practitioner Reflection

Two hours of data-taking time is rather boring for a class. Since we had only one volt-Ohm meter, only one group of two could work at a time. I would suggest a resistor of about $1\frac{1}{2}$ ohms with AA batteries or 3 ohms with AAA batteries. Of course, while two people do the experiment, the remainder of the class can be studying for GED.

Volt-Ohm Meter



Effective resistance R given by $\frac{1}{R} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3} = 3 \text{ ohms}$

Increased Productivity

Ernest Pounds
Trenton Special School
District Adult Education

Learners work in small groups using several different methods to trim pencils. The methods used will show how production can be increased based on the methods used and the time consumed. Each group of learners writes a report detailing their findings.

Learning Objective

- Learners will contrast the productivity of different methods of accomplishing a task.
- Learners will draw conclusions about how productivity can be increased as well as what criteria and techniques are necessary for increased production.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research, reflect and evaluate; *Communication Skills:* observe critically.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Activity Description

Determining the question to be answered—

1. Spend a few minutes in discussing productivity in general. What is productivity? Why is it important? What might affect productivity? How might productivity affect the “bottom line” for a business or industry? How can workers be more productive on the job?

2. Discuss with the help of learner involvement items they believe to be necessary in improving productivity in the workplace. Relate the discussion to specific workplaces where learners have work experience or to workplaces where they might be employed in the future.

Collecting Data

3. Have the learners divide into groups of two or three depending on the number in class.
4. Allow each group access to all of the materials and resources (see list). They can either have individual materials or share with the other groups.
5. Discuss which piece of equipment is likely to trim the pencils the fastest with the greatest quality of product being produced.
6. When divided into groups, have one learner trim pencils with each of the items provided. Allow 30 seconds for using each kind of pencil trimmer. A different learner times the person that is doing the trimming. For each device used to trim pencils, keep records of the number of pencils that are trimmed and the quality of production.



Materials and Resources

- A box of untrimmed pencils
- Table knife
- Paring knife or pocket knife
- Small hand-held “pocket” pencil sharpener
- Wall or desk mounted manual pencil sharpener
- Electric or battery operated pencil sharpener

Learner Level

Multilevel—can be adapted to any learning level

Learner Grouping

- Individual
- Small group
- Whole class

Time Needed

1 hr. session

Setting

This class was composed of 12 Families First learners who are attending class to achieve their GED and ultimately enter the workforce in the community. These learners are in class five days per week and four hours per day.

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Drawing Conclusions

7. Each group of learners should collaborate to write a report of their findings. Learners should notice the increased productivity as they move from one method of trimming to the other.
8. Debrief the activity with a general discussion of productivity issues. Equipment is only one factor affecting production. An extension of this activity is to think of additional factors.

Assessment

The written reports and the concluding discussion are assessments of this activity. The written reports should clearly indicate that the learners understand what affects productivity in this particular task. The discussion will let the practitioner determine if learners can generalize about productivity to other situations.

The adult learners could easily see how the equipment used and the time it takes can determine the quality of the product produced. They could also see how production is speeded up depending on the machinery used. In our concluding discussion, we considered the cost of each “machine” used for pencil trimming. Sometimes it is worth more money for more quality and production.

Practitioner Reflection

I would not change the activity. It was a good activity in showing the learners how productivity is important in the workplace. It also showed the learners how the right machinery can increase productivity.

Improved Technology Improves Work Efforts

This learning activity involves using something as simple as light to show how improved technology can improve work efforts in the work place. The use of different types of lighting throughout history has shown the advancement of technology and also how the work place has been improved for the workers thereby making it possible to produce more and better products.

Learning Objective

Learners will reflect on how improved technology can improve productivity.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information.

Subjects

- Job skills
- Technology
- Work environment

Activity Description

1. Discuss changes in various work places over the past several years. Ask learners to think how these changes might have affected productivity or worker safety. Some changes affect how quickly a task can be accomplished. Others affect how well the task is completed. Some even affect how workers feel about their job by causing less stress to workers or making the job more enjoyable.

2. Explain to learners that they are going to try accomplishing some simple tasks using various sources (with differing qualities) of light. Talk about how the technology of lighting the workplace and the home has changed through the years.

3. Distribute one piece of lined notebook paper and a pencil to each learner.

4. Have learners fold their ruled paper in four quadrants making four rectangles per side of the paper. Using either side of the paper but with lines on the paper going horizontally across the paper, place a numeral 1 in the upper left-hand corner of any rectangle. Put a numeral 2 in the upper left-hand corner of any other rectangle. Continue until 5 rectangles are numbered.

5. Discuss the vocabulary words, “quadrant,” “intersect,” “rectangle,” “square,” “horizontal,” and “vertical.”

6. Turn the lights out in the room and pull the shades, making the room as dark as possible.

7. One by one, use the items listed above as “resources” as your only

Ernest Pounds

Trenton Special School
District Adult Education
Program



Project

This is a lesson that can be used alone or can be integrated into any lesson dealing with work force conditions, improvement of work conditions or increased productivity.

Materials and Resources

- A candle
- A coal oil lamp
- An Aladdin lamp
- A 100 watt bulb on an electric cord
- A fluorescent lamp
- One sheet of ruled paper and a pencil for each learner

Learner Level

Multilevel—can be adapted to any learning level

Learner Grouping

- Individual
- Small group
- Whole class

Time Needed

1 hour

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Setting

This learning activity was used in a Families First class with 10 learners of varying ages. It was taught with learners seated at tables in a regular classroom setting with room-darkening shades.

source of light in the room. For each source of light, a simple task is given for all to do. Be sure learners know that the task is not to test whether or not they can understand the directions, but rather how well they can see to accurately do the tasks. Give each of the directions as many times as necessary and review the vocabulary words as necessary so that learners understand what each task is.

8. Using the candle as the source of light, give these directions: “Use the quadrant you previously labeled #1. Draw a rectangle that sits on one of the lines of the paper and is five spaces high.”
9. Using the coal oil lamp as the source of light, give these directions: “Use the quadrant you previously labeled #2. Draw a vertical line that is six spaces high. Then across the top of the vertical line, draw a horizontal line to make a letter ‘T’.”
10. Using the Aladdin lamp as the source of light, give these directions: “Use the quadrant you previously labeled #3. Choose a horizontal line running across the middle of the quadrant. Trace this line across the entire quadrant.”
11. Using the 100-watt light bulb as the source of light, give these directions: “Use the quadrant you previously labeled #4. Find the second to the bottom line. Beginning approximately in the middle of that second to the bottom line, draw a vertical line to the top of the quadrant. Tracing the second to the top line, draw a horizontal line across the quadrant intersecting the vertical line.”
12. Using the fluorescent light as the source of light, give these directions: “Use the

quadrant you previously labeled #5.

Draw a square sitting on the bottom line of the quadrant. The sides can be any length of your choosing.”

13. Debrief the exercise with the learners. It should be obvious to everyone that the light in the room improved as we worked with the various methods of lighting, and that improved lighting made the work that we did easier, faster, and more accurate. The practitioner should try to help the learners expand this concept to other examples of how improved technology leads to improved productivity.

Assessment

Have learners write an essay discussing their insights as to how improved technology can improve productivity in the workplace.

Practitioner Reflection

Learners didn’t seem to give much consideration to there being a “better way of doing things.” Quality of work sometimes suffers when learners don’t have the proper tools or supplies or when their methods are inefficient.

The learners did the activity and could easily see how difficult it would be to work in an area with just one candle or the light of a coal oil lamp. They could see that through the advancement in lighting there were improved working conditions in the work place.

I would not change anything in this activity because it was a very good activity to demonstrate various things that can be done in the work place to improve working conditions. Lighting is but one example that can be used to show various improvements in the work place.

Diagnosing a Car Non-Starting Problem

George Bott
Workforce Network

When a car won't start, or when the battery appears not to be charging, the driver often thinks a new battery or alternator is required. Neither may be the case. This activity suggests a procedure for "shade-tree mechanics" to use in diagnosing the problem.

Learning Objective

- Learners will observe safety procedures.
- Learners will identify drive belts, alternator, battery, starter motor, spark plugs, spark plug wires, and cooling fan in a car.
- Learners will gain practical experience in using wrenches, checking belts for wear, tightening drive belts, disconnecting and removing batteries, checking and/or replacing spark plug wires, and checking and/or replacing spark plugs.
- Learners will be able to explain the function of the battery, alternator, starter motor, spark plugs, belts, and cooling fan.
- Learners will follow written and flow-chart procedures to diagnose a car non-starting problem.
- Learners will recognize whether or not they might be interested in auto mechanics as a career.

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* learn through research, reflect and evaluate; *Decision Making Skills:* solve problems and make decisions, plan; *Communication Skills:* read with understanding, listen actively, convey ideas in writing.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures; Quality in the workplace; Reads work related text; Listens for understanding.

SCANS: *Basic Skills:* reading, listening, writing; *Information Skills:* acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Personal Qualities:* self-esteem, self-management; *Thinking Skills:* decision making, problem solving, reasoning, seeing things in the mind's eye.

Subjects

- Critical thinking
- Consumer education
- Employability
- Job skills
- Life skills
- Problem solving
- Reading comprehension
- Technology
- Vocabulary development
- Work environment
- Writing skills

Activity Description

Most adult learners now drive cars, or will in the future. At some time(s) in their lives the car won't start, or the lights will grow dim. They have a



Project

This activity is a multi-week project continuing from day to day and involving both classroom work and under-the-hood experience.

Materials and Resources

- Copies of "Written Diagnostic Procedure" (*Handout 1*) for each learner
- Copies of "Flow Chart of Diagnostic Procedures" (*Handouts 2, 3, & 4*) for each learner
- A plastic cup
- A bottle or can of Coca-Cola (regular, not diet)
- One 5/16" wrench with box end on one end and open end on the other
- One set of socket wrenches with a 10-inch extension bar
- One knife-edge screwdriver, and one medium Phillips-head screwdriver
- Safety glasses for all learners
- Two cars to work on

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Learner Level

All levels

Learner Grouping

- Individual
- Small group

Time Needed

Several class sessions; I hope to finish in ten 4-hour periods.

Setting

My class is in an office called “WorkForce NetWork.” This class is attended by four or five students and meets four hours a day for five mornings a week. Learners are a combination of those who attend voluntarily through Fresh Start and those for whom attendance is required in order to keep their welfare benefits. Attendance is still sporadic. The classroom is equipped with tables rather than individual desks.

The first session will be a presentation to the class in the classroom of the functions of the battery, alternator, and starter motor, belts, and the effect of corrosion on battery terminals/ connectors. The remaining time can be spent under the hood of a car, with learners getting their hands dirty and gaining real-world experience as auto mechanics.

choice of diagnosing and fixing simple problems themselves at relatively low cost or of spending the money to be towed to a garage to have the problem fixed. This activity is directed toward providing adult learners with the background and experience necessary to diagnose the most frequent problems: battery, corrosion, belts, and alternator.

Some of the learners may have an interest in becoming an auto mechanic. This activity may help them decide to do this or not.

Background and Overview. My background for attempting to teach this activity is a “lifetime” of trying to maintain my own cars (not always successfully). My approach is to try to use logic (and sometimes trial and error) to identify the source of the problem. If I do take a car to a garage, I always try to debrief the mechanic who did the work to find out why it was done and what reasoning led him to do it. The idea for using Coca-Cola came to me in this way from *The Ed Jones Texaco* in Crossville, Tennessee. It was a complete surprise to me, but it works.

This activity will take many class sessions to accomplish. It is composed of several sections. The first section is the academic part that takes place in the classroom when I introduce the idea of working on cars and start providing background that the adult learners will need to know. The second section is actually under the hood of a car. We do not have any not-starting cars sitting in the parking lot, so we will work on one that does start (or at least it will start before we work on it.) My goal here is to get learners thinking enough about the problem, and comfortable enough with actually getting under the hood and on the end of a wrench, that they will try it themselves

the next time one of their own cars does not start.

These first two sections of the learning activity are described below. The third section is only hinted at here through the handouts, and is the actual diagnostic procedure that takes place when one of their cars won’t start. The learning activity has been a success if they try the diagnostic procedure on their own in an attempt to diagnose the problem when they do have a car that won’t start. I make no claim that the diagnostic procedure presented as a handout will work in all cases, but believe it will be a good start. People who try to follow it may learn ways in which it should be modified to be more useful (or even more correct). But this is true of all of life.

Possibly some practitioners will feel uncomfortable with this activity but I believe they will be rewarded with an education, a feeling of accomplishment, hopefully some money saved, and dirty hands. Very possibly there will be one or more learners in class who will be able to help teach the teacher in various ways. Here, then, are the steps for this learning activity.

In the Classroom. Lecture with opportunities for questions and discussion.

1. Describe the activity and its purpose.
2. Go through a careful discussion of WARNINGS (see below). Give each learner a copy of the safety warnings (*Handout 5*).
3. List the kinds of common problems the procedure is intended to diagnose: battery, alternator, corrosion of electrical contacts, starter motor, spark plugs and plug wires, and loose or broken belts and wires, and go into some detail on each and

the consequence of each source of trouble.

4. I would present a brief explanation of how an engine operates, and the relationship of the items in 3 above to its operation so the class understands how everything works together, and what happens when one of the items does not function correctly.
5. Finally I will go through a detailed explanation of the flow chart along with the written diagnostic procedure so learners will understand the logic of the diagnostic process.

Under the Hood. Demonstration with “hands-on” participation of all learners

1. The first step is to show how to release and raise the hood since some learners may never have done this.
2. The second step is to identify all the parts of interest to the learners. I might use at least two cars to do this since different makes have the parts in different places, but the parts usually look similar even if in different places.
3. Once more, I will go through a discussion of safety, and of the reason for careful recording of which spark plug wire goes to which spark plug.
4. The next step is to see how to inspect the belts, both condition and tension. If the underside of a belt is cracked (across the belt rather than along it) it should be replaced. This leads to an actual demonstration of how to replace it and how to tension it correctly. Tension can be checked in two ways: the belt should feel tight if pulled outward; with hood and

Safety Warnings:

(Also available as *Handout 5* to copy for learners)

1. Batteries contain a highly reactive acid. Occasionally batteries explode. **People working on or around batteries should always wear safety glasses.**
2. Batteries generate a highly flammable gas. **People working on or near them should not smoke or do anything which would generate sparks or fire.**
3. **When working on engines, wear tight fitting clothes, and keep hands and clothes well clear of belts and cooling fans. Never touch a belt or a fan when the engine is running.** Some cooling fans are thermostat operated and can turn on even if the engine is not running.
4. Bolts holding cable contacts onto batteries with side terminals screw into threads cut into lead. These threads can be stripped (and the battery ruined) if too much force is applied with a wrench. To avoid this damage, use a short wrench to remove these bolts. Notice carefully how much torque is required to remove them and do not exceed this torque when tightening the bolts WITH THE SAME WRENCH. If you find that one bolt was loose when disconnecting the cables, test the other one to determine the correct torque to use.

front windows open and the transmission in neutral, step sharply on the accelerator for just a moment and listen for a squeal. If you hear one, shut off the engine and tighten the belt some more. The squeal is produced by a loose belt slipping on one or more pulleys. Here each make of car will be different in detail but similar overall. Belts, spark plugs, and spark plug wires are the least expensive parts to replace so I always check them first. So here I will get out the wrenches and give each of the learners an opportunity to get dirty hands.

5. The belt exercise will be followed by an inspection of the alternator and a discussion of how to remove it should this ever be necessary. I will

not attempt to remove it since this could take longer than I would like to devote to it.

6. After the alternator exercise has been completed, we will start on an inspection of spark plug wires and then spark plugs. We will actually remove and replace a wire or two and a plug or two so that everyone will have this experience. We will inspect the plugs to see what their condition is and how to re-gap them. I will take a new and a badly fouled plug so the class will be able to see what “bad” is. They can re-gap the fouled plug.
7. Next we will go after the battery. The first step is to find it. On some cars this may take some investigation, but it is a reasonably large lump and has large wires running to it. As a last resort, follow the large wires to a fairly large lump which probably will be the battery. All batteries look about alike. They do differ a bit in size and shape, and whether the terminals are on the top or on a side.
8. We will determine how to get to the battery since many now are hidden under a structural bar that must be removed to get a good look at the battery or to replace it. Once we have removed any structure above it, we can examine the wires that attach to it. With luck, on someone’s car, we may even see some corrosion at the terminals and will be able to show how to remove it.
9. We will actually remove a battery so that the class will see how this is done (and appreciate how heavy a battery is). With the battery out of the way, we should get a good view of the starter motor so the class can see what it looks like, and how wires attach to it.

10. Then we will clean all corrosion off the battery and cable terminals using Coca-Cola (use plastic cup for Coca Cola and soak parts until bubbling stops.) Then we will re-install the battery and all structural members. We will start the car to verify that it still runs. This should complete the exercise.

Diagnosing a Car Non-Starting Problem.

This part of the activity has to wait for the availability of a non-starting car.

Assessment

The practitioner should observe carefully the activity under the hood as it progresses for two reasons: (1.) safety warnings absolutely must be followed at all times, and (2.) each learner must be assured a chance to handle wrenches, check belts, etc. Safety precautions and access to the experience are two of the objectives for this activity and can only be assessed by practitioner observation. Part of this learning activity will not take place until one of the learners has access to or responsibility for a car that will not start. We will have discussed how to follow the narrative and flow-chart versions of the diagnostic procedures, but learners can demonstrate that they can follow written and flow-chart procedures only during the course of the work on a car that won’t start.

In addition to practitioner observation for assessing objectives, learners should be asked to write a report describing the function of the battery, alternator, starter motor, spark plugs, belts, and cooling fan. Learners can also be asked to correctly identify these components in a car we have not worked on.

Practitioner Reflection

I have none at this time. I will not undertake this activity until we have warm weather.

Written Diagnostic Procedure for Diagnosing a Car Non-Starting Problem

NOTE: Do each instruction sequentially (i.e., one after the other without regard to numbering) unless directed to go to another number. Some instructions are numbered out of sequence. Ignore this and do them sequentially unless directed to go to another number. A flow chart showing these steps is also provided for those who find flow charts easier to follow than text. It may be helpful to follow them together.

Begin Activity

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Try to start engine.</p> <p>2. Does the engine crank? (Don't confuse a starter motor running with an engine cranking. If the drive belts move when you try to start the car, you will know that the engine is cranking. If the drive belts are not moving, the engine is not cranking even though the starter motor may be running.)
—If "no," go to 3.
—If "yes," go to 6.</p> <p>3. Does starter motor run?
—If "Yes," go to 37 in Battery Check.
—If "No," go to 4.</p> <p>4. Was Loose Wire Check done?
—If "No," go to Loose Wire Check.
—If "Yes," go to 12.</p> <p>6. Does engine start?
—If "No," go to 7.
—If "Yes," go to 10.</p> <p>7. Was Spark Plug Check done?
—If "No," go to Spark Plug Check.
—If "Yes," go to 9.</p> <p>9. Easy tests are completed. Take car to garage for diagnosis. END OF TEST.</p> <p>10. Turn on lights.</p> <p>11. Are lights bright and steady when engine idles?</p> | <p>—If "No," go to 12.
—If "Yes," go to 16.</p> <p>12. Was Corrosion Check done?
—If "No," go to Corrosion Check.
—If "Yes," go to Battery Check.</p> <p>16. Electrical system OK. END OF TEST.</p> |
| <h3 style="margin: 0;">Loose Wire Check</h3> | |
| <p>17. Check for loose/broken wires at battery, alternator, and starter motor. Also check for broken or loose belt which drives the alternator.</p> <p>18. Tighten any loose wires and belts; replace any broken wires and worn or broken belts.</p> <p><i>Go to BEGIN ACTIVITY.</i></p> | |
| <h3 style="margin: 0;">Corrosion Check</h3> | |
| <p>19. Remove battery cables from battery.</p> <p>20. Soak cable connectors and battery terminals in Coca Cola (use plastic cup for Coca Cola) until bubbling stops.</p> <p>21. Re-connect battery cables to battery by attaching ungrounded cable first.</p> <p><i>Go to BEGIN ACTIVITY.</i></p> | |

Spark Plug Check

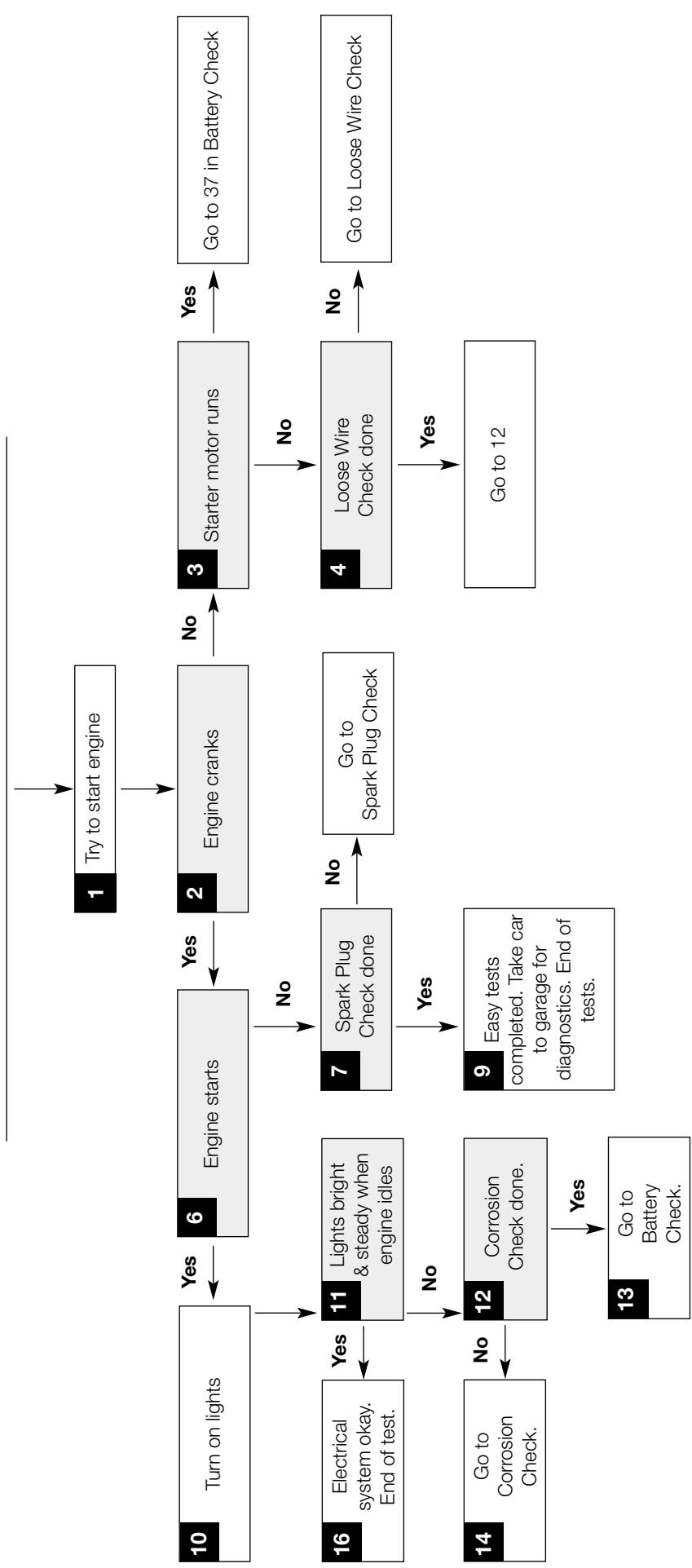
- 23.** Do spark plug wires look okay? (They should fit tight on the spark plug, appear to have no burn marks, and appear not to be broken)
—If “No,” go to 25.
—If “Yes,” go to 24.
- 25.** Replace the wires one at a time. Use your notes to see which wire goes to which plug.
- 24.** Remove and check each plug one at a time. If the terminals appear to be very black with carbon build-up, they should be replaced. Keep careful notes of which wire goes to which plug; do not trust your memory. If necessary, attach a piece of tape to each wire on which you can write a note stating which plug the wire goes to. Check the spark gap, and re-gap if necessary.
- 26.** Do the plugs look okay? (If the ends are real black, they should be replaced.)
—If “No,” go to 27.
—If “Yes,” go to 28.
- 27.** Gap and install new plugs (engine should be cool; do not over tighten; make them only as tight as the ones you removed).

Go to BEGIN ACTIVITY.

Battery Check

- 30.** Does the engine crank?
—If “No,” go to 29.
—If “Yes,” go to 45.
- 29.** If the loose wire check has not been done, do it now. Then attach jumper cables and try to start engine.
- 42.** Does engine crank?
—If “No,” go to 31.
—If “Yes,” go to 33.
- 31.** The battery may have a short circuit. Remove jumper cables. Take battery to Autozone for free test. Then go to 32.
- 32.** Is battery okay?
—If “No,” go to 33.
—If “Yes,” go to 35.
- 33.** Remove jumper cables, if still attached. Install new battery. Go to 30.
- 35.** Possible starter motor problem. Have it checked.
- 36.** Is starter motor okay?
—If “No,” go to 37.
—If “Yes,” go to 9 in Begin Activity.
- 37.** Install new starter motor.
- Go to BEGIN ACTIVITY.*
- 45.** Does engine start?
—If “No,” go to 9 in Begin Activity.
—If “Yes,” go to 44.
- 44.** Turn on lights. Are lights bright and steady when engine idles?
—If “No,” go to 43.
—If “Yes,” go to 47.
- 43.** Possible alternator problem. Check to see that alternator spins when engine is running.
—If “No,” tighten the belt that drives it and go to 44.
—If “Yes,” drive the car to Autozone for a free test of alternator. Then go to 40.
- 40.** Is alternator okay?
—If “No,” go to 41.
—If “Yes,” go to 9 in Begin Activity.
- 41.** Install new alternator. Go to 30.
- 47.** Battery and alternator okay. *Go to 16 in Begin Activity.*

Begin Activity



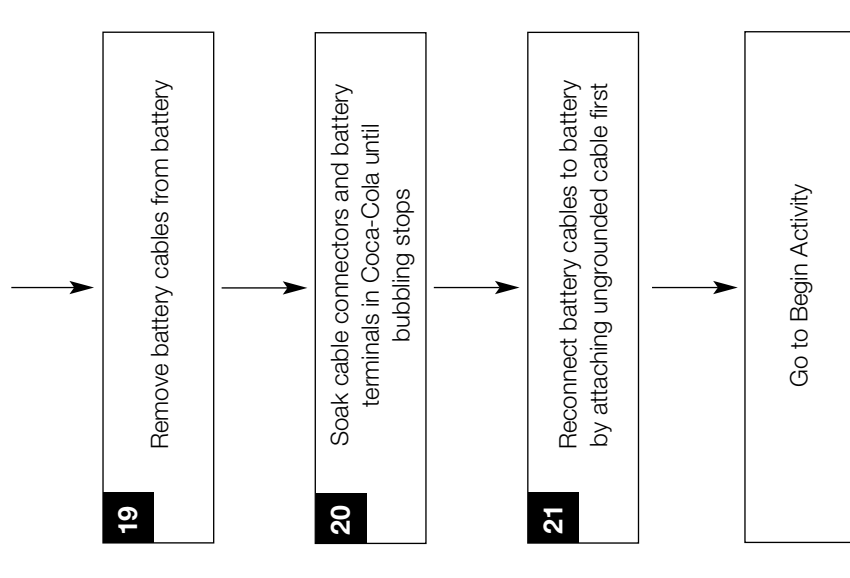
Loose Wire Check.

17 Check for loose or broken wires at battery, alternator, and starter motor. Check for loose or broken belt which drives the alternator.

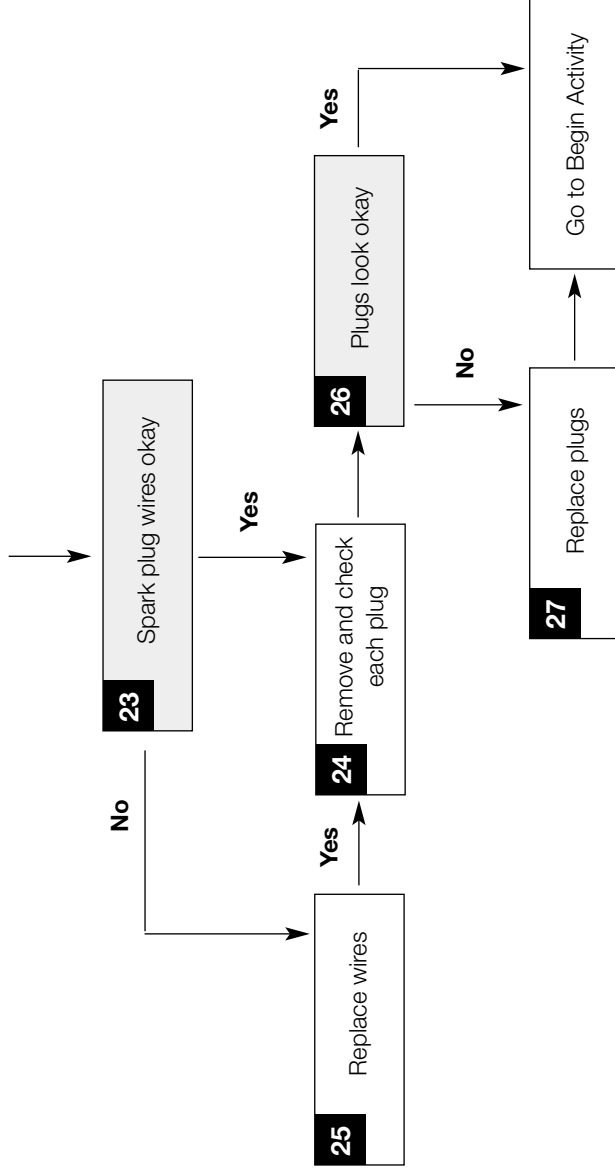
18 Tighten any loose wires or belts. Replace any broken wires or belts.

Go to Begin Activity

Corrosion Check



Spark Plug Check



Safety Warnings

1. Batteries contain a highly reactive acid. Occasionally batteries explode. **People working on or around batteries should always wear safety glasses.**
2. Batteries generate a highly flammable gas. **People working on or near them should not smoke or do anything which would generate sparks or fire.**
3. **When working on engines, wear tight fitting clothes, and keep hands and clothes well clear of belts and cooling fans. Never touch a belt or a fan when the engine is running.** Some cooling fans are thermostat operated and can turn on even if the engine is not running.
4. Bolts holding cable contacts onto batteries with side terminals screw into threads cut into lead. These threads can be stripped (and the battery ruined) if too much force is applied with a wrench. To avoid this damage, use a short wrench to remove these bolts. **Notice carefully how much torque is required to remove them and do not exceed this torque when tightening the bolts with the same wrench.** If you find that one bolt was loose when disconnecting the cables, test the other one to determine the correct torque to use.

Searching for Dream Homes on the Internet

Carole Cheatwood
Lawrence County
Adult Learning Center

Adult learners will successfully navigate the Internet and employ research skills to select their “dream home.” They will also research housing costs.

Learning Objective

- Learners will find and navigate a recommended Internet site to locate information.
- Learners will print a copy of an Internet page.
- Learners will be able to decode the Internet Multiple Listing Services (MLS).

Work-Based Skills

EFF Skills: *Lifelong Learning Skills:* use information and communications technology, learn through research.

KSAs: Accurately performs work; Follows instructions; Knows standard procedures.

SCANS: *Information Skills:* uses computers to process information, acquires and evaluates information, organizes and maintains information, interprets and communicates information; *Technology Skills:* selects technology, applies technology to tasks.

Subjects

- World Wide Web
- Technology
- Job skills
- Consumer education

Families First is the Tennessee program to provide training for those welfare recipients who lack basic education skills. While learners do work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Activity Description

The learners were already familiar with the job responsibilities of a realtor due to previous lessons in this series. I thought it would be interesting for them to price their “dream home.” I had each learner use the Internet to find that information.

1. Ask the learners to refer to their home buying “needs” list they made in the first lesson of this series.
2. Distribute a local Home Guide to each learner, or pair of learners.
3. Explain that all the different realty companies list their houses for sale in one big listing called the Multiple Listing Service, or MLS.
4. Ask learners to choose a home based on their needs instead of wants. If there is a MLS number at the bottom of the ad, have the learner copy it down or circle it.
5. Help learners decode the ads using the Code sheet. (Unfortunately, there are no standard abbreviations for housing ads. The attached *Handout 1* of Sample Housing Abbreviations should be of some help.)



Project

This learning activity was part of the project sponsored by the Fannie Mae Foundation to prepare Families First recipients for home ownership and an action research grant given by the Tennessee Department of Human Services to create work-focused Families First classrooms. This activity was the third of three in this series:

1. Determining Needs vs. Wants
2. Realtor Role-Play
3. Searching for Dream Homes on the Internet

Materials and Resources

1. Home Guides (These may be picked up for free at local convenience stores and grocery stores.)
2. Computer with Internet access (The local library may have one that your learners can use if one is not available in the classroom.)
3. List of common abbreviations used in housing ads (*Handout 1*).
4. Learner’s list of home features based in individual

needs (as created in the first learning activity in this project.)

Name(s) of file(s) uploaded

Handout 1: Sample Housing Abbreviations

Learner Level

Grade levels 6.0 – 12.9

Learner Grouping

Individual

Time Needed

30 minutes per learner

Setting

I had eight Families First adult learners who participated in this lesson. We were studying the Fannie Mae Curriculum, “How to Buy Your Own Home.” Six of the eight learners were studying for their GED. All learners were trying to attain skills necessary for the workplace.

6. Each learner will go to **www.realtor.com** on the Internet. Using the mouse, click “Find a Home.” Learners may search for a home in Tennessee or any other state. Select the state in which the learner wishes to search. Then select a region. This should bring you to a form page where the learner may select information to find their dream home. If you did lesson one in this series, “Determining Needs vs. Wants,” the learners may refer to the “needs” list they have already compiled.

7. Have the learners conduct a search for the home. If it comes up, you may want to take a virtual tour (if the program has already been downloaded.) Learners should print the listing(s) of homes that interest them and that meet their needs. The prices should be listed with the homes. Ask the learners to compare prices of their homes.

Assessment

If the learner has at least two “dream homes” printed out, he/she will have completed the learning goals successfully.

Practitioner Reflection

This activity was enjoyed by all. I even had some learners come in the next day and want to find more homes on the Internet! One learner (who had just bought a computer) went home and tried to find a home on the Internet. The activity was a fun one and very relaxed. Some learners wanted to really dream “big” after they found their realistic “dream home” based on their needs. Once the learners get started, they wanted to keep finding homes. I had to limit the amount of time spent on this activity due to the fact that we only had one computer with Internet access. We actually worked in groups of four on one computer where the others watched while one person was on the computer. They looked for homes in Alabama, Tennessee and Florida.

Dream Homes on the Internet

Sample Housing Abbreviations

BR	—Bedroom
BA	—Bathroom
3/2	—3 bedrooms and 2 baths
CH/A	—Central Heat and Air Conditioning
AC	—Air Conditioning
lg	—large
gr rm	—great room
dr	—dining room
gar	—garage
fpl	—fireplace
hdwd	—hardwood floors
cpt	—carpeting
sqft	—square feet

Appendices

Skills Identified in SCANS Report

Tennessee Essential Workforce Knowledge, Skills and Attitudes (KSAs)

EFF Standards for Adult Literacy and Lifelong Learning

EFF Framework

The SCANS Skills — Identified by the Secretary’s Commission on Achieving Necessary Skills:

Three-Part Foundation

BASIC SKILLS: writes, performs arithmetic and mathematical operations, listens and speaks

READING—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

WRITING—communicates thoughts, ideas, information, and messages in writing; and creates documents, such as letters, directions, manuals, reports, graphs, and flow charts

ARITHMETIC/MATHEMATICS—performs basic computations and approaches particular problems by choosing appropriately from a variety of mathematical techniques.

LISTENING—receives, attends to, interprets, and responds to verbal messages and other cues

SPEAKING—organizes and communicates orally

THINKING SKILLS: Thinking creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

CREATIVE THINKING—generates new ideas

DECISION MAKING—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

PROBLEM SOLVING—recognizes problems and devises and implements plan of action

SEEING THINGS IN THE MIND’S EYE—organizes, and processes symbols, pictures, graphs, objects, and other information

KNOWING HOW TO LEARN—uses efficient learning techniques to acquire and apply new knowledge and skills

REASONING—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

PERSONAL QUALITIES: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

RESPONSIBILITY—exerts a high level of effort and perseveres towards goal attainment

SELF-ESTEEM—believes in own self-worth and maintains a positive view of self

SOCIABILITY—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

SELF-MANAGEMENT—assesses self accurately, sets personal goals, monitors progress, and exhibits self control

INTEGRITY/HONESTY—chooses ethical courses of action

Five Competencies

INFORMATION: Acquires and uses information

Acquires and Evaluates Information

Organizes and Maintains Information

Interprets and Communicates Information

Uses Computers to Process Information

INTERPERSONAL: Works with others

PARTICIPATES AS MEMBER OF TEAM—contributes to group effort

TEACHES OTHERS NEW SKILLS

SERVES CLIENTS/CUSTOMERS—works to satisfy customers’ expectations

EXERCISES LEADERSHIP—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

NEGOTIATES—works toward agreements involving exchange of resources; resolves divergent interests

WORKS WITH DIVERSITY—works well with men and women from diverse backgrounds

RESOURCES: Identifies, organizes, plans, and allocates resources

TIME—Selects Goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

MONEY—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

MATERIALS AND FACILITIES—acquires, stores, allocates, and uses materials or space efficiently

HUMAN RESOURCES—assesses skills and distributes work accordingly, evaluates performance and provides feedback

SYSTEMS: Understands complex inter-relationships

UNDERSTANDS SYSTEMS—knows how social, organizational, and technological systems work and operates effectively with them

MONITORS AND CORRECTS PERFORMANCE—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

IMPROVES OR DESIGNS SYSTEMS—suggests modifications to existing systems and develops new or alternative systems to improve performance

TECHNOLOGY: Works with a variety of technologies

SELECTS TECHNOLOGY—chooses procedures, tools or equipment including computers and related technologies

APPLIES TECHNOLOGY TO TASK—Understands overall intent and proper procedures for setup and operation of equipment

TENNESSEE DEPARTMENT OF HUMAN SERVICES

Essential Workforce Knowledge, Skills and Attitudes

The purpose of this question used in the *Entry Level Job Survey* was to find out which areas of knowledge, skills and attitudes employers would identify as most important **for employees' ongoing success in the entry level jobs**. Employers were asked to select their top twelve items for the list. The following list includes the percentage of overall employer response for each item. (n=2804). Those most strongly indicated are in bold.

SKILLS AND ABILITIES

32%	Read work-related text	16%	How and when to make decisions
15%	Make work-related computations	32%	Manage time
17%	Write (memos, reports, orders, etc.)	59%	Cooperate with others
57%	Listen for understanding	64%	Work on a team effectively
54%	Talk respectfully	8%	Think creatively
76%	Follow instructions	5%	Think critically
9%	Evaluate information	14%	Use a computer
10%	Separate fact and opinion	10%	Suggest improvements
36%	Ask questions	39%	Take initiative
67%	Accurately perform work operations	41%	Stay calm under pressure
19%	Organize work	14%	Set work goals
24%	Solve work-related problems	8%	Planning

ATTITUDES AND VALUES

95%	Dependability	41%	Accept and manage change
19%	Confidence	30%	Accept people's differences
70%	Getting along with others	30%	Desire to grow/advance
18%	Self-esteem	27%	Volunteering to learn new things
10%	Self-awareness	15%	Have goals for learning
70%	Do the right thing (work ethics)		

KNOWLEDGE (about the company)

24%	Mission and purpose	20%	Products
42%	Policies	5%	Special vocabulary
51%	Standard procedures	35%	Quality
32%	Customers	28%	Where to go for help/information
4%	Suppliers	15%	Work flow

GENERAL KNOWLEDGE

44%	GED or High School Diploma	13%	Diversity (cultural differences)
------------	-----------------------------------	-----	----------------------------------

EFF Standards for Adult Literacy and Lifelong Learning



Content Framework for EFF Standards

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

MEET THESE 4 PURPOSES

Access

To information so adults can orient themselves in the world

Voice

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

Independent Action

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

Bridge to the Future

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

ACCOMPLISH THESE COMMON ACTIVITIES

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

DEMONSTRATE THESE GENERATIVE SKILLS

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

Decision-Making Skills

- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills

- Cooperate With Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills

- Take Responsibility for Learning
- Reflect and Evaluate
- Learn Through Research
- Use Information and Communications Technology

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

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



Equipped
for the future



Center for Literacy Studies
The University of Tennessee/Knoxville
600 Henley Street, Suite 312
Knoxville, Tennessee 37996-4135
Tel: (423) 974-4109
Fax: (423) 974-3857