
T.O.O.L.S.* for Work

* Taking Our Own Learning Seriously

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Marin Literacy Program
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T.O.O.L.S. for Work

Instructor's Guide

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Introduction

Two trends have converged at the close of the twentieth century to create a climate of concern and even alarm in both the education and business communities. First, federal legislation that resulted in “the end of welfare as we know it” and, second and concurrently, the existence of a substantial “skills gap” in the American labor force.

“*Report on Literacy Programs*” is a biweekly newsletter on basic skills training and workplace literacy published by Business Publishers, Inc. In their November 27, 1997 issue there is an article that reveals the findings of a survey conducted by the National Association of Manufacturers issued on November 14, 1997. Here are some excerpts from page 179 of the newsletter.

“The shortage of skilled employees is not a distant threat anymore,” says Earnest Deavenport, chairman and CEO of Eastman Kodak Co. and chairman of the National Association of Manufacturers (NAM). “The skills gap is now catching up to us and could threaten the amazing growth and productivity gains of the past decade.”

According to a NAM survey issued Nov. 14:

- 60 percent of all manufacturers say their current workers lack basic math skills;
- 55 percent report serious deficiencies in basic writing and reading comprehension skills;
- 48 percent say too many of their workers lack the ability to read and interpret drawings, diagrams and flow charts;
- 73 percent say they either cannot improve productivity (37 percent) or upgrade technology (36 percent) due to skill deficiencies; and
- One-third of all job applicants they reject as unqualified get turned down because of poor reading or writing skills, and nearly one-quarter are rejected for poor math or communication skills.

Skills Gap

What is the “skills gap” and how did it get here? Kristine Mains, in *Essential Skills for the Workplace, Teachers Guide*, page 4, eloquently describes the “skills gap” and how it evolved.

[N]ew tools now do the jobs that used to be done by workers who had minimal basic skills. . . . [and] the jobs that remain require workers to effectively use these more complex tools and to use thinking skills not previously encouraged. . . .

[G]reater responsibility [is given] to lower-level workers. Layers of management have been reduced; and as middle management is eliminated or pared down, workers at lower levels are expected to take on many of its functions. These new responsibilities require good communication skills and high levels of reasoning and problem-solving skills. . . .

Systems . . . require reading charts and graphs, following instructions, finding information in manuals, filling out forms, analyzing data, and performing complex calculations -- all tasks primarily performed by a few higher level managers but now needed to be performed by lower-level workers.

Closing the Skills Gap

What can be done to address the skills gap and help workers get the education they need in the areas of communication, thinking and problem-solving, and basic skills? Many adult educators believe that not only what we teach but the way we teach it needs to be more directly employment-related.

Author Mains asserts that “knowing the right answer is not the only goal of instruction; the *process of finding the answers* is equally important” (*Ibid.*, page 3). Communication, thinking and problem-solving skills are taught in this process, along with acquisition of basic skills. Educator Brigitte Marshall strengthens this approach when she recounts the views of economists Murnane and Levy from their *Teaching the New Basic Skills*, 1996. They “state that ‘basic skills’ are not merely literacy, numeracy and knowledge of the western culture’s biggest hits. After studying and interviewing many companies, they concluded that memorizing lists of words and math tables doesn’t make a person employable. All workers must be able to apply English and math to solve and articulate practical problems. Success on a job has as much to do with initiative, flexibility and teamwork as it does with reading, writing and math.”

Marshall also quotes a curriculum developer from the Washington State National Workplace Literacy Project: “If curriculum is focused too strictly on specific job materials, it makes it difficult for students to apply their new skills when a form, a process, or a manual changes. It goes against learning theory which says that adults need to relate new learning to previous information and experience.”

Adult educators are becoming aware of the necessity to integrate an employment focus into their classes and tutoring sessions. Similarly, state welfare programs are now mandated to address the employment needs of their welfare recipients. Individual counties are designating what welfare-to-work education or job training activities are “allowable.” In California, California Work Opportunity and Responsibility to Kids Act, or CalWORKs, meets federal guidelines which limit these allowable activities to 18-24 months while recipients continue to receive cash assistance. After July 1, 1999, all recipients must be engaged in employment-related activities for 32 hours per week.

TOOLS for Work

In *Literacy and Dependency: The Literacy Skills of Welfare Recipients in the United States*, Paul Barton and Lynn Jenkins correlate data obtained in the 1992 National Adult Literacy Survey with data about welfare recipients. On page 3, they state that

Specifically, on a scale of 1 to 5, where 1 is the lowest literacy level, about half the welfare recipients performed in Level 1. Individuals who perform at this level are unlikely to be successful at such tasks as interpreting instructions from an appliance warranty, locating an intersection on a street map, identifying and entering background information on an application for a Social Security card, or calculating the total costs of a purchase from an order form. . . .

The average literacy level of welfare recipients is below that of unskilled laborers and assemblers. . . .

The data in this report show that, in the adult population as a whole, the likelihood of being on welfare goes up as literacy levels go down; the two are intertwined. . . .

Welfare dependency is complex, and literacy is just one factor in the equation. But it is an important factor, and the data provided in this report strongly establish that our efforts to reduce dependency will be imperiled if we ignore it.

The *TOOLS for Work* course was written to enable adult educators to contribute to their counties' efforts to meet the welfare-to-work needs of CalWORKs recipients. Adult schools and literacy providers should be aware of several important points.

- Most importantly, given so short a time frame, adult education must make every hour count in empowering CalWORKs recipients to become self-sufficient through employment. Counties develop their own Instructional and Job Training Plan in which providers of adult education and job training ideally collaborate to offer as seamless a continuum of service from welfare to work as possible.
- In order to develop successful collaborations, every provider of adult education must focus on delivering those services in which it has established expertise. Adult schools and community colleges offer strong language courses for non-native speakers and native speakers alike. Often these classes are large, 20-30 participants. A motivated and self-directed adult learner benefits greatly from these organized offerings in group instruction.
- Literacy programs have a unique flexibility based on the training of volunteer tutors to deliver a learner-centered curriculum focused on empowering adult learners to meet their specific goals. Learners who have had little experience or success in traditional classrooms are best served in this individualized tutoring format.
- Literacy programs must play their role and become active participants in their county's Instructional and Job Training Plan. They must be informed about CalWORKs in order to inform their learners. Literacy providers, either library or community based, must be in contact with CalWORKs counselors so that literacy instruction "counts" in the 18-24 months of education and job training. Literacy providers must take their place in the continuum of service, directing welfare recipients to appropriate "next steps" of job training or work-specific language instruction in a time-efficient manner.

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- *T.O.O.L.S. for Work* is available for adult educators to help CalWORKs recipients "**Take Our Own Learning Seriously for Work.**" Welfare recipients who have not developed effective learning and/or communication strategies may derive little benefit from some employment training programs. They may use up their 18-24 months of allowable education and training time hiding their lack of understanding or inability to navigate a page of text. *TOOLS for Work* will give tutors and staff a vehicle with which to play their role in the continuum of service moving recipients from welfare to work.

Literacy Providers

Literacy programs train and support volunteer tutors and maintain collections of resources that are sometimes extensive. Offering these specialized services, literacy providers have a

particular role to play in the continuum of service being developed to move individuals from welfare to work. It is their task to advocate for and address the needs of low literate adults who need to find a job, keep a job or improve their employment status. *T.O.O.L.S. for Work* is one device to help them do it.

Next Steps

Once learners have completed the **TOOLS for Work** course, they may choose to continue literacy instruction as the appropriate “next step” on their employment path. They will have identified the areas in which they need improvement in order to become more confident and effective workers. Below are recommended workbook series that focus on learner-identified “next steps.” A brief description of these materials, among others, and how to obtain them is contained in the TOOLS Bibliography at the end of this curriculum.

Essential Skills for the Workplace, Teachers Guide

Essential Skills for the Workplace, Level One: Using Forms & Documents

Essential Skills for the Workplace, Level One: Obtaining Information & Using Resources

This series uses authentic materials from the workplace to develop skills and build competencies. The emphasis is on performing actual workplace tasks that promote learners’ familiarity with language, decision-making, calculations and problem-solving in various work environments. Extremely well-structured, Level One of this series is recommended for *learners who need to experience all aspects of their learning as relevant to their functioning more efficiently in the workplace.*

Critical Reading for Work, Level E

This workbook is designed for *learners who recognize their need to focus on improving the reading competencies used to solve problems at work by locating, summarizing, analyzing and interpreting information from printed material.* All content is work-based and skills are taught within the context of workplace needs using world of work scenarios. The work-oriented formats from which the exercises are built include tables of content, indexes, manuals, directions, advertisements, phone message pads, memos, graphs, charts, tables, schedules, letters and prose. Exceptionally well-organized and comprehensive at the beginning Level E, the series has two higher levels, M and D, that cover the same competencies.

Working for Myself, Curriculum Guide

10 short books that tell the stories of business start-ups

This wonderful series is for *learners who have decided that they want more information about becoming self-employed.* Each book addresses a different business that faces real-life problems and creates workable solutions. The Curriculum Guide has activities that help learners decide whether self-employment is a good choice for them. Comprehension questions related to the stories develop language, decision-making and problem-solving skills. The Guide also contains relevant information and activities related to licensing, insurance and advertising for your own business.

You're Hired!, Teachers Guide**Charting Your Career Path, Book 1****Getting the Right Job, Book 2**

An excellent follow-up for *motivated learners who want to go through a traditional and easily accessible employment training program*. A developmental series, Book 1 builds from values to skills and then to interests, helping learners identify the kind of work they want to do. Book 2 offers instruction and practice in job research, writing resumes and cover letters, and in interviewing.

Working: User's Guide for Workplace Applications

Activities and guided discovery for *learners who realize that their attitudes toward employment need adjustment*. Discussion questions start with examples of basic workplace competencies, e.g., being responsible, completing tasks, problem-solving, working in teams, processing information, and then on what actions can be taken to improve these competencies.

Communication Skills that Work

Intermediate level learners who want to improve communications for their current or future job will benefit from this workbook as their "next step." A thorough range of simple, self-directed practice techniques is presented.

The Working Experience, Teachers Manual**Books 1, 2, 3**

Each workbook contains 15 stories ranging from 1 paragraph, in Book 1, to half a page, in Book 3. Developed for non-native speakers of English, the stories are told in the first person and located in the workplace. Introduction of vocabulary and grammar, as well as comprehension, make this series an appropriate "next step" for *learners who recognize that they need to develop their English language skills* in order to find or keep a job.

Working in English: A Picture-Based Approach for the World of Work, Teachers Guide**Book 1**

Non-native speakers of English who need to focus on basic English and life skills for the workplace will benefit from using this workbook. The activities and vocabulary revolve around finding and keeping a job. The text is minimal, yet develops the ability to navigate a page and decode charts.

How Literacy Providers Can Use this Course

Who are my participants?

- Adults who have had little experience or success in traditional classrooms.
- Welfare/CalWORKs recipients who have not developed effective learning and/or communication strategies.
- Adults who have developed habits of concealing their lack of understanding or their inability to navigate a page of text.
- Adults who are unable to attend other job preparation programs due to scheduling needs.
- Non-native speakers of English with enough language to allow them to actively participate in group discussions.

What does TOOLS for Work aim to do?

- Give participants the opportunity to recognize their need to improve their literacy skills in order to get a job, keep a job or improve their employment status
- Recognize, develop and build on what participants already know about the world of work
- Promote participants' active approach to the acquisition of information about current demands of the workplace
- Guide participants to identify appropriate "next steps" on their employment path

What does TOOLS for Work aim NOT to do?

- Job training, job search, counseling or placement
- Explicit instruction in English or literacy

What are some appropriate "next steps" for participants?

- Language and workplace instruction continued at a local literacy program using existing curricula and resources
- Language instruction at community college or adult school
- Job training offered by community college, adult school, Department of Social Services, JTPA, EDD, regional employment consortium

What is my role as a literacy provider?

- Inform and educate your county agencies about the services you offer.

-
- Collaborate and communicate with other county agencies which offer employment related adult education and job training.

What county services do I need to know about?

- Where job training, job search, counseling and placement services are offered
- What language and employment development classes are offered at community college and adult school

How can I be sure my learners are getting an appropriate continuum of service in readying them for employment?

- Participate in the delivery of your county's Instructional and Job Training Plan.
- Communicate with the CalWORKs counselors assigned to your participants.

Session Features

Materials Needed

- Thin, 3-ring binder for each learner
- 3-hole punch
- Copy machine
- White board or large easel
- Dictionary

Participant's Binder

- Photocopy the Masters to create as many participant's binders as needed.
- The binder is for participants to keep and write in if they choose.
- You may want to add several sheets of binder paper for participants' notetaking.

Italics

- Text in *italics* is language that can be directly quoted or read to participants by the instructor.

Ground Rules

Participants are expected to:

- come on time to each session.
- call if they are unable to come.
- pay attention during sessions.
- do homework.
- ask questions.

Consequences

You may want to modify the consequences delineated in this course or decide to define consequences on an individual basis.

Words and Ideas

- "Words and Ideas" should be introduced where indicated in each session as the lead-in to topic areas.
- Definitions should be generated by participants and discussed in depth.

Alphabetize

- Every session closes with this group activity to strengthen participants' ability to locate information catalogued alphabetically.

Responsibilities

In addition to Ground Rules, participants are expected to “take their own learning seriously” by being responsible for improving communication skills. They are encouraged to use sentences such as:

- **I don't know.**

When participants make this statement, they learn the value of being forthright, and not wasting other people's (or their own) time.

- **I don't understand.**

When participants make this statement, they practice the communication skill of requesting clarification and demonstrating a desire to learn new information.

- **Why is this important?**

When participants ask this question, they practice the communication skill of gathering information and connecting new information with what is already understood.

- **Can you help me?**

When participants ask this question, they demonstrate the motivation and initiative to take responsibility for expanding their learning beyond the immediate material presented.

Homework

We discovered that participants rarely do homework. The reasons vary, but a big one given by the few who tried was that they would begin, then have too many questions to continue, no matter how much practice was done when the assignment was introduced in class. Therefore, sessions are designed to allow participants adequate time to complete activities in class.

Session Supplements

We have found that many unscheduled but pertinent subjects consistently come up in class. Examples include all sorts of time management issues (many students do not yet use calendars) and family literacy. Therefore, lessons addressing them have been developed in the form of Supplements, which are referenced throughout the Instructor's Guide.

"T.O.O.L.S. for Work" may be taught without, or enhanced by, any or all of the Supplements. The Supplements are listed with the Overview of Sessions, and located in the back of the Instructor's Guide.

Participants' Children

Since many participants have children (ALL CalWORKS clients do), several opportunities are built into the Sessions to help the adults see ways they can apply what they are learning to the development of their own children. Several of the Supplements specifically address Family Literacy.

Overview of Sessions

TOOLS for Work is a 13-session course. After an intake interview is arranged for each participant, the sessions are two hours long. The sessions are designed to be taught one-to-one or in small groups of 8 or less.

1. Why Are You Here: Introductions
2. How People Learn
3. Remembering What You Learn: Practices
4. Get There from Here: Set a Goal
5. Get There from Here: Reach a Goal
6. What You Can Offer: Skills
7. What's Important to You: Values
8. What Employers Want: SCANS
9. The Culture of Work
10. Reading and Writing
11. Getting By or Getting Ahead: Motivation
12. Employment Goals
13. Next Steps

Implementing *TOOLS for Work*: Recommendations

Location

Although *TOOLS for Work* is extremely portable, it is most efficient and economical to teach the course at sites where clients already congregate for employment development or education-related reasons.

Mentoring

The target population of *TOOLS for Work* requires and would benefit from extensive "handholding." This is evident in the time-consuming process of arranging for and coordinating the beginning of every class. Sessions are plagued with attendance and tardiness issues and participants are unable to manage any small change in routine.

There are many skills that *TOOLS for Work* aims to develop. Most require reversing or adjusting habits acquired over a participant's lifetime. It is unrealistic to expect these newly developing skills to be integrated after only 13 sessions. Participants need consistent, guided, long-term practice of these new skills.

Ideally, mentors should be the counselors or advocates who referred participants to *TOOLS for Work*, who already know them and who are involved in their lives. Mentors would need to understand the overall goal of *TOOLS for Work*, as well as the objective of each session. They would reinforce course material while participants are taking the course, as well as "handhold" once the course is completed. In the long run, this would lessen the workload of counselors or advocates because clients would gain in positive and productive lifeskills.

Session 1: Why are you here? Introductions

Materials

1. Three signs:
“I WANT TO,” “I NEED TO,” “I WANT TO AND I NEED TO.”
- 2 Place each sign on a different wall.
3. Have this written on the board:

T.O.O.L.S. For Work

(Taking Our Own Learning Seriously)

I. Why Are You Here: Introductions

Introductions

Course Binders

Taking a Stand

Course Goal

Ground Rules & Responsibilities

Other Tools

Alphabetize

Final Activities

I. Introductions

1 Say, *Welcome to TOOLS for Work. The word "TOOLS" stands for Taking Our Own Learning Seriously. This course is designed to help you decide what the next steps on your employment path could be.*

2. Introduce yourself.

3. Participants introduce themselves. Ask who has children, the how many, and their ages.

II. Course Binders

1. Give a binder to each participant.

2. *These binders are yours to keep and you may write in them if you like. Binder paper is included for you to use for additional notetaking.*

3. *Please bring your binder to every session. It is important to do this so that you can follow along and participate.*

4. *You might want to write your name in the binder, as well as my name and phone number.*

5. Discuss binder organization and sections:

a. Table of contents and how it works

b. Tabs marking each session

c. Session numbers vs. page numbers

6. Practice looking for a few things using the table of contents as a guide.

III. Taking a Stand

A. Words and Ideas Define and Discuss

taking a stand showing others what you believe in or care about

want to desire strongly; to choose

need to/have to/must to require; to be under necessity or obligation; no choice

B. Why are we here? Activity

1. Place 3 signs, each one a different wall. The signs read “I WANT TO,” “I NEED TO,” “I WANT TO AND I NEED TO.”

2. Read the signs on each wall and be sure that participants understand the differences between the 3 positions.

3. *This activity is called “Taking a Stand.” The purpose is to help us focus on why we are here. In response to the question I ask, I would like you to get up and move to the sign that best answers it. Then each of us will have a chance to say why we’re standing where we are.*

4. *Why are you here?*

5. Once all participants, including yourself, are standing at the appropriate sign, start with yourself and say why you chose to stand there. Then go around the room and ask others to explain their choices.

6. *How do you feel about having a job?*

7. Instruct participants to move to another sign if appropriate, then go around the room, ask for reasons behind choices and include yourself.

8. Even if you are in a one-to-one session, it is recommended that the Taking a Stand activity is completed.

9. Ask participants to return to their seats.

IV. Course Goal

A. Words and Ideas

course class

goal something you work for

employment work

path the direction you take

B. Course Goal

1. State Course Goal: *Taking Our Own Learning Seriously for Work will help us decide the next steps on our employment path.* Return to the Course Goal in every session, helping participants to hold their focus.

2. Write on the board and at the same time ask, *What do you do when you “take your own learning seriously”?* Write down what participants offer and save for a comparison with Ground Rules.

V. Ground Rules & Responsibilities

A. Words and Ideas

ground rules how things are done in a certain place

consequence the result; what happens after you do something

responsibility job or activity you do that others expect from you

agenda a list, outline or plan of things to be done

B. Ground Rules Presentation

1. *The way things are done in this course is the same as in the workplace. The consequence of not following the ground rules at work can get you fired.*

2. CalWORKs clients have sanctions (when a law is violated, loss of money is used to enforce that law) as a consequence of not following the ground rules because money is deducted from their cash benefits.

3. Ask participants to turn to page 00 in their binders, “What You Need to Know about this Course.” Read over the Ground Rules and be sure that days, times, places and phone numbers are on the board to be clear for participants.

4. Ask if anyone uses a calendar, and have participants who need one refer to the last page in Session 1. Suggest they enter the dates and times the group will meet, then put the calendar in some place that will be easy to see. You may need to show participants how to enter the month, and dates on the blank.

(Note: there are two copies of the calendar, one is for today's use and the other is a master that can be used to make future copies.)

5. Note if any of the Ground Rules are similar to what participants said earlier people do when they take their learning seriously.

6. Be sure that Consequences are clear and then point out and read again the Course Goal.

C. Responsibilities Presentation

1. Ask participants to look at the Responsibilities on page 00 in their binders. Write the Responsibilities sentences on the board.

2. *I hope you will use these sentences at every session, whenever it makes sense for you to use them.*

I don't know.

a. *When you say this you do not waste other people's time.*

b. *It can help a teacher know what they still need to show or clarify for you.*

I don't understand.

a. *This sentence lets other people know that you are paying attention and making an effort.*

b. *It lets other people know that you care about learning new information.*

c. *It shows other people that you don't expect them to guess whether you understand something or not..*

Why is this important?

a. *Asking this question shows that you are paying attention and care about learning new information.*

b. *When we ask questions, we take an active part in learning.*

Can you help me?

a. *This question lets other people know that you can recognize that you don't know everything.*

- b. *It shows other people that you care about learning more.*
3. Assure participants that no questions or requests for clarification are dumb, and usually other people in the room are glad they asked their question.

VI. Other Tools

A. Agenda

1. Ask participants to turn to page 00 in their binders.
2. Explain you will introduce the agenda as part of every lesson and go over it.
3. Refer back to the agenda written on the board and show where you are on it.

B. Words and Ideas Define and Discuss

tools things used to do a job or get a job done; means to an end.

Ask for an example of a tool. (You'll get answers like "hammer" and "screw driver".)
Ask if a pen could be considered a tool. A marker. A hairbrush. A calendar. Point out that an agenda is a type of tool also, and that in this course we will learn about many things that can be used as tools.

chart information in rows and columns to show how some things relate to other things

welfare government gives money to help people who are poor and need it

dependent relying on another for support

self-sufficient being able to take care of yourself without help; being able to provide for your own needs

C. Tools and how to use them Activity and Discussion

1. Refer back to Taking a Stand and the reasons participants gave for being here. Connect their positions with the terms “dependent” and “self-sufficient” even if no one is on welfare. If participants are CalWORKs recipients,
 - be prepared to answer questions about CalWORKs.
 - be prepared to know where to send participants for more information.
2. *This course is a tool to help you move along on your way to getting a job, keeping a job or getting a better job.*
3. Go over the 13 lessons that are listed in “Course Overview” on page 00.
4. Explain that a chart is another kind of tool. Create a chart with columns:
 - a) Across the top boxes, put typical household chores (cooking, laundry, vacuuming, dusting, washing dishes, etc.).
 - b) In the left vertical column, enter names of the participants.
 - c) Put checkmarks in the boxes indicating which activities each person might be responsible for.
 - d) Discuss other things to put in charts, showing how things match up:
 - products and prices and stores
 - stores and locations
 - people and their pets
 - people and their family relationships

- e) Show the benefits of using charts to give a picture of how things are related.

VII. Alphabetize

A. Words and Ideas Define and Discuss

alphabetize to put into ABC order

B. Alphabetize Presentation and Activity

1. Refer back to “Alphabetize” on the participants' page 00. Ask if anyone is already able to alphabetize. Point out that you must know the alphabet before you can alphabetize. If necessary, write the alphabet on the board with the help of the participants.
2. Explain how to put words in alphabetical order, going from letter to letter in a word through the alphabet. Practice with easy words such as cat, hat, bat, hot.
3. Together, alphabetize the words introduced in this session.

agenda

alphabetize

chart

consequence

course

dependent

employment

goal

ground rules

need to

path

responsibility

self-sufficient

taking a stand

tools

want to

welfare

4. *How is knowing alphabetical order a tool?*

- It is a commonly accepted way of organizing information, so you can use it to get information.

5. *What information is kept in alphabetical order?*

List on board answers generated by participants. These should be included:

- phone book
- dictionary
- indexes
- blue books for cars

VIII. Final Activities

- Refer back to “What You Need to Know About this Course” to articulate what is expected of participants and why.

- Restate the course goal. Give the participants time to memorize the goal in class.
- Ask participants to try finding where the Ground Rules and Responsibilities are located in their binders.
- Remind participants of the next session date and time, which they should have noted on their calendar. Remind them that they need to call if they can't come.

Session 2: How People Learn

- Materials:
1. One copy of the lyrics to *Back of a Crocodile* and *Cabin in the Woods* for each participant.
 2. Do not distribute the photocopies until indicated in the session guide.
 3. Have this written on the board:

2. How People Learn

Today's Agenda

Review

Learning Styles

Directions

Asking Questions

Feedback

Homework

Responsibilities

Alphabetize

I. Today's Agenda

- Explain you are on Session 2 and make sure everyone can find it in their binders.
- Depending on participants, you may want to introduce certain vocabulary used in the agenda now, rather than later in the session.
- Go over today's Agenda. Afterwards, state, *My goal today is to help you learn how people learn.* This begins a subtle introduction to the concept of thinking terms of goals.

II. Review

- *With your binders closed, can anyone tell me what the goal of this course is?*
- Ask those who remembered what they did to learn the goal.
- Ask if participants can find the course goal in their binders. Help them use the table of contents, if necessary.
- 4. Ask if the table of contents can be considered a tool.

III. Learning Styles

A. Words and Ideas Define and Discuss

review to look at or study something again

learning style the easiest way for a person to take in information and experiences, then process and make sense of them

listening to get information by hearing it

seeing to get information by looking at it

reading to get information from written words

doing using your body to learn something

imitate to do or say the same thing that you see or hear or experience someone else doing

practice (verb) to do something over and over again so that you get good at it

explore to do things or go places so that you can find something or learn something

B. Learning Styles Presentation and Activity

1. People take in information and experience in 3 ways: using their ears, eyes and rest of their body.

2. People use their listening, seeing and doing skills to learn new information and behavior in 4 ways:

- **Imitate** -- They copy what they hear, see and experience.
- **Practice** – They do over and over again what they hear, see and experience.
- **Ask questions** – They use words to find out what they want to know.
- **Explore the world** – They go to places they have never been before and do things they have never done before.

3. Explain that the group can now have a little fun trying different ways to learn a song, and they should pay attention to the ways that work best for them. Teach the following one or two songs by presenting them in different learning styles, depending on time available: *Back of a Crocodile* and *Cabin in the Wood*.

Before starting either song, check if participants, especially second language learners, know key words such as crocodile, croc, tame, Nile, wink.

a) **Listen:**

Sing the song and ask participants to listen. Afterwards, see if anyone wants to try repeating the song.

b) **See:**

Do the body movements that accompany the words to the song. Afterwards, ask if anyone wants to try repeating it.

c) **Read:**

Distribute copies of the song. Let participants read, then ask them to turn their paper over before trying the song.

d) **Do:**

Have participants sing the song both with and without body movements.

4. Ask participants to say which ways seemed to work best for them. Point out that presenting information in more than one learning style offers the best chance for having it learned.

IV. Directions

A. Words and Ideas Define and Discuss

directions or instructions knowledge or teaching; something that tells you what to do

following directions to do what you are told

giving directions to tell someone how to do something

B. Following Directions Discussion

1. Ask participants how they respond to following directions. Request examples from their work, school or daily life.
2. Ask participants to identify the learning style that works best for them when trying to follow directions. Emphasize identifying the strategies they use when learning new things. Point out the advantage of knowing one's best learning style.

C. Giving Directions Discussion

1. Ask participants to give examples of directions or instructions they give others in their lives, at home, work or school.
2. Ask participants if they give directions in more than one learning style and if they are aware of the preferences of the people they are giving directions to.

V. Asking Questions Discussion

A. Generate Answers Use the following questions to find out what participants think. Write their answers on the board. Be sure to include the points listed here if they are not generated by participants.

1. *What are some reasons people ask questions of any type?*
 - clarify something we already know
 - learn something new
 - check to make sure someone understood you
 - to get someone's permission or agreement
2. *What are some reasons people DON'T ask questions even when they have them?*
 - People will think you are stupid.
 - People will think you are not paying attention.
 - People will think you are lazy.

B. Consequences of Not Asking Questions

If you are in class or on the job and you have questions that you don't ask, what could happen?

- information could be misunderstood
- mistakes could be made
- time could be wasted
- you could get a bad grade or get fired

VI. Feedback

A. Words and Ideas Define and Discuss

employment your work

employer your boss, or the company for which you work

employee the worker

feedback information that comes back to someone after they have done something

evaluation judgment about something you have done or was done by someone else

B. Feedback and Attitude Discussion and Activity

1. Ask participants to turn to page 00 in their binders, "Feedback and Attitude."
2. Depending on literacy level, ask participants to read this aloud or you read it to them. Encourage participants to ask about any new words.
3. Address the questions at the bottom of page 00 in their binders. Discuss how Al responded to the feedback in his performance review and how participants would have responded. Use these questions to guide the discussion:
 - a) *How does it feel when your work is judged?*
 - b) *Who gives you get feedback in your life now?*

VII. Homework

- *Before next session, teach the song(s) to your children. Try different learning styles and see which works best.*

VIII. Responsibilities

- Ask if anybody had a question during class they did not ask yet. You may need to draw it out of them if it is not volunteered.
- Ask if anything came up during class that anyone would like more information or clarification on.
- Praise all questions and requests!

IX. Alphabetize Closing Activity

directions or instructions

doing

employee

employer

employment

evaluation

explore

feedback

following directions

giving directions

imitate

learning style

listening

practice

reading
review
seeing

Back of a Crocodile

Oh, she sailed away on a sunny summer day on the back of a crocodile.

“You see”, said she, “he’s as tame as he can be. I’ll ride him down the Nile.”

The croc winked his eye as she waved them all good-bye wearing a happy smile.

At the end of the ride, the lady was inside and the smile was on the crocodile.

Cabin in the Wood

In a cabin in the wood, little man by the window stood.





Saw a rabbit hopping by, frightened as can be.

“Help me, help me,” the rabbit said, “or that hunter will shoot me dead.”

“Come little rabbit, come with me, how happy we will be.”


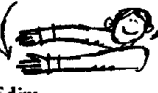


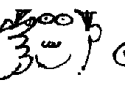

Back of a Crocodile

This sweet-sounding song tells a not-so-sweet story — but all in fun.

Broadly     **Action song**




Bm7 E7 A E7 A

Oh, she sailed a - way on a sun - ny sum - mer day on the


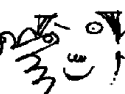

E7 Edim E7 A E7

back of a croc - o - dle. "You see," said she, "he's as






A B7 Bm7 E7

tame as he can be. I'll ride him down the Nile." The






A E7 A

croc winked his eye as she waved them all good-bye

A7 D F#7 Bm ritard. D Ddim

wear-ing a hap - py smile. At the end of the ride the

A F#7 a tempo Bm7 E7 A

la - dy was in-side and the smile was on the croc - o - dle.

From The All New Elephant Jam, Crown Publishers, NY, 1989, page 49

Cabin in the Wood

The object of this song is to eliminate the words, section by section, while remembering and doing the motions — so that eventually you have a tuneless, wordless song

with a series of nonsense actions. Some practitioners of the art of “elimination singing” keep a steady pace throughout. Others speed up each time around until the pace is frantic. Tack on one last teeny-tiny go-round — and be sure to make the words and actions very quiet (shhhh!) and very, very tiny!

Lively

F C7 F

In a cab - in in the wood, lit - tle man by the win - dow stood.

F7 Bb C7 F

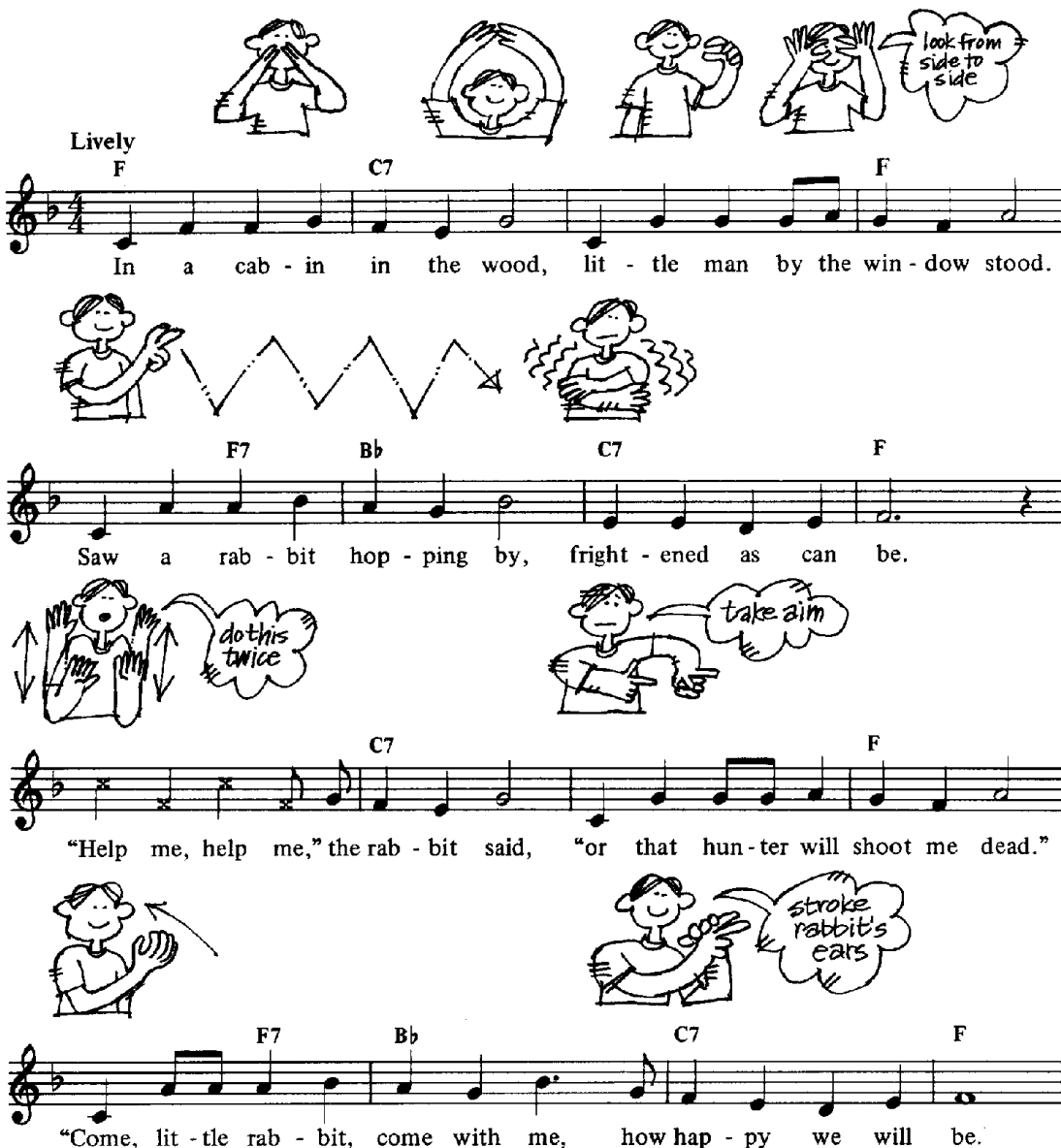
Saw a rab - bit hop - ping by, fright - ened as can be.

C7 F

“Help me, help me,” the rab - bit said, “or that hun - ter will shoot me dead.”

F7 Bb C7 F

“Come, lit - tle rab - bit, come with me, how hap - py we will be.”



From The All New Elephant Jam, Crown Publishers, NY, 1989, page 39

Session 3: Remembering What You Learn

Materials: 1. Photocopy “How to Be Eligible to Win \$100” and “Flowchart” so there is a copy for each participant.

2. Do not distribute the photocopies until indicated in the session guide.
3. Three envelopes for each participant.
4. A full deck of playing cards.
5. Dictionary laid open in a central location in front of group.
6. Have this written on the board:

3. Remembering What You Learn

Today’s Agenda

Review

Importance of Remembering

Memory Practice & Games

Evaluate

Homework

Responsibilities

Alphabetize

I. Today’s Agenda

1. Explain you are on session 3 and make sure everyone can find it in their binders.
2. Go over today’s Agenda. Depending on the participants, you may want to introduce certain vocabulary now, rather than later. After reviewing the agenda, state, *My goal for today is to discuss ways you can remember what you learn.*

II. Review

1. *Did anyone try teaching a song to their children? Did you try different approaches? What did you notice about your children's learning styles?*
2. *Did you think any more about your own learning styles?*
3. *Can any of you say the course goal without looking it up?* If someone can, ask what they did to help them remember it. Again, see if others can find the course goal in their binders, using the table of contents. Do the same with Ground rules and Responsibilities.

III. Importance of Remembering

A. Words and Ideas Define and Discuss

memory power or process of doing or saying something that was experienced or learned in the past

remember to bring to mind or think of again

noun word that is the name of something (person, place or thing)

B. Remembering: Why it is important Discussion

T.O.O.L.S. For Work

1. Participants describe situations at work, home or in life where remembering something was important
2. Why is it important to employers?
 - Time is money.
 - Retraining takes time.

IV. Memory Practice & Games

A. Words and Ideas Define and Discuss: Identify Nouns

to practice to do something over and over again so that you get good at it

practice (noun) an activity that you do over and over again so that you get good at something else

list to write things down in an order

list (noun) what you write down in an order

B. Practice Memory Activity and Discussion

1. Distribute materials: 1 piece of paper and 3 envelopes to each participant.
2. Read aloud a series of instructions about how to get a check for \$100:
Write your name in the upper left corner of a piece of binder paper.
List 3 friends or family members and their phone numbers under your name.
Fold the paper in half twice.
Tear it along the folds to make 4 pieces.
Write one name and phone number from your list on each piece of paper.
Put one piece of paper in each envelope.
Write your name on the outside of the envelope.
Seal them and put them on the table at the front of the room.
3. Ask if anyone can now carry out the instructions and give them the opportunity to try. If someone comes close, ask them what they did to help them remember.
4. Ask if anyone tried picturing the actions in their mind while listening. If not, read again, suggesting they try that. Give the opportunity for them to try carrying out the instructions.
5. Read the instructions again, but this time, encourage notetaking. Afterwards, allow the participants time to try carrying out the instructions.
6. Distribute copies of the same instructions and give participants time to read them. Ask them to turn the instructions over and try carrying them out.
7. Distribute copies of the flow chart and ask participants to look it over. Ask them to turn the flowchart over and try carrying out the instructions.
8. Ask participants which method seemed to work best for them.
Which was the easiest way to remember the instructions -- hearing, writing, reading, or seeing the flow chart? How helpful is it to get the same instructions in different styles?
9. Ask participants to evaluate their performance.
 - *What way was easiest to remember instructions?*

T.O.O.L.S. For Work

- *What way was hardest?*
- *How did listing what you heard help you remember?*

C. Memory Practices Presentation and Discussion

1. Turn to “We Learn & Remember” in participant’s binder and read the top list. You may need to give a simple explanation of percentages first.
 - Ask participants to each take a line reading aloud.
 - Ask participants to connect this information with something in their lives.
2. Ask participants to apply the information to their experience of doing the last activity.

D. More Words and Ideas Define and Discuss: Identify Nouns

game (noun) something you do for fun that has rules and a winner

pattern (noun) grouping of features that repeat themselves or characterize a situation, thing or person

E. Memory Game Activity and Discussion

1. Play “Concentration” with a deck of playing cards. Shuffle cards, then place them all face down on the table. Each player takes a turn turning over 2 cards. If they match, they are a pair. The player keeps them and gets another turn. The player with the most cards wins.
2. Ask participants who are good at this to tell what they do to remember.
 - *Are patterns helpful in remembering?*
 - *How do the connections between cards help you remember?*
3. Was fun a factor in helping participants remember?

F. More Memory Practices Presentation and Discussion

1. Ask participants to identify an area in their life where they have trouble remembering.
2. Ask participants what they can do to make remembering easier and write their suggestions on the board. Be sure to include these points if they are not generated by participants.
 - Use your best learning style/s.
 - Write the information down.
 - Say it again, out loud or to yourself.
 - Tell it to someone else.
 - Connect it to something you already know or that is important to you personally.
 - Find a pattern in it.
3. *Make your brain happy and use patterns as models for remembering.*
 - *Because a pattern is a grouping, the connections between single things make it easier for the brain to remember.*

T.O.O.L.S. For Work

- *Practice seeing patterns.*

V. Evaluate

A. Words and Ideas Define and Discuss: Identify Nouns

evaluate to judge something you have done or that someone else did

evaluation (noun) the judgment of something as good or bad

B. Evaluate Discussion

1. *Is your memory good or OK or bad?*
2. *How is what you remember connected to how you learn best?*
3. *What can you do in your life to make your memory better?*
 - a game
 - practice
 - make lists

VI. Responsibilities

Ask if anyone wanted clarification earlier but wasn't ready to ask on their own yet.
Acknowledge those who made the effort to get clarification and ask questions.

VII. Alphabetize Closing Activity

evaluate
evaluation
game
list
memory
noun
pattern
practice
remember
practice

VIII. Homework

- *Before next session, decide on a way to help you remember things, then start trying it in your life (work or home or social) and tell us how it worked next session. If you have not yet memorized the course goal, see if you can do it now, using what you learned today.*
- *Play memory games with your children – use the cards for concentration or play shoebox* with about 10 items or give a series of directions to be followed or hide things, all depending on the age of the children involved. Emphasize the importance of memory development in children for learning to read similar to building a muscle.*

T.O.O.L.S. For Work

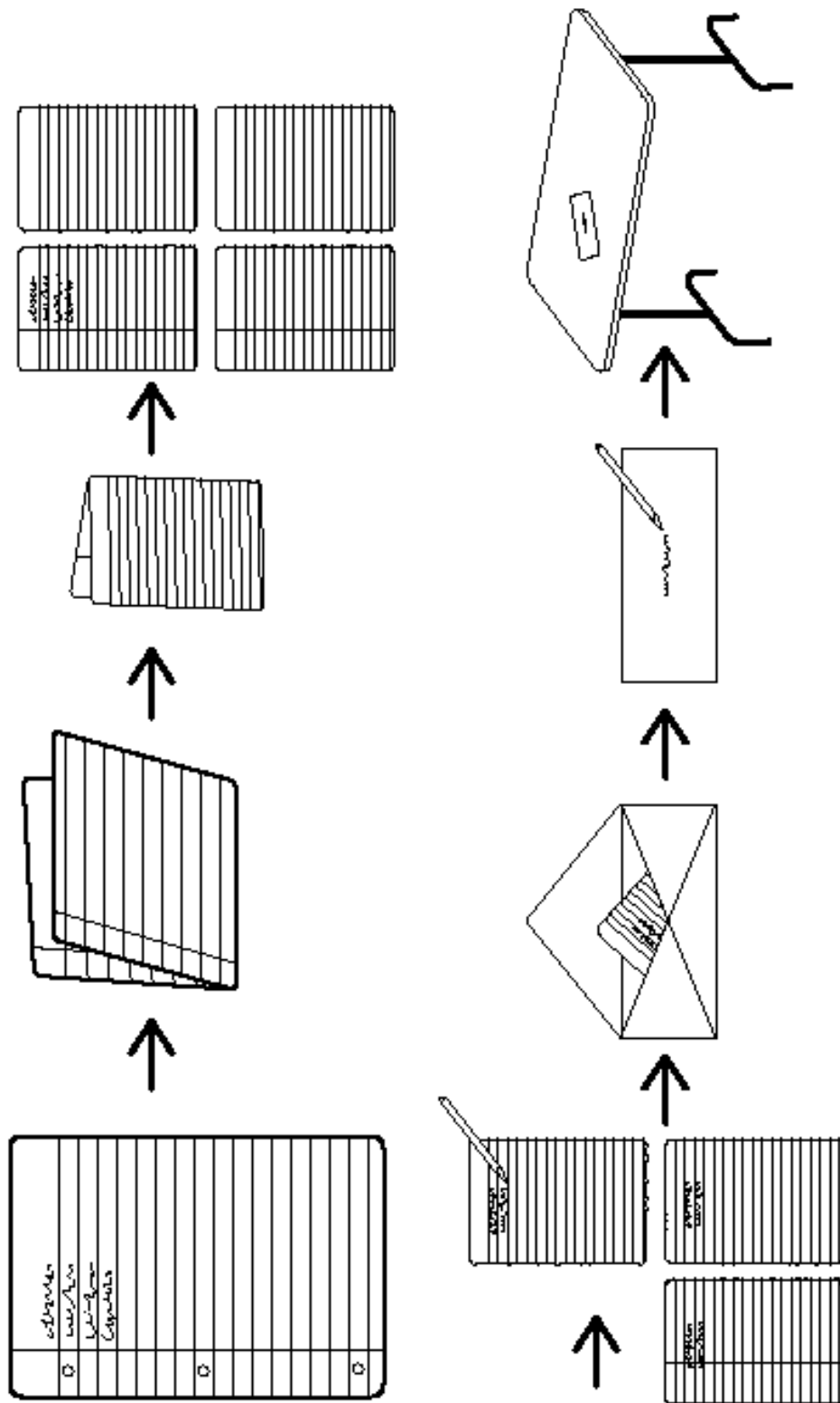
- NOTE: You might want to inform the group that the next lesson on Goal-setting is critical and they should not miss it.

*How to Play Shoebox: Put 10 small things from your house in a shoe box. Show the shoe box to your child for 15-30 seconds. Now put the lid on the shoe box and ask the child to name all 10 things without seeing them. Play the game again and change things in the shoe box. For example, take away 1 or 2 things, move things around, or make patterns. Then ask, "What's different?" Change roles and ask the child to move around the things in the shoe box while you guess what's different.

Follow these steps to be eligible to win \$100:

1. Write your name in the upper left corner of a piece of binder paper.
2. List 3 friends or family members and their phone numbers under your name.
3. Fold the paper in half twice.
4. Tear it along the folds to make 4 pieces.
5. Write one name and phone number from your list on each piece of paper.
6. Put one piece of paper in each envelope.
7. Write your name on the outside of the envelope.
8. Seal them and put them on the table at the front of the room.

Flowchart



Session 4: Get There from Here: Set a Goal

- Materials:**
1. Binder paper, pencils, and dictionary laid open in front of group
 2. Have this written on the board:

4. Get There from Here: Set and Reach a Goal

Today's Agenda

Review

Goals as Tools

Set a Goal

Homework

Alphabetize

I. Today's Agenda

- State that you are in session 4, and make sure everyone can find it in their binders, encouraging use of the table of contents.
- Go over today's Agenda. Depending on participants, you might want to introduce some vocabulary used in the agenda now, rather than later. • *My goal today is to cover all the things we see on this agenda.*

II. Review

- *Is anyone trying new ways to learn?* Discuss the things people are trying.
- *Is anyone trying new ways to remember?* Discuss the things people are trying. Ask if anyone else has memorized the course goal. Encourage all to use their best learning/remembering styles in class today. Encourage those who are still trying to determine their best style to keep experimenting with different methods.
- *Is anyone going to try taking notes during this session?* Remind everyone that it can take practice.
- *Did you play any memory games with your children?*
- *What do you remember from last session?*
- Review nouns: Ask participants to find the page entitled "Feedback and Attitudes" in Session 2 in their binders. Encourage use of the table of contents. Ask them to identify all the nouns in the questions at the bottom of the story about the Performance Review.

III. Goals as Tools

A. Words and Ideas Define and Discuss: Identify Noun or Verb

verb a word that tells about being or doing (action)

tools review (noun) things used to do a job or get a job done; means to an end

goal (noun) something you work for because you want it or because you need it

want review (verb) to desire strongly; to choose

need review (verb) to require; to be under necessity or obligation; no choice

B. What is the goal of this course? Discussion

1. Ask for the Course Goal.
2. Use the Course Goal as an example of how focus is held and issues that are not relevant to the goal are set aside.
3. Ask participants: *What is your goal in taking this course? Can you remember what you said at the first session about why you were here?*
4. *Has your goal changed since you started this course?*

C. Goals as Tools Presentation and Discussion

1. Explain that the group will be reading a long story together that will be discussed afterwards. Encourage questions as you go along, especially if participants encounter new words. Encourage notetaking, even if it's just to underline key points or phrases.
2. Turn to page 00 in participant's binder to "Setting and Reaching a Goal." Depending on literacy level, ask participants to read aloud the story or you read it aloud to them.
3. *What were Tony's goals?* List them on the board.
 - He wants to own his own business.
 - He wants to get married.
 - He wants to buy his own mower.
 - He needs to finance his purchase.
 - He needs to build a trailer to transport his father's mower.
4. *How did having the goal of buying a mower affect Tony's life?* Ask participants to generate answers and write on the board, Having a goal:
 - helped him get what he wanted and needed
 - helped him get things done
 - organized his life
 - helped him stay focused and not get distracted
 - gave him a way to measure/evaluate how well he was doing
5. Ask participants to talk about similar benefits from using a goal in their lives.

IV. Set a Goal

A. Words and Ideas Define and Discuss: Identify Noun or Verb

set a goal (verb) to decide that something is worth working for

values (noun) things, ideas and beliefs that are important to you

reach a goal (verb) to do the work it takes to get what you decided was worth working for

list review (verb) to write things down in an order; (noun) what you write down in an order

B. Set a Goal Discussion and Activity

1. *How do you decide what is worth working for?* Discuss the differences between wanting something and needing it.

2. On a piece of binder paper, ask participants to make a list of their possible work-related goals. Five goals are enough, although more can be listed.

Encourage participants to ask for help throughout this activity. Ensure they choose work-related goals for this activity only, as the tendency for some is to list everything they want, such as marriage, buying a house, etc.

3. Ask participants to rewrite their lists, putting the goals into order of importance.

Do an example together on the board first, using the following:

Find a backup babysitter.

Get GED.

Become better reader.

Take computer classes.

Learn how to ride the bus.

Find a babysitter.

Get new glasses

4. Ask if anyone would like to share their list and put it on the board.

5. Ask if anyone would like help putting their goals in order. Get permission from the volunteer to receive comments from the group and to write it all on the board.

6. **IF THERE'S TIME:** Ask participants to select ONE of their goals, and write the action steps they'll need to take in order to reach the goal. This will be more fully developed in Session 5.

7. Be sure participants save the lists in their binders. Suggest they write on the top:
"Save for Sessions 5 and 12"

V. Homework

• *Keep thinking about your work-related goals. You can continue working on them if you want.*

VI. Alphabetize Closing Activity

goal

need

reach a goal

set a goal

tool

list

values

want

- Ask participants. *Did I meet my goal to cover everything on the agenda today? If I did, how did I do it?* (used an agenda, stayed focused on the topic, etc.) *If I did not reach my goal, why didn't I?* (got off topic, etc.)

Session 5: Get There From Here: Reach a Goal

Materials: Binder paper, pencils, and a dictionary laid open in front of the group.
Have this written on the board:

5. Get There From Here: Reaching a Goal

Today's Agenda
Review
Reach a Goal
Succeed or Fail
Alphabetize
Responsibilities
Homework

I. Today's agenda

- Explain you are in Session 5.
- Go over today's agenda. Introduce appropriate vocabulary beforehand, if necessary.
- Begin to encourage participants to think in terms of goals by stating, *Our goal for today is to finish all the activities we see on this agenda.*

II. Review

- Ask if anyone thought about their work-related goals since the last session.
- Ask if anyone worked on their goals since the last session.
- Ask what questions they have and if they would like some help with refining their goals. Get permission to include group input and write it all on the board.
- Do a quick review of nouns and verbs: Use "The Green Team" story about Tony and the lawn care business. Ask participants if they can find the story in their binders using the table of contents. Participants can look for nouns and verbs in the text. Show them how they can tell the difference between a noun and verb in the dictionary (**n.** or **v.**).

III. Reach a Goal

A. Words and Ideas Define and Discuss: Identify as Noun or Verb

fail (verb) to leave undone

succeed (verb) to get what you want

motivation (noun) something that makes you do something else

self-esteem (noun) feeling you are valuable and worthwhile

self-confidence (noun) feeling sure about what you can do

priority (noun) something that has more importance; something that must be done first

priority order (noun) order of importance

B. Reach a Goal Discussion and Activity

1. Point out the value of setting reachable and measurable goals. The more frequently goals are set and reached, even small, short-term ones, the more self-esteem rises and self-confidence develops along with it over time.
2. Ask participants to select one goal from the list they made in Session 4, and write it at the top of a new piece of paper.
3. Ask participants to list at least 4 action steps they can take to reach that goal. Do an example together on the board first, using a goal from Session 4.
4. Ask participants to transfer their goal to the "Reaching a Goal Worksheet" on page 00 in their binders and put the action steps in order of importance, priority order, under "What I Can Do" numbers 1-4. Do an example together on the board first, using the goal you used earlier.
5. Ask participants if they could consider that an action step is another, smaller, goal. Point out the value of breaking big goals into smaller, more manageable ones.
6. Ask the participants to determine the actions steps for ALL their work-related goals, then put those steps in priority order on the "Reaching a Goal Worksheet." Encourage questions and requests for help throughout the process.
7. Ask if anyone would like to share their goals and actions steps with the class, writing them on the board.

IV. Succeed or Fail

A. Words and Ideas Define and Discuss: Identify nouns or verbs

measure (verb) to determine the size, quantity, quality, time

measureable can be measured

vague unclear, indefinite

specific clear, detailed, exact

reasonable sensible

B. Succeed or Fail Presentation and Discussion

1. *Has anyone ever had someone else tell them what they should do (set a goal for them)? What was it? When someone else sets a goal for you, how is your motivation to take the steps to reach it affected?*
2. *Does your motivation to take the steps necessary to reach a goal change when you set that goal for yourself? Discuss.*
3. Write on the board: **My goal is to be rich.** Ask participants if this goal is vague or specific.
 - If they think it is specific, ask how they will know when the goal is reached.
 - Discuss the likelihood of reaching a goal if it is vague vs. specific. As a comparison example, use these goals: **I want a job.** vs. **I want to be selling cars in 6 months.**
4. Point out how feelings color our actions.
 - Discuss how one might feel if a goal can't be reached (unhappy, frustrated) and how this might affect the desire to keep trying.
 - Discuss how one might feel if a goal is reached (happy, confident, rising self esteem) and how this might affect the desire to try another goal.

5. Refer to the comparison examples - I want a job, vs. I want to be selling cars in 6 months. Discuss why being specific offers a greater degree of focus and makes it easier to determine the exact action steps required.

6. Return to the "I want to be rich" example on the board. As a group, decide how this goal could be made more specific:

- What "rich" mean to each person? Enough to pay current bills? Own 3 big houses? Retire and move to Hawaii? etc.

7. Choose one definition and discuss how to determine how much money would be required to "be rich" (\$2500/month income? \$300,000/year?).

- After you have an example figure, decide the timeframe in which you want the money.

- Apply the money amount and timeframe to a goal statement, such as: **My goal is to have \$10,000 in the bank within 10 years.** Guide the discussion so that the goal you end up with is actually something participants can relate to.

8. Ask if the "get rich" goal as it is stated now is still vague or if it is specific. Ask what makes it specific.

- Decide together what the chances are that this goal will be reached, and how the goal-setter will probably feel after it is reached. Ask if the goal-setter will be motivated to try another goal.

9. Ask if the "get rich" goal is now also measureable - and if the goal-setter will be able to tell when the goal is reached. Ask for details.

- As a group, work out the possible action steps that could be taken to reach the newly stated "get rich" goal, listing them on the board.

- Point out again that the steps are just smaller goals, and they should be specific and measureable also.

C. Reaching a Goal Checklist Activity

1. Ask participants to rewrite their goals and actions steps on the "Reaching a Goal Checklist" on page 00 in their binders. Use it to see if their goals and action steps are reasonable, specific and measureable.

- To recognize something is reasonable, check to see if it could really happen. For example, stating that you "want to see the world" is probably not something that will really happen. However, stating that you "want to visit New York City in 2 years" might.

2. Point out that the way a goal and its action steps are written can help determine success or failure. Suggest that the questions one should ask oneself while writing goals and steps are:

a. Is it vague or specific?

b. How will I know if I have reached my goal? Is it measureable?

c. Is it reasonable?

3. Allow time in class for participants to share their checklists. Encourage questions and requests for help. Afterward, ask if anyone would like to share their results and write them on the board.

4. Remind participants that goals are tools, their tools, and they can and should adjust them as they work to reach them.

V. Alphabetize

fail

goal

measure

measureable

motivation

priority

priority order

reach a goal
self-confidence
self-esteem
set a goal
specific
succeed
tools
vague

VI. Responsibilities

- Ask if anyone wanted to ask a question earlier and has saved it until now. Gently remind the group of the value of asking at the time.
- Ask notetakers if the notetaking is going any easier. Ask if they have tips to share.

VII. Homework

- *Keep thinking about your work-related goals. You can continue working on them if you like. Bring them with you to the next session.*
- *Think about the goals you have for your children.*
- *Did we reach our goal of completing all the activities on today's agenda? If we did, ask why. If we didn't, ask why not.*

Session 6: What You Can Offer: Skills

Materials: Binder paper, pencils, and dictionary laid open in front of participants.

Have this written on the board:

6. What You Can Offer: Skills

Today's Agenda
Review
What Kind of Person Are You?
What Can You Do?
Skills You Value
How Jobs Are Changing
Responsibilities
Alphabetize
Homework

I. Today's Agenda

- Announce you are in Session 6 and go over today's Agenda. You may want to introduce certain vocabulary first.
- *Our goal for today is to complete this agenda.* Ask participants if an agenda could be considered a tool for reaching goals.

- Ask participants if an agenda or a "things to do" list is something *anyone* could use. Discuss ways it could be used.

II. Review

A. Goals

1. *Who thought more about your work goals? What questions do you have?* If someone would like group assistance, work on their goals together as a class, using the board.

2. *Did you think about the goals you have for your children? What are they? Are there things you can do now to help reach those goals??*

B. Who Sets Your Goals

1. Review the difference between setting a goal for yourself, and having someone else set it for you. Address how this occurs when children are involved.

2. Saving for your child's college education is your goal. Forcing your child to attend college or pursue a course of study you chose is setting a goal for someone else, your child.

3. Taking action steps to help your child learn to read is is your goal. Forcing your child to read material you choose, demanding he or she reads on a schedule you choose, is setting a goal for someone else, your child.

4. Goals can be used not only for yourself, but also to help keep a family organized.

III. What Kind of Person Are You?

A. Words and Ideas Define and Discuss: Identify Noun or Verb

adjective a word used to describe a person, place or thing (noun)

offer show, present, make available

skill the ability to do or use something

hard skill something requiring a lot of training or experience (computers, a foreign language, operating a fork lift..)

soft skill ways you behave (being honest, reliable, willing to learn..)

B. What kind of person are you? Activity

Today's businesses need employees (workers) who can read, write, and do math. These are hard skills. But they also need employees who behave in certain ways as well - people who are responsible, honest, friendly, flexible, etc. These are soft skills.

1. Ask participants to find the Skills Worksheet in their binders on page 00. In the first section, "What Kind of Person Am I?", they should make a list of adjectives that describe the kind of person they are, or what soft skills they have. Put some examples on the board first: "I am kind, hard-working, helpful, etc."

2. If writing is a particular challenge, participants can say the words and instructor can write them on the board or in the notebook. Participants should copy the words.

3. Ask participants to read aloud their lists and keep them in their binders for Session 9.

C. Why is this important?

1. Ask participants why it is important in getting a job, keeping a job or getting a better job to know what kind of person you are.
2. If not generated, point out that job seekers need to be able to describe the kind of people they are to potential employers so that they will be hired. *What kind of people do you think employers want working for them and with their other employees?* List the qualities generated by participants and include:
 - responsible
 - friendly
 - creative
 - honest

IV. What Can You Do?

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

verb (review) word that tells about doing or being

B. What can you do? Activity

1. On the same Skills Worksheet, ask participants to make a list of verbs that describe what things they can do. This might be a combination list of both hard and soft skills. Put some examples on the board first: "I can work a cash register, stock shelves, show up on time, be helpful, call if I can't come, etc."
2. If writing is a particular challenge, participants can say the words and instructor can write them on the board or in the notebook. Participants should copy the words.
3. Ask participants read aloud their lists and keep them in their binders.

C. Why is this important?

1. Ask participants why it is important in getting a job, keeping a job or getting a better job to know what you can do.
2. If not generated, state that participants may need to convince an employer to hire them or promote them because they can do specific things.
3. *What have you learned to do or practiced doing in this course so far?*
 - Be on time.
 - Call when you can't come.
 - Understand how you learn and get better at learning.
 - Evaluate yourself.
 - Take responsibility to communicate when you don't understand.
 - Take responsibility to make connections so that you can remember better.
 - Set a goal and use it to get what you want and need in your life.

V. Skills You Value

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

value to consider important

communication (noun) exchange of information

evaluate review (verb) to judge something you have done or that someone else did

Industrial Age (noun) a time in history when many businesses sell things that workers make with tools and machines

Information Age (noun) a time in history when many businesses sell services that workers offer using computers and other electronic equipment

B. Skills You Value Activity and Discussion

1. On the same Skills Worksheet, ask participants to make a list of both hard and soft skills they value. Write some examples on the board: "Skills I value: patience, honesty, reading, speaking, helpfulness, etc."
2. If writing is a particular challenge, participants can say the words and instructor can write them on the board or in the notebook. Participants should copy the words.
3. Ask participants to read aloud their lists and keep them in their binders so that they are available to be discussed in the next session.
4. If anyone has listed "willing to learn new things," ask why it would be an important skill. The answer leads into the next discussion.

VI. How Jobs Are Changing Presentation and Discussion

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

Secretary of Labor (noun) the part of the government that helps workers

Secretary of Education (noun) the part of the government that works to provide public education

commission (noun) a group of people with special responsibilities

achieve/achieving (verb) to do or get

B. How Jobs Are Changing Presentation and Discussion

1. Turn to "How Jobs Are Changing" on page 00 in participant's binder for graphs of job skills required in Industrial vs. Information Age from the SCANS report. Give a brief history of the development of the SCANS:

In 1990, Secretaries of Labor and Education together studied how schools could best prepare students to be better workers. In 1992, they finished SCANS, short for Secretaries' Commission on Achieving Necessary Skills.

2. Together, read and interpret the graphs and discuss how the shift in skills shown relates to the skills on participants' lists.
3. *How can you get better at the skills you need and learn skills you don't have but need?*
 - Get information about classes.
 - Take classes.
 - Read books.
 - Talk to people who have the skills you value.
 - Visit the workplaces of the people who have the skills you value.
4. Ask again how participants feel about being willing to learn new things.

VII. Responsibilities

- Ask if participants can locate Participant Responsibilities in their binders. Encourage use of the table of contents.
- Ask participants to evaluate how well they are meeting these Responsibilities.

VIII. Alphabetize

achieve/achieving
adjective
commission
communication
evaluate
hard skill
Industrial Age
Information Age
necessary
offer
Secretary of Education
Secretary of Labor
skill
soft skill
value
verb

IX. Homework

- Ask participants to review their list of skills they value and add to it by observing themselves or others at work and in their daily lives. The list should be available for reference in the next session.
- Ask participants if we reached our goal in completing all the activities on today's agenda. Evaluate.

Session 7: What's Important to You: Values

Materials: Dictionary, laid open in front of the group.
Have this written on the board:

7. What's Important to You: Values

Today's Agenda

Review

Being the Boss

Attitudes

Performance

Consequences

Alphabetize

I. Today's Agenda

- Announce you are on Session 7. Go over today's Agenda, after first introducing any appropriate vocabulary words.
- *Our goal for today is to complete all the activities we see on today's agenda.*

II. Review

A. *Did you think of more of your skills since last session?*

1. *What were they?*
2. *How did you find them?*

B. *What skills have you seen others use at their jobs?*

III. Being the Boss

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

values (noun) things, ideas and beliefs that are important to you

employer (noun) person or business that provides others with a job that pays wages or salary

compare (verb) to look at things in order to find what is the same and what is different about them

B. Being the Boss Presentation and Discussion

1. Ask if anyone in the group is now an employer or has someone in their family who is or a good friend who is. Use the business scenario generated in class.
2. If no one has a business scenario to offer, describe a local business with which you are familiar or use the following:

Anna owns a catering business that she runs out of her home. She has 2 workers; both of them are part-time. Ingrid comes to Anna's house to cut up the food so that Anna can cook it. Leo helps Anna load the cooked food into her van and helps her serve it to her customers.

3. Ask participants to "be the boss" and to say the skills they value in their workers and why they are important. Create 2 columns, Skill and Why It Is Valued on the board or notebook.

- Both Ingrid and Leo need to be on time so that the food can be ready for the customers when they need it, so that they will be happy. Then they will hire Anna again so she can make a living and hire and pay Ingrid and Leo to work for her.

- Both Ingrid and Leo need to work as a team with Anna: Ingrid in the kitchen and Leo in loading the van and in serving the food. If Anna can't work with them, she won't get the job done and will lose customers and money and Ingrid and Leo will be out of work.

- Leo needs to be friendly and polite so that the customers feel liked and respected.

- Both, but especially Ingrid, need to know how to follow instructions from Anna.

- Leo needs to problem solve when customers have questions or when dishes get low.

C. What skills do you value? Activity and Discussion

1. Ask participants to turn to the list they wrote last session on their Skills Worksheet of skills they value and compare them with the list just generated when they were the boss.
2. Discuss what skills are the same on both the employer's list and their list and what skills are different.

IV. Attitudes

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

attitude (noun) what you feel or how you think about something; the way you show other people what you value

responsible (adjective) able to answer for one's behavior and duties; trustworthy

friendly (adjective) being kind and interested

team player (noun) someone who does part of a whole job and helps others do their parts

careful (adjective) pays attention to details and to what is right

flexible (adjective) able to change when situations change

persistent (adjective) being able to continue to do or try something for a long time

polite (adjective) being courteous, using words like "please" and "thank you" and using a respectful tone

honest (adjective) truthful

B. What's Your Attitude? Presentation, Discussion and Activity

1. Turn to page 00, "What's the Attitude?" in participant's binder.
2. Read and discuss the questions on the page. Before starting, encourage participants, especially second language learners, to ask about any new words they hear as you go along.
3. *How can you tell what the clerk's values are based on his or her attitude?*

V. Performance

A. Words and Ideas

Define and Discuss: Identify as Noun, Verb or Adjective

performance (noun) what you do to satisfy a request or keep a promise

performance review (noun) when an employer evaluates how well a worker is doing his or her job

B. Performance Presentation and Discussion

1. Turn to page 00, "Values and Performance," in participant's binder. Read the story and answer the questions. Again, encourage participants to ask questions about any new words they hear as you go along. Introduce the concept that performance is the outcome of values and attitude.

2. Turn to page 00, “Attitudes, Actions and Values,” in participant’s binder. Read the story and answer the questions. Encourage participants to ask questions. Introduce the performance review as a way that employers communicate with employees about the quality of work being done. Refer back to story in Session 2 for how to handle feedback.
3. Reread “What’s the Attitude” on page 00. Focus on what actions the clerk took, how s/he performed. Evaluate the clerk’s performance of the job and how this shows his or her attitude and values.

VI. Consequences

A. What Are the Consequences?

1. Ask participants to turn to page 00 in their binders, "What Are the Consequences." Go over the grid and show them how to fill it in.
2. Give concrete examples to illustrate how the attitude or action listed might manifest differently in situations at home or on the job.
3. Complete the worksheet together in class. Ask currently unemployed participants to use their imaginations or memories to create both examples and consequences for the “At Work” column.

VII. Alphabetize

attitude
careful
compare
employer
flexible
friendly
honest
performance
performance review
persistent
polite
responsible
team player
values

- Ask if anyone has noticed anything about their learning or remembering styles in the past few sessions. Ask them to share.
- Ask if we reached our goal of completing all the activities on today's agenda and why or why not.

Session 8: What Employers Want: SCANS

Materials: Dictionary, laid open in front of the group.

Have this written on the board:

8. What Employers Want: SCANS

Today's Agenda

Review

SCANS

Foundation Skills

Competencies

Homework

Alphabetize

I. Today's Agenda

- Announce that you are on Session 8. Go over today's Agenda, introducing any appropriate words first.
- *Our goal today is to finish all the activities shown on the agenda.*

II. Review

- Ask if anyone can remember what SCANS is from the "How Jobs Are Changing" graphs in Session 6. Ask those who remembered how they remembered.

III. SCANS

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

SCANS review (noun) Secretaries' Commission on Achieving Necessary Skills, 1992 report

Industrial Age review (noun) a time in history when many businesses sell things that workers make with tools and machines

Information Age review (noun) a time in history when many businesses sell services that workers offer using computers and other electronic equipment

generic (adjective) something general that can be used in several different areas

know-how (noun) knowledge of how to do something smoothly and efficiently

foundation (noun) the base or support on which something is built

competencies (noun) the abilities, skills or qualities that are needed to be successful

B. SCANS Presentation and Discussion

1. Turn to "SCANS: The Skills Employers Want Most," on page ?? in participant's binder. Read it aloud with participants following along. Encourage participants to ask about any new words as you go along.
2. Use these Focus Questions to check for comprehension.
 - What skills are important for workers to have in the Information Age?
 - What skills are not so important for workers to have?
 - What does SCANS stand for?
 - Who was on the commission that wrote the SCANS report?

You may need to explain what labor unions are, how they were formed and who they represent.

- What was the commission trying to do?
- What is Workplace Know-How?

IV. Foundation Skills

A. Words and Ideas Define and Discuss, Identify as Noun, Verb or Adjective

foundation review (noun) the base or support on which something is built

basic (adjective) something that comes first and supports other things

qualities (noun) parts of a person's character

B. Foundation Skills Presentation and Discussion

1. Turn to "SCANS: Foundation Skills" on page 00 in participant binder and read it aloud with participants following along. Make sure participants feel comfortable asking questions about new words or phrases as you go along.
2. Give and elicit examples of where and how Foundation Skills show up in jobs.

V. Competencies

A. Words and Ideas Define & Discuss, Identify as Noun, Verb or Adjective

competencies review (noun) the abilities, skills or qualities that are needed to be successful

resources (noun) things that help people get a job done

facilities (noun) things built, installed or established to serve a particular purpose

personnel (noun) a group of people usually employed in some public service, factory, office or organization

interpersonal (adjective) what happens between people

system (noun) an established way of doing something, a method, steps in a procedure

technology (noun) objects and machines that people use to get things done

troubleshoot (verb) prevents, identifies and solves problems

B. Competencies Presentation and Discussion

1. Turn to "SCANS: Competencies" on page 00 in participant's binders and read it aloud with participants following along.
2. Ask for any clarification needed. Take time to thoroughly explain each element of the SCANS Competencies, if necessary.
3. After the 5 Competencies are read over, give examples of specific activities done on the job or at home that illustrate aspects of each competency. List these on the board if appropriate.

VI. Homework

- Ask participants to review Foundation Skills and Competencies and decide their strongest areas and the ones that need most development. They should be prepared to discuss these areas in the next session.

VII. Alphabetize

basic
 competencies
 facilities
 foundation
 generic
 Industrial Age
 Information Age
 interpersonal
 know-how
 personnel
 qualities
 resources
 SCANS
 system
 technology
 troubleshoot

Ask participants:

- *Did we reach our goal of completing all the activities on today's agenda?*
- *What is your homework goal after today?*
- *How will you remember to do it?*

Session 9: The Culture of Work

Materials: Dictionary, laid open in front of the group

Have this written on the board:

9. The Culture of Work

Today's Agenda
 Review
 Jobs & Workplace Culture
 Things I Do at Work
 SCANS and Me
 Evaluate
 Homework
 Alphabetize

I. Today's Agenda

- Announce that you are on Session 9. Go over today's Agenda, after introducing any appropriate words.
- *Our goal for today is to finish all the activities on this agenda.*

II. Review

A. Workplace Know-How

1. *Who can remember what Workplace Know-How is?*
 - *Remember that Workplace Know-How is having the Foundation Skills and the Competencies listed in SCANS.*
2. *How many of you thought about the Workplace Know-How that you have?*

B. SCANS

1. *Let's review the SCANS Foundation Skills and Competencies you have in your binder.*
2. *Who thinks they can find the pages these are on by using the table of contents in the front of their binder? You may want to write them on board.*
3. Ask if there are questions about any of them.

III. Jobs & Workplace Culture

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

job (noun) work done for money

workplace (noun) environment where jobs are performed and tasks are completed

culture (noun) behavior typical of a group or class; the way things are done

B. Jobs & Workplace Culture Discussion

1. Introduce the concept of workplaces having a culture, a way of doing things. Refer to the concept of Ground Rules introduced in the Session 1.

2. Make 2 columns on the board: 1) Job and 2) Workplace Culture. • Ask participants to say all the jobs they have worked and list them in the Job column. Ask participants to describe the work culture associated with each job and list comments in the Workplace Culture column.
 - Examples might be: fast pace, all ideas and suggestions are important, teamplaying is important.

IV. Things I Do at Work

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

work (noun) 1. sustained physical or mental effort to overcome obstacles and achieve an objective or result; 2. (noun) activity done over time to earn a living (may refer to any purposeful activity, whether paid or not) ; 3. (verb) to exert oneself physically or mentally in sustained effort for a purpose or under compulsion or necessity

persistent (adj.) being able to continue to do or try something for a long time

adapt (verb) to make fit by modification, suggesting flexibility and readiness

system review (noun) an established way of doing something, a method, steps in a procedure

improve (verb) to raise the value or quality; to make better

B. Things I Do at Work Activity

1. Ask participants to turn to “On the Job & At the Workplace” worksheets on pages 00-00 in their binders. Give clear directions on how to fill in the “Examples of when I do these things” column.
2. Give participants time in class to complete the worksheet. Go category by category, first by discussing as a group, listing examples on the board as you go, then allowing participants to complete on their own.
3. If necessary, have the group refer to the Foundation and Competency skills in their binders.
4. Make a notable opportunity for participants to exercise their Responsibilities to indicate they don't understand or they need help.
5. Have participants share what they put on their worksheets with the whole group. Note range and cluster of skills.

C. They Are Important Because Activity and Discussion

1. Give clear directions on how to fill in the “They are important because” column. Encourage long-range thinking, cause and effect, actions and consequences..
2. Together as a group, identify which elements of Workplace Know-How (Foundation and Competency skills) that are or likely will be most important to participants at work. List these on the board.

V. SCANS and Me Activity

1. Ask participants to turn to page 00 in their binders, "SCANS and Me Checklist." Do a few examples together first.
 - Remind participants they can refer to the "I am..." and "I can..." lists they made on the Skills Worksheet in Session 6 and "On the Job and at the Workplace" worksheets just completed
2. After they have completed the SCANS and Me Checklist, ask participants to choose the three skills they feel are their strongest (best), and put stars next to them.
3. Based on the type of work they want to go into, ask participants to choose the two skills they feel would be the most important to improve and put circles around them. These are items they checked in the "sometimes" and "not much" columns. Ask them to put checkmarks by these two skills.

VI. Alphabetize

adapt
culture
job
persistent
system
work
workplace

VII. Homework

- Tell participants that they are welcome to think some more about the SCANS and Me Checklist, and the two skills they'd like to improve most.
- Ask participants to bring something to next session that they have to read for work or in their lives. It can be a form, a set of instructions, a medicine label, a receipt or a bill.
- *Did we reach our goal to finish all the activities on today's agenda? Why or why not?*

Session 10: Reading and Writing

Materials:

1. Dictionary, laid open in front of the group.
2. Telephone directory, dictionary, book with an index, computer manual, or other volumes with information listed alphabetically.
3. Local bus schedule and local map for each participant. Do not distribute these until indicated in the session guide.
4. Have this written on the board:

10. Reading and Writing

Today's Agenda

Review

Reading for Work & Your Life

Visual Aids

Remembering What You Read

Writing

Getting Help

Alphabetize

Homework

I. Agenda

- Announce you are on Session 10 and go over today's Agenda, after introducing any appropriate words.
- *Our goal for today is to complete all the activities on this agenda.*

II. Review

1. Ask if the last session's activity changed the kind of job they want to get.
2. Review SCANS Foundation Skills. See if participants can find them in their binders by using their table of contents.

III. Reading For Work & Your Life Discussion and Activity

A. What You Read

1. Ask participants to share what reading materials they brought in. If a copier is available, make copies of all materials. If necessary, supplement with the forms on pages 00-00 in participant binder in Session 10.
2. Ask each participant to say why they chose this particular piece of writing.
 - You may need to reinforce the idea that this course is intended to help people identify the next step on their employment path.
 - It is important to connect reading and interpreting written material with SCANS Foundation Skills.

B. How You Read

1. Be sure to keep the group supportive and not allow those with reading difficulties to be laughed at or overly corrected.
2. Read together at least one or two items brought in or in the binder. Ask pertinent comprehension questions which may be the ones on the page. Use the SCANS Competencies and the Competency Applications for Using Information and Problem Solving as a guide.
3. Use a local phone book to locate businesses and services. Remind participants that alphabetizing practice helps them locate information. Bring in a book that has an index to reinforce alphabetizing of information.

IV. Visual Aids

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

visual aid (noun) a helpful device used in seeing for the purpose of understanding information

table (noun) systematic arrangement of information in rows and columns for ready reference

chart (noun) a table that shows how things relate to each other using rows and columns to make boxes

diagram (noun) a line drawing that explains how something works rather than what it looks like

map (noun) a representation on a flat surface of all or part of an area

B. Visual Aids Activity

1. Use a local bus schedule to illustrate how a chart works.
2. Turn to the Hospital Floorplan on page 00 in participant binder. Ask participants to answer the questions shown on the bottom of the page.
3. Use a local map. Make a copy for each participant. Ask location and direction questions and that they find the shortest route from one location to another.

V. Remembering What You Read

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

learning style review (noun) the easiest way for a person to take in information and experiences, then process and make sense of them

pattern review (noun) grouping of features that characterize a situation, thing or person

B. Remembering What You Read Activity and Discussion

1. Turn back to Session 3 and review ways to remember what you read.

- Use your best learning style/s.
 - Write new information down.
 - Say it again, out loud or to yourself.
 - Tell it to someone else.
 - Connect or relate it to something you already know or that is important to you personally.
 - Find a pattern in it.
2. Take time and use the dictionary. Go back to reading material and find words that were difficult. Look them up together. Reinforce alphabetical storage of information.

VI. Writing Discussion

- A. Ask participants to think again of the jobs they have had which were discussed in Session 9.
- What kind of writing they were expected or required to do on those jobs. Make a list on the board.
- B. Ask the group to think about the classes they've attended, including this one, and the kind of writing they were expected or required to do. Add to the list on the board.
- C. Discuss the ways someone would have trouble at work or in the classroom if they do not write well.

VII. Getting Help Presentation

- A. Remind participants that asking questions can show they are interested and want to learn rather than show their ignorance.
- B. Announce that places to get help and names of contact people will be available at Session 13. Ask participants to generate a list that you write on the board of where they already find help (literacy program, community college, family, friends). Add places they know about but have not used.

VIII. Alphabetize

chart

diagram

learning style

map

patern

table

visual aid

IX. Homework

- Ask participants to think about how well they read, understand and remember what they read. *Think about how would your work situation and life would improve if you could read and write better.*
- *Think some more about the two most important skills you have decided to improve. You can change them or add to them.*

- *Did we reach our goal to complete all the activities on today's agenda? Why or why not?*

Session 11: Getting By or Getting Ahead: Motivation

Material: Dictionary, laid open in front of participants

Have this written on the board:

11. Getting By or Getting Ahead: Motivation

Today's Agenda

Review

Demonstrating Competence

Self-Evaluation

Strengthening Competencies

Alphabetize

Homework

I. Today's Agenda

- Announce that you are in Session 11 and go over today's Agenda, after introducing any appropriate words.
- *Our goal for today is to complete all the activities on this agenda.*

II. Review

- *Did anyone change their minds about the two most important skills they would like to strengthen?*

III. Demonstrating Competence

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

competence (noun) the level of skill or ability needed to be successful

competencies review (noun) abilities, skills or qualities that are needed to be successful

demonstrate (verb) to show clearly; to prove by reasoning or evidence

B. Demonstrating Competence Discussion

1. Discuss the difference between thinking you are good at something and actually demonstrating your competence.
2. Ask participants to turn to their "SCANS and Me Checklist" from Session 9. Ask them to think again about the three Foundation or Competency skills they think they are strongest in.
3. Ask them to think about the ways they could demonstrate competency in these three skills.
4. Ask participants to share their ideas and write them on the board. Solicit additional ideas from everyone, adding them to the list.

5. The instructor can refer to section 2 on each page of a "Competency Application Addendum" at the end of this session for ways to demonstrate competence in each skill area.

IV. Self-Evaluation

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

self-evaluation review (noun) judgment about something you have done

getting by (verb) to avoid failure or catastrophe; to avoid being discovered

getting ahead (verb) to achieve success

motivation review (noun) something that makes you do something else; having a reason to desire to act

motivated (adjective) feeling very much that you want to do something

B. Self-Evaluation Activity

1. Ask the participants to refer again to their "SCANS and Me Checklist" in Session 9, noting the skills they are strongest in, and then focusing on the two they want to improve.
2. Ask participants to evaluate how motivated they are to get ahead. Discuss the difference between *getting by* and *getting ahead*.

V. Strengthen Competencies

A. Words and Ideas Define & Discuss, Identify as Noun, Verb or Adjective

initiative (noun) energy or ability to make things happen on your own instead of waiting for someone else to make them happen

improve (verb) to raise the value or quality, to make better

strengthen (verb) to make stronger or better

B. Strengthening Competencies Presentation and Discussion

1. Discuss the ways weaker skills might be strengthened. Choose a skill from the Competency Application Addendum at the end of this session in the Teacher's Guide and write it on the board. Ask participants for their ideas about ways this skill could be strengthened or improved.
 - Section 3 on each addendum page suggests ways to strengthen that competency.
2. Ask participants to write the two skills they want to strengthen on the "Skill Improvement Worksheet," page 00 in their binders. Ask them to write 5 ways they could strengthen these skills on the same worksheet. Encourage questions and requests for help.
3. Ask participants to share their ideas, particularly if they still need help, and write them on the board.
 - This worksheet should be kept for the next session.

VI. Alphabetize

competence

competencies

demonstrate

getting ahead

getting by
improve
initiative
motivated
motivation
self-evaluation
strengthen

VII. Homework

- Ask participants to think about whether improving the areas they identified would be good goals for them.
- *Did we reach our goal of completing all the activities on today's agenda? Why or why not?*

Competency Application Addendum

Responsibility

1. How I act when I am responsible:
 - ¥ I show up on time and stay the whole time.
 - ¥ I call if I will be late or can't come.
 - ¥ I don't make excuses when I make mistakes or *should* know something.
 - ¥ I admit mistakes I make and recognize the confusion they create.
 - ¥ I learn from my mistakes.
 - ¥ I see things that need to be done and then do them without being told.
 - ¥ I keep track of my commitments/things I promised to do.
 - ¥ I keep and use a list of things I need to do.
2. Proof that I am responsible:
 - ¥ I can manage a family, a job and school at the same time.
 - ¥ I have a good attendance record at school or work.
 - ¥ I list three or four times that I have called when I was going to be late or couldn't come.
 - ¥ I get promoted to positions of responsibility in my community, at work or in school.
 - ¥ I use a calendar to write down my appointments, commitments and jobs I need to get done.
3. Ways I can improve my competence at being responsible:
 - ¥ I can clarify what is expected of me at work, in my community, at home or in school.
 - ¥ I can remember to call if I'll be late or if I can't come.
 - ¥ I can carefully think about what things are most important to me.
 - ¥ I can know the least that is expected of me and then regularly do more.
 - ¥ I can look for little things to do when I have finished doing my part of a job.
 - ¥ I can come a little early and stay a little late.
 - ¥ I can start using a list of things to do and a calendar.
 - ¥ I can check with the people who count on me before I change my schedule or the job I'm expected to do.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Competency Application Addendum

Interested in Learning

1. How I act when I am interested in learning:
 - ¥ I read a lot and read a lot of different things.
 - ¥ I am the first to volunteer to learn something new.
 - ¥ I go out of my way to learn things that I don't have to.
 - ¥ I listen carefully and ask questions when others are talking about something new.
 - ¥ I do my assignments in class, on the job and for homework.
 - ¥ I am curious about people, things, information and ideas.
 - ¥ I read whatever is around when I'm waiting.
2. Proof that I am interested in learning:
 - ¥ I get a lot of different magazines and newspapers.
 - ¥ I list and talk about two or three books or other things I have read lately.
 - ¥ When facing a new decision, I describe how my first reaction is to try to learn more about it.
 - ¥ I describe how I have tried to learn important things in a course or training session.
 - ¥ I am knowledgeable about two or three different current topics like computers, politics, community events or hobbies.
 - ¥ I show that I have gone out of my way to learn things about the business I would like to work in or the workplace I'm in now.
 - ¥ I talk about areas where I am especially knowledgeable, how I got that knowledge and that I'm interested in learning more.
3. Ways I can improve my competence in being interested in learning:
 - ¥ I can volunteer to learn things that go beyond the minimum requirements of my job or a training course.
 - ¥ I can practice asking questions that say "I want to learn more" about a topic new to me.
 - ¥ I can get and read one or more magazines regularly.
 - ¥ When I am waiting, I can practice picking up any available printed material and read it.
 - ¥ I can set out to learn *a lot* about some new, useful area of knowledge.
 - ¥ I can ask for the opportunity to learn new jobs.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Competency Application Addendum

Using Information

1. How I act when I use information well:
 - I listen carefully to instructions and information.
 - I know when I understand and when I don't understand something.
 - I connect new information with what I already know.
 - I see how to apply information to practical tasks and situations.
 - I learn something new by using methods other than memorizing.
 - I know when I have lost my concentration.
 - I plan ahead when I am trying to learn something.
 - I ask myself and other people questions.
 - I see the information in my mind's eye and imagine its possibilities.
 - I explore possible ways to understand new information before I decide what it means.
 - I take as much information as possible from a situation.
2. Proof that I use information well:
 - ¥ I describe two or three different ways that I use when I learn something.
 - ¥ I give examples of times when I learned something quickly and well.
 - ¥ I list questions I ask myself to make sure I understand something.
 - ¥ I can say what my best learning channel is and how it helps me learn things well.
 - ¥ I explain what I do when I have trouble learning something.
3. Ways I can improve my competence in using information:
 - ¥ I can ask others what they do when they try to learn something, and then I can try doing what works for them.
 - ¥ I can think about and write down what they do when they learn something.
 - ¥ I can see the new information in my mind's eye and imagine what it means how to use it.
 - ¥ I can try to connect some new information with what I already know.
 - ¥ I can break new information or ideas into parts.
 - ¥ I can create and use a set of questions to ask myself to make sure I understand some information.
 - ¥ I can pay attention to when I am concentrating and when I am losing my concentration.
 - ¥ I can develop ways to get back my concentration.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Competency Application Addendum

Problem Solve

1. How I act when I problem solve:
 - ¥ I see problems and bring them to other people's attention.
 - ¥ I suggest solutions when I mention a problem.
 - ¥ I think about many possibilities before I choose a solution.
 - ¥ I look beneath the surface to try to find the underlying cause of a problem.
 - ¥ I look for permanent solutions instead of treating symptoms.
 - ¥ I use one or more systems for solving problems.
 - ¥ I check my conclusions and my results as I go along.
2. Proof that I am good at problem solving:
 - ¥ I balance the demands of work, school and family.
 - ¥ I can describe 1 or 2 examples of difficult problems I have solved at home, work or in school.
 - ¥ I describe my problem solving systems.
 - ¥ I explain how to find permanent instead of temporary solutions to problems.
 - ¥ I say 3 or 4 questions I usually ask when I problem solve.
 - ¥ I have recognition, promotions, assignments or awards that I got for being a good problem solver.
3. Ways I can improve my competence in problem solving:
 - ¥ I can ask other people how they solved problems.
 - ¥ I can ask others how they saw problems that needed solving.
 - ¥ I can notice when a problem recurs (happens again) after it has been "solved."
 - ¥ I can notice when a solution to one problem creates other problems.
 - ¥ I can ask others how to deal with problems that don't seem to have good solutions.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Competency Application Addendum

Quality Work

1. How I act when I do quality work:
 - ¥ I do a little bit extra to be sure I have done the job well.
 - ¥ I check the instructions or requirements three times before I start the job.
 - ¥ I proofread everything carefully.
 - ¥ I go back and correct small mistakes instead of letting them go.
 - ¥ I ask what could go wrong with this solution or action and then check on it.
 - ¥ I remember what went wrong before and make sure it's okay this time.
 - ¥ I work extra time, if necessary, until the job is done perfectly.
 - ¥ I am not satisfied with anything less than a perfect job.
 - ¥ I tell other people my suggestions for improvement.
2. Proof that I do quality work:
 - ¥ I describe how I make sure a job has been done with high quality.
 - ¥ I describe the steps I take to check a result or product three times.
 - ¥ I list the number of jobs or assignments I have completed without any mistakes.
 - ¥ I give examples of when I caught a mistake and tell *how* I found it.
 - ¥ I tell comments from supervisors, co-workers and teachers that praise my quality work.
 - ¥ I give examples of improvements I have suggested to others.
3. Ways I can improve my competence in doing quality work:
 - ¥ I can be clear on the minimum expected of me and then exceed it greatly.
 - ¥ I can focus completely on a job until I am sure it is done perfectly.
 - ¥ I can check things I do two and three times.
 - ¥ I can develop and use a set of questions to be sure that I've done things right.
 - ¥ I can ask others how they notice mistakes in a product or result.
 - ¥ I can list all the things that could go wrong and then check on them.
 - ¥ I can figure out *why* I didn't do a perfect job and decide how to do better next time.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Competency Application Addendum

Persistence

1. How I act when I am persistent:
 - ¥ I fight boredom and frustration and keep working on a job.
 - ¥ I keep going back to the job until it's done.
 - ¥ I lose track of time.
 - ¥ When I am at a dead end, I step back and find another way to go.
 - ¥ I don't say "It can't be done" or "I've done enough" before the job is finished.
 - ¥ I see difficulty as a challenge.
 - ¥ I don't give up on something just because the people around me give up.
2. Proof that I am persistent:
 - ¥ I describe situations when I kept at something difficult until it was finished.
 - ¥ I talk about why it is important to me to stay with things until they're finished.
 - ¥ I tell comments from employers, friends, relatives, teachers.
 - ¥ I list situations where I kept at some job when everyone else gave up..
 - ¥ I give examples of times that I refused to accept that "it can't be done" as an answer to some job.
 - ¥ I talk about a time where I ran into a dead end and the other roads I tried until I found one that worked.
3. Ways I can improve my competence in being persistent:
 - ¥ I can choose a hard job or problem and not give up on it until I have solved it.
 - ¥ I can write down ways for "regrouping" and trying other ways when stumped.
 - ¥ I can list all the reasons I can think of to give up on a job and then develop strong reasons to answer each of them.
 - ¥ I can make and live up to a commitment to fully finish every single job and assignment in a given course.
 - ¥ I can see what I most often say to myself when I am tempted to give up on something and then refuse to let myself be swayed by that excuse.
 - ¥ I can ask people to describe how they figure out ways around a difficulty or dead end when trying to solve a problem.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Competency ApplicationAddendum

Adapt to Change

1. How I act when I adapt to change:
 - ¥ I am one of the first to volunteer to try new ways of doing things or getting jobs done.
 - ¥ I see and explain the positive advantages of a particular change.
 - ¥ I suggest important changes which could or will affect me personally.
 - ¥ I respond with confidence and a positive attitude when I have to change something.
 - ¥ I understand but don't take on the fears of others who are asked to change.
2. Proof that I adapt to change:
 - ¥ I list specific changes that happened to me and how I responded.
 - ¥ I give examples of when I was one of the first to try something new.
 - ¥ I give examples of why adapting to change is an important skill for the 21st century.
 - ¥ I describe the benefits of changing things.
 - ¥ I give examples of my doing different things and going after new assignments instead of doing "the same old thing."
3. Ways I can improve my competence in adapting to change:
 - ¥ I can name two or three important changes I could make in my life and carry them out one step at a time.
 - ¥ I can write down reasons for and benefits of a change which I hear about or which affects me.
 - ¥ I can think of three changes which would affect me but which might make things better for other people.
 - ¥ I can suggest a change to a supervisor or teach and volunteer to lead or help with it.
 - ¥ I can give reasons why many people fear change.
 - ¥ I can make a plan for dealing with my own fears when changes happen.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Competency Application Addendum

Work on Teams

1. How I act when I work well on teams:
 - ¥ I listen to others' suggestions.
 - ¥ I trust the group's decision a lot of the time.
 - ¥ I learn from other people.
 - ¥ I don't believe I have all the answers.
 - ¥ I do different jobs on teams at different times.
 - ¥ I support others when they try out new jobs in the group.
 - ¥ I encourage others to speak up.
2. Proof that I am good at working on teams:
 - ¥ I describe different team jobs and explain why each is important.
 - ¥ I describe and explain my favorite job on a team.
 - ¥ I give examples of times when I have worked well with a team.
 - ¥ I list times when team action and decision-making works well and times when it doesn't.
 - ¥ I explain strengths and weaknesses of team actions and decision-making.
 - ¥ I describe a time when a team chose me as its leader or representative.
3. Ways I can improve my competence in working on teams:
 - ¥ I can practice listening without judging what others say.
 - ¥ I can watch who does what jobs on a team or in making group decisions.
 - ¥ I can choose a job that isn't easy and stay with it during group problem-solving.
 - ¥ I can decide to learn important things from others in areas they know well.
 - ¥ I can ask others' opinions and evaluate them before I offer my opinion.

Adapted from Working, User's Guide for Workplace Applications,
H & H Publishing

Session 12: Employment Goals

Material: Dictionary
Extra copies of "Action Plan" worksheet, participant binder page 00
Have this written on the board:

12. Employment Goals

Today's Agenda

Review

Employment Goals

Action Plan

Homework

I. Today's Agenda

- Announce you are on Session 12 and go over today's Agenda, introducing any appropriate vocabulary first.
- *Our goal for today is to complete all the activities on this agenda."*

II. Review

- A. *Did anyone think some more about the two skills they want to improve?*
1. Ask participants to share the steps they could take to improve the skills they have chosen, writing them on the board.
 2. Encourage participants to learn from each other and add to their own lists.
- B. *Has anyone thought about whether improving their skills would be a good goal for them?*

III. Employment Goals Activity

- A. Ask participants to identify their realistic, overall, goal for employment. Participants can use "My Employment Goal," page 00 in their binders.
- B. Ask them to explain in what ways the goal they chose is realistic.

IV. Action Plan

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective
prioritize review (verb) to rate in order of performance or importance

B. Next Steps: An Action Plan Presentation and Activity

1. Participants complete "Action Plan" on page 00 in their binders. Show an example of an action plan on the board by using the following. Ask them to help determine possible action steps:

Goal	Action Steps
Improve reading	1. 2.

	3.
Get good childcare	1. 2. 3.
Get CNA certificate	1. 2. 3.
Improve problem-solving skills	1. 2. 3.

2. Ask participants to develop their own Action Plans, using the approach just practiced. Depending on literacy level, the information can be written on the board or participants can write on the worksheet.
3. Ask participants to prioritize their goals, and then for each goal, prioritize the action steps. Ask if the goals and steps they just chose are vague or specific, if they are measureable, if they are reasonable.
 - Distribute extra copies of the blank Action Plan worksheet and suggest they may be used for future plans after the course is over.
 - Suggest participants look back at the very first work-related goals they wrote down in Session 5.
 - Suggest they also look back at the "Skills Improvement Worksheet" they worked on in Session 11.
4. Once the Goals and Action Steps columns are filled in, participants should:
 - Prioritize their goals in order of importance by writing a number in the first column.
 - Evaluate their plans, asking themselves if each goal and its related steps are vague or specific, measureable, and reasonable.

V. Homework

- Ask participants to review their Action Plans with a trusted friend or family member or their CalWORKs or other counselor. Participants should be prepared to discuss their plans in the last session.
- Remind participants that goals are tools, their tools. They can and should be changed and adjusted when the participant feels it is necessary.
- Remind participants that they do not have to have everything figured out in one sitting, or even in a day. They can think things through and return to finish later after they have had time to consider consequences of their decisions.
- *As a group we have used the session agenda as a way to be organized and stay focused, a way to keep heading in our desired direction.*

Session 13: Next Steps

- Materials::**
1. Create a list of resources with names and telephone numbers of contact persons at various agencies.

2. Provide brochures of literacy providers, employment and training programs, course schedules for community college and adult schools.
3. Have this written on the board:

13. Next Steps

Today's Agenda

Review

Obstacles & Barriers

Resources

TOOLS Course Evaluation

Self Evaluation and More

Alphabetize

Final Activity

Closing Celebration

I. Today's Agenda

- Announce you are in Session 13, the last one in this course, and go over today's Agenda, after first introducing any appropriate vocabulary.
- *Our goal for today is to finish all the activities on this agenda.*

II. Review

- A. Spend a substantial amount of time hearing participants share the reactions of friends, family and/or CalWORKs or other counselors to their Action Plans.
- B. Allow more time for participants to ask questions about or finish Action Plans if necessary.
- C. Discuss how the support of others or the lack of it can influence, or even determine, the success of their plans.

III. Obstacles & Barriers

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

obstacle (noun) something that stands in the way or opposes, an obstruction

barrier (noun) something that separates, stops and blocks off access

internal (adj.) belonging to or existing within the mind

external (adj.) belonging to or connected with the outside

B. Obstacles & Barriers Presentation and Activity

1. Discuss the Words and Ideas in relationship to each participant's Employment Goal. Pay special attention to the words "obstacles" and "barriers".
2. Ask how people might feel when hearing those two words in relation to their own future. Ask if the feeling might affect how a person interprets or sees their difficulties.
2. Go over the "Obstacles & Actions" worksheet on page 00 in the participants' binders and help them to complete it. Ask them to identify their internal and external obstacles. Write them on the board and note if many participants share the same ones.

3. Depending on literacy level, write on board or ask participants to read aloud what actions they chose to take to address each obstacle.

IV. Resources

A. Words and Ideas Define and Discuss: Identify Noun, Verb or Adjective

resource (noun) something that someone can turn to in times of difficulty for possible relief or recovery

B. Resources Activity

1. Distribute your list of resources and the brochures, flyers, business cards, etc. of community agencies to participants.
2. Together review the community college course offerings to determine whether any are appropriate for participants. If so, decipher the path they need to take to enroll.
3. Look through the brochures and clarify what services each agency provides. Discuss which of these might be helpful to participant's on their employment paths.

V. TOOLS Course Evaluation

A. Words and Ideas Define & Discuss, Identify as Noun, Verb or Adjective

evaluate review (verb) to judge something you have done or that someone else did

B. Evaluate TOOLS Course Activity and Discussion

1. Write on the board 3 columns:
 - What did the course help me learn?
 - What were the best parts of the course?
 - What would make the course better?
2. Ask each participant to address the 3 columns. Write comments on the board.

VI. Self Evaluation and More

- A. Ask participants what they've learned about themselves since beginning this course.
 - How do they feel about asking questions in class, stating that they don't understand something, or asking others for help.
3. Ask what new things learned might be taught to their children. If not generated, be sure to include:
 - songs and games
 - foundation skills, such as reading, teamplaying, problem-solving, being responsible
 - goal-setting
 - the importance of asking questions, or asking for help

VII. Alphabetize

assessment
barrier
evaluate
external

internal

resource

VIII. Final Activity

A. Reaching Our Goals

1. *Did we reach our goal in completing all the items on the agenda for today?*
2. Ask participants to turn to "Overview of T.O.O.L.S. for Work" on page 00 in their binders. *Did we finish all the sessions we set out to finish?*
3. *Who can say the course goal without looking?* If necessary, they can look it up, using their table of contents.
 - *Did we reach the course goal?*
 - *How do you feel about reaching all these goals?*

B. Closing Celebration

1. Distribute Certificates of Completion and celebrate with refreshments.
2. As participants leave, suggest that they now take the next step on their employment path!