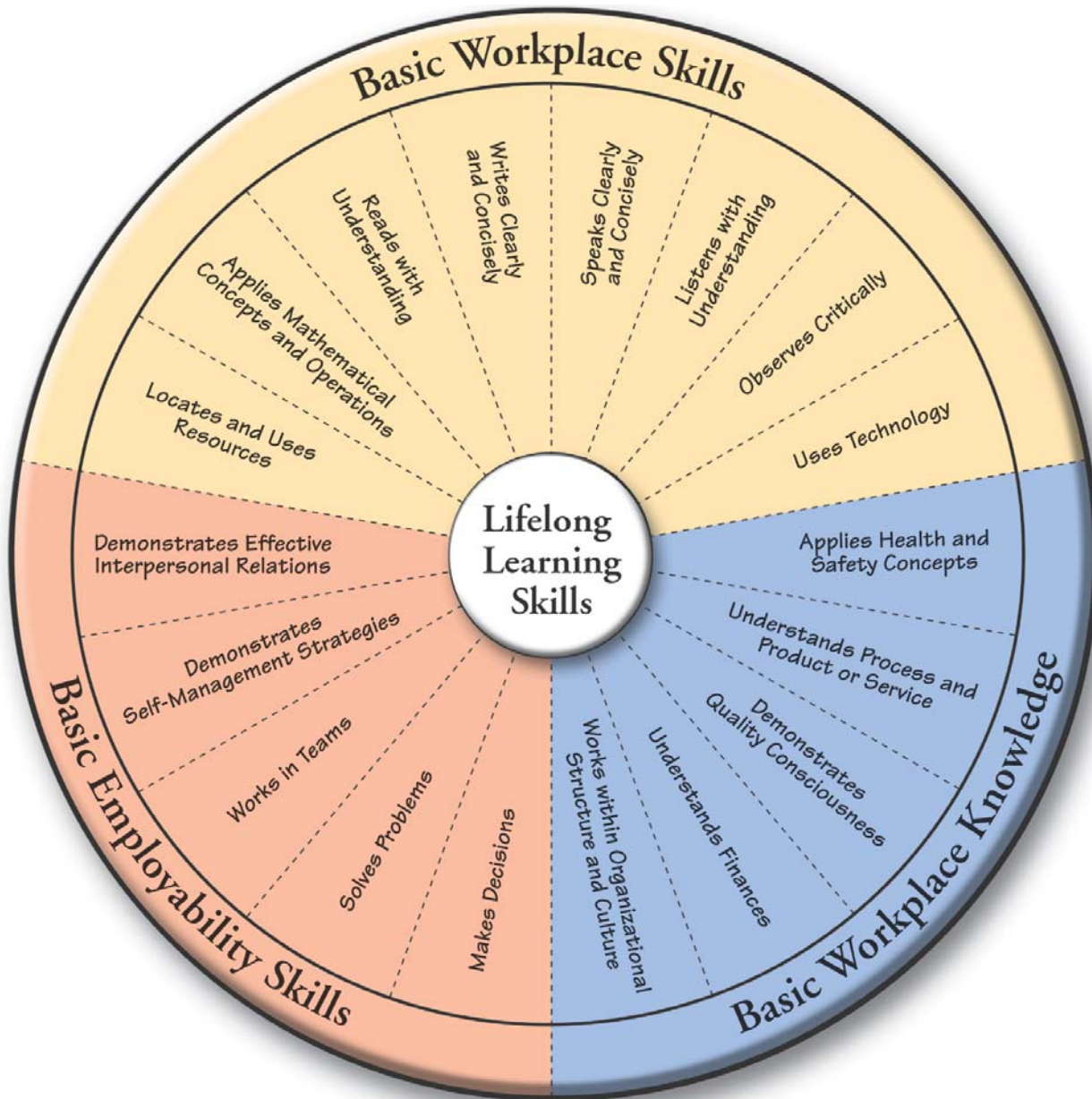


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Foundation Skills Wheel developed by the Institute for the Study of Adult Literacy, The Pennsylvania State University

Key to abbreviations in this document, referring to Foundation Skills:

W = Basic Workplace Skills **E** = Basic Employability Skills **K** = Basic Workplace Knowledge

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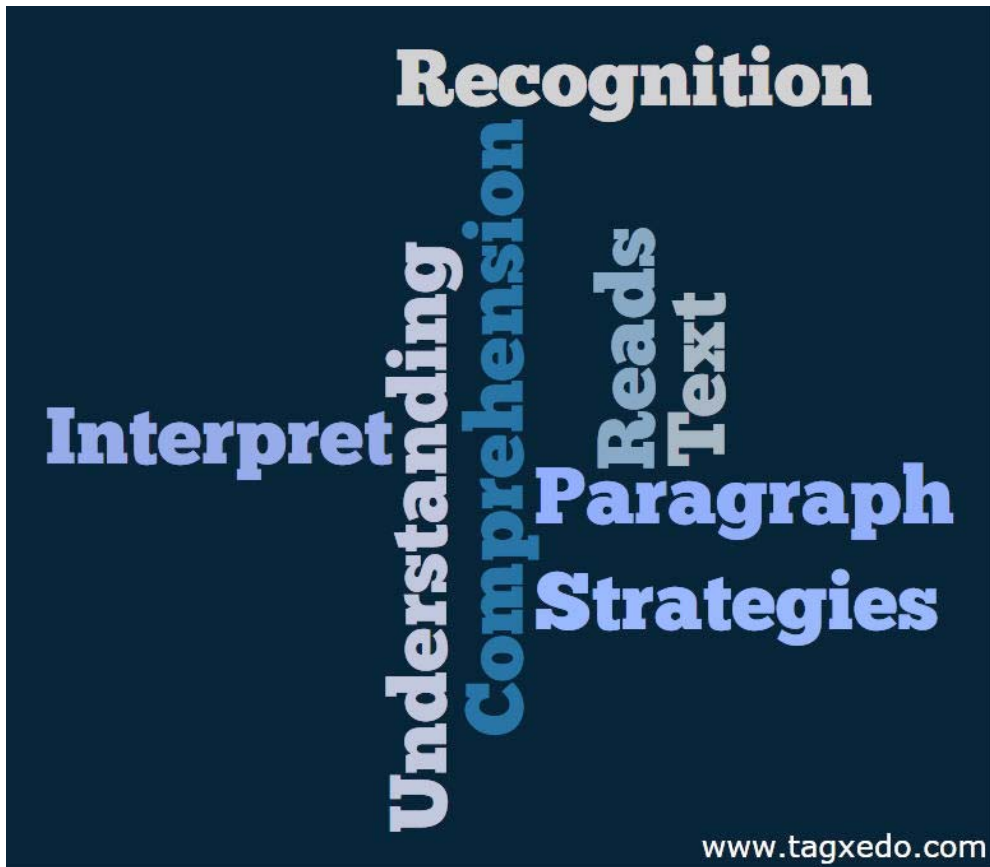
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Family Literacy Work-Related Lesson Plans

Foundation Skill W.1:

Reads with Understanding

Skills needed to read and understand written work-related information, such as reading for various purposes: reading to complete a task, locate specific information, or critically analyze information



Reads with Understanding

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- W.1.1: Demonstrates word recognition and alphabetization skills
- W.1.3: Reads and interprets signs, symbols, abbreviations and acronyms
- W.1.6: Reads and interprets documents (tables, schedules, graphs, maps, and forms)

GED® Skills

- Comprehension: Finds the main idea and details
- Application: Transfers ideas from one situation to a different one
- Synthesis: Combines information from different sources and makes inferences

PA Early Learning Standards

- 1.1.1: Purposes for reading
- 1.1.2: Word recognition skills
- 1.1.3: Vocabulary Development
- 15.3.1: Creativity, Flexibility and Invention

Adult Education Activity: Reading Tables, Graphs and Maps

Objective:

Adult learners will:

- Demonstrate the use of a map or graph.
- Use information given to perform tables.
- Follow instructions that have multiple steps.

Materials:

- Handouts with maps, graphs, and tables (Example: www.tv411.org, under Reading on the left side)

Procedure:

- Learners will explore the handout and read all information given.
- Together, review the information and how to use it to answer questions.
- Learners will practice independently using information given to find answers.

Reflection:

- Ask learners to think about how this information could be used on a daily basis.
- What types of jobs require this skill?
- Reflect on why it is important to have strong reading skills at work. What types of maps, graphs, and tables are present in the workplace?

Other related ideas:

- Maneuver from point A to B on a map.
- Map out a vacation route and set up a schedule.
- Read and understand a graph.
- Draw conclusions and make decisions from information given.

Parenting Education Activity: Read and Interpret Signs and Symbols

Objectives:

Adult learners will:

- Identify types of signs and symbols and how they are used.
- Understand abbreviations and acronyms as written in text.

Materials:

- Handout of signs and symbols with meanings (Example: www.street-signs-usa.com)
- List of common acronyms (www.yourdictionary.com/library/grammar/abbreviations.html)

Procedure:

- Together, go through lists and discuss commonly used signs, symbols, and acronyms.
- Orally practice using these terms in sentences.
- Give practice handouts to read and decipher sentences using signs, symbols, and acronyms.
- Discuss the importance of vigilance regarding children and texting.

Reflection:

- Ask parents to reflect on ways to work with children using the activities. How can they encourage appropriate texting and stay aware of what is going on around them?
- Discuss the use of texting in the workplace.
- Discuss what types of signs are present at the workplace (safety, transportation, directional, etc.).

Related Activities:

- Include children in this activity, depending on age.
- Discuss appropriate texting.

Early Childhood Education Activity: Picture Story Book

Objectives:

Children will:

- Discuss list of easy sight words with an adult.
- Identify and use sight words.
- Make a book using sight words and pictures.

Materials:

- Paper, crayons, markers
- List of small sight words (Example: www.theschoolbell.com/Links/Dolch/Dolch.html)

Procedure:

- Discuss what sight words are and introduce a short list.
- Review sight words together and use each word in a sentence.
- Ask children to write a short story about their pets or favorite stuffed animal.
- Encourage the children to be creative and draw the story.
- Read stories to each other and discuss together.

Reflection:

- When could this activity work again and how it can be improved upon? How may the sight word list be used in a different situation?
- Reflect on how the procedure could be used in a work setting.

Related Ideas:

- Build vocabulary using easy-to-read books.
- Read books of child's choice and talk about the story.

Interactive Literacy Activity: Family Game Day

Objective:

Families will:

- Work together to build a game.
- Use synonyms and antonyms to comprehend text.
- Form a list of rules for each game.

Materials:

- Poster board, crayons, markers, scissors, and paper
- List of synonyms and antonyms
- Dice and tokens to use as playing pieces

Procedures:

- As a group, discuss what synonyms and antonyms are and practice using them.
- Reinforce that synonyms are similar and antonyms are opposites.
- Design a game together and form rules.
- Draw and color the board game together based on knowledge of synonyms and antonyms.
- Play the game together.

Reflection:

- Discuss how working and playing as a family to meet a goal is important and what does it teach them. Did this activity bring the family closer together?
- Reflect on how team building is important in a work setting.

Related Ideas:

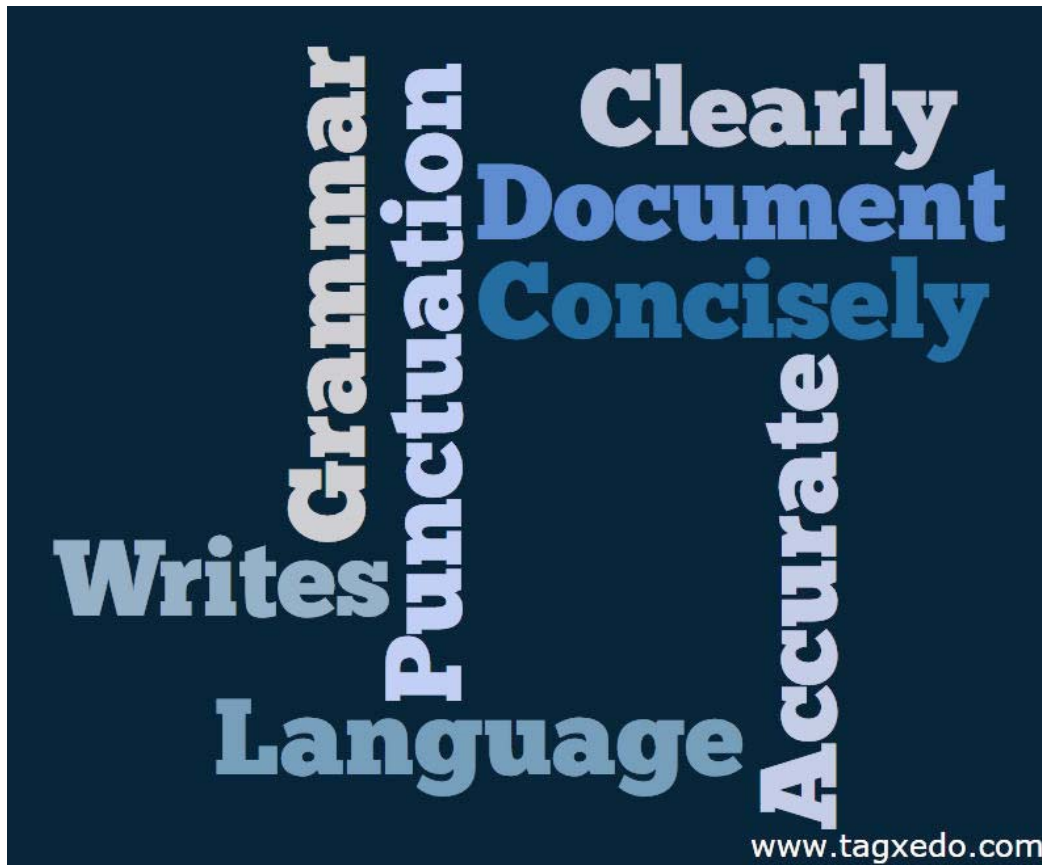
- Choose other grammar-related ideas to reinforce.
- Look for games online to encourage doing things as a group.

Family Literacy Work-Related Lesson Plans

Foundation Skill W.2:

Writes Clearly and Concisely

Skills needed to communicate in writing work-related information and ideas for various audiences and purposes, such as to write accurate and complete messages, and complete documents or forms



Writes Clearly and Concisely

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- W.2.1: Applies principles of Standard English language usage, grammar, mechanics, and spelling in written work
- W.2.2: Demonstrates knowledge of basic writing concepts
- W.2.3: Demonstrates knowledge of concepts about writing in a variety of situations
- W.2.4: Uses proofreading skills to correct written work

GED® Skills

- Application: Transfers ideas from one situation to a different one
- Analysis: Breaks down information into parts and finds relationships between the expressed ideas
- Synthesis: Combines information from different sources and makes inferences

Pennsylvania Early Learning Standards

- 1.5.1: Focus
- 15.2.1: Attention, Engagement, and Persistence
- 9.1c.1: Representation

Adult Education Activity: Purposeful Writing

Objectives:

Adult learners will:

- List similarities/differences of filling out forms for jobs. (See www.sunraye.com/job_net/ws8.htm)
- Fill out a personal worksheet from *Job Search Facts, Forms and Role Play* booklet.
- Fill out applications.

Materials:

- Chart paper
- Markers
- Sample application forms from a variety of local employers
- Paper and pencils

Procedure:

- Discuss what information is needed to complete a job application.
- Divide chart paper into three sections. Brainstorm ideas of what one needs to know to fill out an application form.
- Discuss the similarities and differences among job applications.
- Practice completing a job application. First, create a personal info sheet, listing pertinent facts that later help complete job the application forms. Compile ideas. Students will then fill out the application with the teacher's assistance.
- Discuss why writing is important in applying for a job.

Reflection:

- What have you learned today about filling out forms? Why is this important information to know when applying for a job?

Other related ideas:

- Brainstorm other types of forms learners might need to fill out for school and home.
- Discuss the ways of choosing a job for which to apply.
- From newspaper ads and/or online listings, make a list of ten jobs for which you are qualified.

Parent Education Activity: What's on That Form?

Objectives:

Adult learners will:

- Generate a list of information that needs to go on school form.
- Fill out School Personal Health Record Form.

Materials:

- School Personal Health Record Form (Example: www.iu28.org/guestteacher/SchoolPersonnelHealthRecord.pdf)
- Paper and pencils

Procedure:

- Discuss the types of information necessary for filling out a school health record form. Why is this information important? Why would it be helpful for both the school and the parent to have this information?
- Fill out the form.

Reflection:

- What are some ideas of other forms that parents fill out for their children? How is the information the same as on the other forms?
- Think about the types of forms used in the workplace. What are their purposes?

Other related ideas:

- Why are these forms important?
- How can these forms aid your family?
- Contact schools for copies of common forms.

Early Childhood Education Activity: Pack a Picnic

Objectives:

Children will:

- Read *The Bears' Picnic* by Stan and Jan Berenstain.
- Make a picnic basket out of a brown paper grocery bag.
- Make a list of things to take on a picnic.
- Pack portable food in a basket.

Materials:

- Book: *The Bears' Picnic* by Stan and Jan Berenstain
- Craft glue
- Markers
- Safety scissors
- Brown paper grocery bag
- Color photocopies of pictures of Berenstain Bears
- Decorative ribbon

Procedure:

- Parents will help children cut off the top half of the paper bag using safety scissors. Fold over the rim of the bag.
- Cut a handle from the top half, and then glue it to each side of the rim to make a basket.
- Cut out pictures of the Berenstain Bears and glue them to your basket. Pictures found at Berenstain Bears images.
- Line the edges of the basket with ribbon.
- Make a list of things to go into the basket.
- Draw pictures under words.

Reflection:

- Why would it be important to make a list of things you are taking on a picnic? How would this skill be applied to a work setting?

Other related ideas:

- Make a list of things to take on the first day of school.
- Make a list of things to buy at the grocery store.

Interactive Literacy Activity: Get the Job Done

Objectives:

Families will:

- Generate ideas for a list of chores.
- Make a chores chart.
- Create a reward system for completed chores.

Materials:

- Sample chores charts
- Paper and pencils
- Crayons
- Stickers

Procedure:

- The families will make a list of chores.
Create a chores chart. Charts found at www.paintedgold.com/Organize/free-chose-chart.html or www.successfulfamilychores.com.
- Design and decorate a chart using crayons, pictures, and drawings.
- Put stickers on the chart as tasks are completed each day.

Reflection:

- Think of ways to use charts in the workplace. What are some examples?
- Reflect on types of rewards and consequences at work. What types of incentives are provided (insurance, benefits, bonuses, etc.)?
- If you were a supervisor, what types of rewards and consequences would you use?

Other related ideas:

- Make a chart of kids' activities.
- Make a homemade color chart. Activity found at www.savvysource.com/activities/activity_bm_869_homemade-color-chart.

Family Literacy Work-Related Lesson Plans

Foundation Skill W.3:

Listens with Understanding

Skills needed to comprehend, analyze, and interpret orally presented communications and directions on familiar and unfamiliar topics



Listens with Understanding

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

W.3.1: Identifies purpose for listening

W.3.2: Accurately paraphrases and summarizes orally presented information, including relevant details

W.3.3: Distinguishes relevant from irrelevant information

GED® Skills

Comprehension: Finds the main idea and details

Application: Transfers ideas from one situation to a different one

Analysis: Breaks down information into parts and finds relationships between the expressed ideas

PA Early Learning Standards

1.6.1: Listening Skills

Adult Education Activity: Listening for Details: Phone Messages

Objectives:

Adult learners will:

- Explain the need to listen for details in specific situations and be able to communicate those details to others.
- Identify key words.
- Identify important and unimportant information.

Materials:

- Prerecorded phone messages
- Message pad
- Role-modeling phone message scripts

Procedure:

- As a large group, brainstorm relevant information that should be included in a detailed phone message.
- Pair students together, give each group a phone message pad, and have them role-play a phone conversation. Ask learners to fill out the information on the message pad. Have each pair practice at least three times, or more if they are not comfortable with the procedure.
- Debrief the activity. How did they confirm the information the caller gave them?

Reflections:

- Think about a time when listening to someone was extremely vital to what you were doing. Did you need to follow instructions? Did you listen for key points? Did you understand what was expected of them? Did you ask questions? Also, think about a time when someone had to listen to *you*. How are following instructions and giving instructions similar? How are they different?
- How can your employment be affected by poor listening skills? Good listening skills? How does this affect your relationship with a co-worker? A customer? A supervisor?

Other related ideas:

- As a group, think about a job and what kind of phone messages they would have to take. Discuss the relevant information they would need to obtain.
- Phone etiquette
- Operating office phone equipment

Parent Education Activity: The Art of Listening

Objectives:

Adult learners will:

- Examine techniques that enhance children’s listening ability.
- Explain age-appropriate levels of listening.
- Use strategies to model listening skills.

Materials:

- “How Do I Get My Child To Listen?” – Improving child listening skills from www.kidsgoals.com/child-listening-skill.shtml

Procedure:

- Read and discuss parenting articles together.
- Create a situation and role-play ideas.

Reflections:

- Reflect on what happens when children do not listen to their parents. What are the consequences? What are the consequences when it is an employee who does not follow the instructions of a supervisor?

Early Childhood Education Activity: Secret in a Circle

Objectives:

Children will:

- Play a game according to the rules.
- Listen to a sentence and repeat the sentence to another child.

Materials:

None needed

Procedure:

- Children sit in a circle.
- One child starts with a single word and whispers it to the second child.
- The second child tells the third and so on around the circle.
- The last child says the word aloud to see if it is the same word that was said at the beginning.
- Repeat using a phrase and work up to a sentence.

Reflection:

- If age-appropriate, discuss the difference between truths and lies. Reflect on what would happen if a child were asked to do something and he/she lied and said he/she did it but didn't. What happens when such a situation occurs in the workplace?

Other related ideas:

- Listen to songs that have repetitious verses so that children can listen and learn the lyrics.
- Listen to stories on tape and ask children basic questions about what they heard.

Interactive Literacy Activity: Listen Up!

Objectives:

Families will:

- Work with others.
- Follow oral instructions.
- Ask relevant questions.

Materials:

- None needed

Procedure:

- Parents and children will work together to play Simon Says.
- Parent will be the “caller” first, and children will take turns receiving the instructions.
- There will be a beginning point and an ending point.
- First person to reach the ending point wins and becomes the “caller.”
- Player can only move if the caller says “Simon Says.” If player moves without “Simon Says” being said first, that player must return to starting point.
- Player can ask the “caller” to repeat instructions if he or she does not understand.

Reflection:

- What can happen when a child is asked to do something that he or she does not want to do? What about when a co-worker refuses to comply with a request from a supervisor?

Other related ideas:

- Encourage other listening games. Example: “Red Light, Green Light,” an outdoor listening and gross-motor-skills game. When the caller says, “Green light,” the children run. When the caller says, “Red light,” they stop. Whoever crosses the finish line first wins.
- Incorporate mannerly responses (please, thank you, yes ma’am or yes sir, etc.) into the game. If the parent uses mannerly responses, the child will do likewise.

Web resource:

- “How do I get my child to listen? Improving child listening skills”:
www.kidsgoals.com/child-listening-skill.shtml

Family Literacy Work-Related Lesson Plans

Foundation Skill W.4:

Speaks Clearly and Concisely

Skills needed to express ideas and information orally in a clear and understandable manner while sustaining interest and attention



Speaks Clearly and Concisely

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- W.4.1: Demonstrates knowledge of basic concepts about effective speech
- W.4.2: Participates in basic conversation, discussion or interview
- W.4.3: Use questioning strategies effectively to obtain or clarify information
- W.4.4: Uses explanatory language and basic persuasive language effectively to communicate information

GED® Skills

- Comprehension: Finds the main idea and details
- Application: Transfers ideas from one situation to a different one
- Analysis: Breaks down information into parts and finds relationships between the expressed ideas
- Synthesis: Combines information from different sources and makes inferences

Pennsylvania Early Learning Standards

- 25.1.2: Understands Emotions
- 25.2.1: Emotional Regulation
- 25.2.2: Behavioral Regulation
- 1.6.2: Speaking Skills
- 1.6.3: Discussion
- 1.7.1: Formal and Informal Language
- 5.2.2: Sources and Resolution of Conflict

Adult Education Activity: What Should I Say?

Objectives:

Adult learners will:

- Explore acceptable ways to speak with potential employers.
- Participate in mock interviews.
- Explain the importance of using phone etiquette at home and at work.

Materials:

- "How to impress a potential employer during an interview"
www.ehow.com/how_2194744_impress-potential-employer-during-interview.html
- "Job Interview Questions and Answers"
jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.html
"50 Common Interview Q&A"
bhuvans.wordpress.com/2006/08/19/50-common-interview-qa/
- "Job Interview Scoring Rubric"
lessonplans.btskinner.com/jobrubric.html
- "Phone Etiquette"
library.thinkquest.org/2993/phone.htm
"Telephone Etiquette" (PDF)
www.infotech.siuc.edu/telecom/etiquette.pdf

Procedure:

- Present adult learners with an interview information article.
- Read and discuss the article together, highlighting the five key points.
- Use typical interview questions to conduct mock interviews.
- During the interview have the "employer" rate the "job-seeker" using the rating sheet.
- Present the adult learner with the "Phone Etiquette" website or "Telephone Etiquette" PDF.
- Learners will read to themselves looking for the things they do or do not do when using a telephone.
- Learners will practice phone etiquette by pretending to call each other.

Reflection:

- How would you use the completed rating sheets to improve your interviewing skills?
- What have you discovered relating to the importance of using proper phone etiquette at work?

Other related ideas:

- Brainstorm various examples of when phone etiquette is important.
- Discuss how effective interview skills can help in other situations.

Parent Education Activity: Saying it the Right Way

Objectives:

Adult learners will:

- Explore acceptable ways to speak with your child's teacher.
- Explore acceptable ways to speak with your child's doctor.
- Understand what information your child's doctor needs to improve communication.
- Create a health record for your child.

Materials:

- Articles: "How to Talk to Your Child's Teacher"
family.go.com/parenting/pkg-learning/article-196485-how-to-talk-to-your-child-s-teacher-t/hubpages.com/hub/How_to_Talk_to_Your_Childs_Teacher
- Articles: "How to Talk to Your Child's Doctor"
www.seattlechildrens.org/kidshealth.org/parent/general/sick/talk_doctor.html
- "Personal Health Record for Children"
www.myprhr.com/PHR_Forms/childform.pdf

Procedure:

- Present parents with the "How to Talk to Your Child's Teacher" articles.
- Read and discuss key points in the articles.
- Conduct a Q and A session concerning parent-teacher situations.
- Present parents with the "How to Talk to Your Child's Doctor" articles.
- Read and discuss key points in the articles.
- Present blank copies of the "Personal Health Record for Children" to the parent (one copy for each child).
- Explore the health record and discuss any questions that arise.

Reflection:

- As a parent, how will you use the information presented to improve communication with your child's teacher?
- What type of information do you feel is important to include on your child's health record?
- How will the information discussed and the health record improve communication with your child's doctor?
- How do these skills relate to the workplace?

Other related ideas:

- Brainstorm other professionals with whom parents need to speak on behalf of their children.
- Ask parents to compare information in articles and how that information can be used in other situations.

Early Childhood Education Activity: I Say, You Say

Objectives:

Children will:

- Recognize proper manners.
- Identify when to use proper manners.
- Demonstrate polite responses.

Materials:

- CD: *30 Preschool Songs* by Twin Sisters (#19 Say "Please" and "Thank You")
www.twinsisters.com \$6.99 (order online or from catalog)
- CD player
- "I Say, You Say" game
www.auburn.edu/~murraba/chall/edbergel.html

Procedure:

- Sing along with the CD listed above or locate other preschool songs about manners.
- Play "I Say, You Say" game.

Rationale: Research indicates that early phoneme awareness is strongly related to later reading. However, an awareness of syllables, onsets, and rhymes develops before an awareness of phonemes. This activity focuses on ways to expose children to word play to prepare them for phoneme awareness, and will help them identify that the difference between rhyming words is in the initial sounds.

Introduce the activity by explaining and modeling rhyme. "I am going to say two words: *c-a-t* - *f-a-t*. I want you to tell me if the two words sound alike. This is called a rhyme. Let me show you. *C-a-t* and *f-a-t* have the same sound at the end, so they rhyme. *C-a-t* and *m-o-p* do not rhyme because they don't have the same sound at the end."

You can then introduce the game called "I say, you say." Tell the children, "When I say fat, you say ... you might say rat because they have the same ending sound and therefore rhyme. Here we go ..." A twist is for the adult to create a situation or state a comment that requires the child to respond politely using words such as "Please," "Thank you," "Excuse me," "I'm sorry," etc.

Reflection:

- Do the children seem to use polite language more consistently after playing the game and singing the songs?
- Have you noticed a difference in interaction between the children and others in public?
- How are proper manners displayed in the workplace? Do you and/or your co-workers behave differently in front of your boss than you do when he or she isn't there? What is different? Why?

Other related ideas:

- Locate other books, articles, and resources about child behavior.
Suggested magazines: *Better Homes and Garden*, *Parent & Child*, *Parents*
Children books: *Chocolate-Covered-Cookie Tantrum* by Deborah Blumenthal, *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague, *Madeline Says Merci* by John Bemelmans Marciano, *Monster Manners* by Andrew Glass, *What Do You Say Dear?* by Maurice Sendak
- Play the "I Say, You Say" game as a car game.

Interactive Literacy Activity: Clifford Says

Objectives:

Families will:

- Explore the purpose and need for proper manners.
- Identify places and situations where proper manners should be used.
- Practice the use of proper manners.

Materials:

- Book: *Clifford's Manners* by Norman Bridwell
- Create a book titled *[Child's Name]'s Manners*
- Crayons, markers, or colored pencils
- Paper
- Staples or brass fasteners

Procedure:

- Parents and children read together *Clifford's Manners*.
- Parents and children discuss the text and pictures.
- Parents ask questions during reading to encourage the child to connect the story to his or her own life.
- Parents assist the children with writing and illustrating their own book of manners.
- Read and share the created book.

Reflection:

- As a parent, how can you use books to help your children learn life skills such as acceptable behavior, manners, social behaviors, and self-help skills?
- Reflect on how you would help a co-worker learn these same life skills.

Other related ideas:

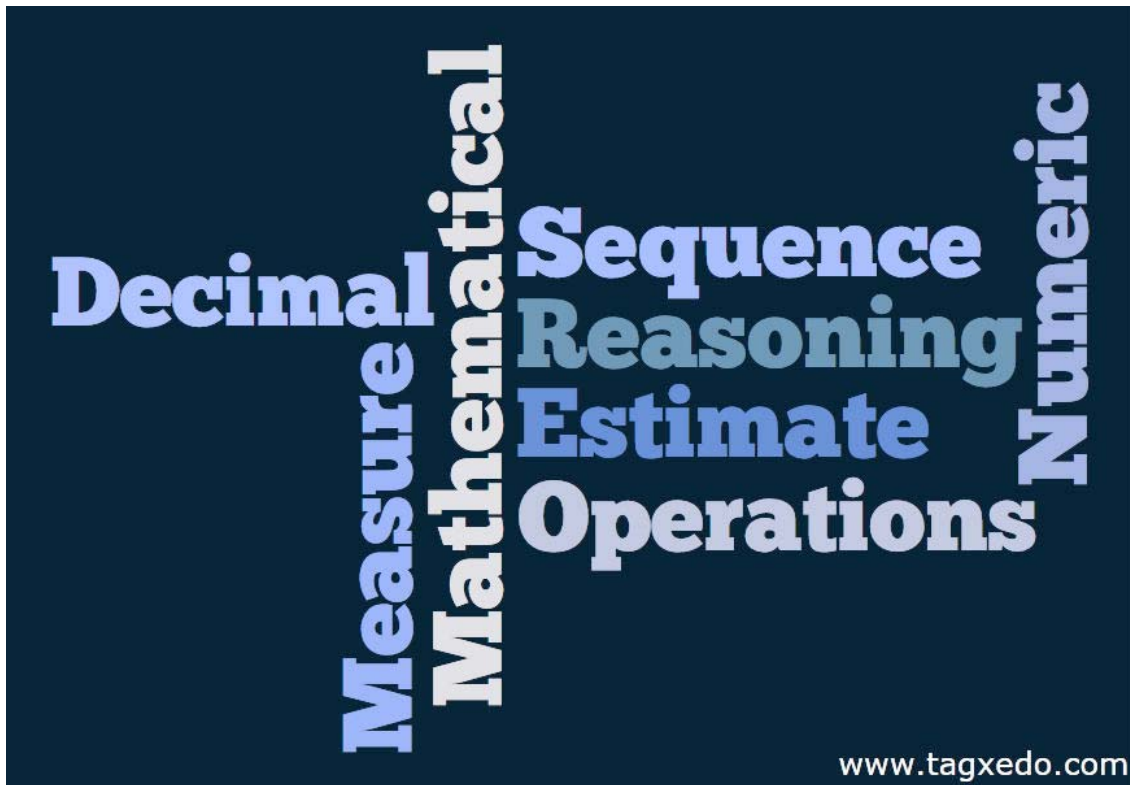
- Good manners can include good behavior and acceptable actions. Parents should model and encourage children to display good behavior at both home and in public (at the table, at a restaurant, playing sports, etc.). These behaviors can be added to their own book of manners.
- Check out this website: life.familyeducation.com

Family Literacy Work-Related Lesson Plans

Foundation Skill W.5:

Applies Mathematical Operations, Concepts, and Reasoning

Skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve problems



Applies Mathematical Concepts and Operations

Created by Community Action Southwest-Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

W.5.1: Demonstrates Computations Skills Using Whole Numbers, Fractions, Decimals, and Percentages

W.5.3: Estimates

GED® Skills

Comprehension: Finds the main idea and details

Application: Transfers ideas from one situation to a different one

Analysis: Breaks down information into parts and finds relationships between the expressed ideas

Pennsylvania Early Learning Standards

2.1.K Math (Pre-K)

Parent Education: Lesson Articles on Math

From Misunderstood Minds:

Basics of Mathematics

www.pbs.org/wgbh/misunderstoodminds/mathbasics.html

Difficulties with Mathematics

www.pbs.org/wgbh/misunderstoodminds/mathdiffs.html

Responses (related to previous two articles)

www.pbs.org/wgbh/misunderstoodminds/mathstrats.html

From All Kinds of Minds (Parent Toolkit):

Mathematics Basics

www.allkindsofminds.org/basics-of-mathematics

Adult Education Activity: Workplace Fractions

Objectives:

Adult learners will:

- Identify the use of fractions and mixed numbers in the workplace, such as fractional units of measurement (inches, feet, millimeters, teaspoons, tablespoons, cups, milliliters, liters), units of capacity (volts, amps, watts), or units of time (minutes, hours, days, years, etc.).
- Demonstrate the ability to perform operations of addition, subtraction (with borrowing), multiplication, and division of fractions, mixed numbers, and whole numbers.

Materials:

- Four Workplace Fractions worksheets and Answer Key (attached)
- Pen or pencil and additional plain white paper or 8" x 11½" writing tablet
- Supplemental instructional aid: "The 3½ Rules of Fractions"
- Supplemental chart: "Table of Equivalent Fractions" (attached)
- Rainbow Fractions® Deluxe Circles (Item #LER 0617) or Rainbow Fractions® Deluxe Squares (Item #LER 0619), a set of manipulatives to assist in visualizing fractions, available at www.Learningresources.com
- *PBS Mathline® Activity: Make Your Own Tangram* (attached and at www.pbs.org/teachers/mathline/concepts/asia/activity2.shtm)
- Supplemental text and/lesson materials: authentic employment-based computation and applied mathematical training materials, worksheets, and/or supplemental textbooks.

Procedure:

- Instructor will utilize authentic materials to generate interest in common workplace fractions.
- Instructor will teach or remediate the fraction skills as needed to understand, apply, retain, and demonstrate competency applicable to the workplace.
- Learners will complete four Workplace Fractions worksheets (with needed assistance).
- Go over "The 3½ Rules of Fractions" and "Table of Equivalent Fractions" (if needed).
- Learners will visualize fractions using *Rainbow Fractions® Deluxe Circles or Squares*.
- Learners will complete *PBS Mathline® Activity: Make Your Own Tangram*, constructing a tangram puzzle and determining the fractional parts of tangram, and a worksheet that compares the value of fractions and determines the larger fractions.

Reflection:

- Ask yourself, "Can I add or subtract fractional units for workplace tasks or forms?"
- Ask yourself, "Can I multiply or divide fractional units within a workplace setting?"
- Think about how these skills are important to succeeding in the workplace.

Other related ideas:

- Activity: "How Much Time Do You Have?" (*Exploring Work-Based Foundation Skills in the ABLÉ Classroom*, p.82) www.portal.state.pa.us/portal/server.pt/document/884233/foundation_skills_in_able_classroom_pdf
- Frechette, E. *PBS LiteracyLink Workplace Essential Skills: Math*. (2007). Program 22: Fractions, Decimals, and Percents, pp.57-72, Lexington, KY: KET Enterprise.
- Howett, J. *Contemporary's Number Power 2: Fractions, Decimals, and Percents*. (2000). Chicago, IL: McGraw-Hill Contemporary.
- *Contemporary's Workplace Skills: Applied Mathematics: Career Readiness Preparation*. (2011). Chicago, IL: McGraw-Hill Contemporary.

Parent Education Activity: The Basics of Mathematics

Objectives:

Adult learners will:

- Develop an understanding of the following concepts from the articles:
 - Mathematics encompasses a wide variety of skills and concepts, and it is possible to master some and struggle with others.
 - Educators use sets of expected milestones (for age and grade level) as a means of assessing a child's progress even though math skills are not necessarily learned sequentially and natural development is difficult to chart.
 - Competence in mathematics is becoming increasingly important in many professions. It is more than just the ability to calculate answers efficiently; it also encompasses the skills and ability to solve problems, communicate about mathematical concepts, reason logically and establish proof, and represent information in different forms.
 - A number of learning/perceptual difficulties can arise at nearly any stage of a child's scholastic development existing independently or in a combination with one another.
- Use research-based articles to develop specific strategies to observe and identify way the child learns best, and to create a strategic plan to improve or maintain their child's math competency, and parent-parent teacher communications and home-school collaboration.

Materials:

- Articles (hard copy) or Internet access
 - "Parent Toolkit: Basics of Mathematics," All Kinds of Minds, 1999-2010.
www.allkindsofminds.org
 - "Basics of Mathematics," PBS (Public Broadcasting Service): Misunderstood Minds, WGBH Educational Foundation, 2002.
www.pbs.org/wgbh/misunderstoodminds/mathbasics.html
- Pen or pencil
- Paper or writing tablet

Procedure:

- Learners and instructor read and discuss the main points of the articles.
- Learner reads, reviews, and reflects upon the following sections in the articles: *Math Milestones* (Pre-school-Kindergarten; Grades 1-3; Grades 4-7; Grades 8-12); *Difficulties with Mathematics*; *What Parents Can Do* (Home-School Collaboration, Parent-Teachers Communications about Mathematics, and Talking with Children about Strengths and Weaknesses); *General Suggestions*; and *Specific Strategies*.
- Each learner develops a strategic plan using three to six of the *General Suggestions* and *Specific Strategies* to: a) improve or maintain the child's mathematical abilities based on the *Math Milestones*, and b) improve/maintain home-school collaboration and parent-teacher communications concerning the child's performance, difficulties, and progress.

Reflection:

- Think about the following quote: "*When you're a kid, school is your career. And if you go out of business in school, if your business goes bankrupt, if you're not having any success, you're left with almost nothing. You are poverty-stricken. Where do you go from there?*"
— Dr. Mel Levine, Founder, All Kinds of Minds
How does this apply to your success at work?

Other related ideas:

- Research and review other Parent/Early Childhood Education resources on the Internet: Parents As Teachers (PAT): www.parentsasteachers.org
National Coalition for Parent Involvement in Education (NCPPIE): www.ncpie.org

Early Childhood Education Activity: Counting and Comparing Numbers and Fractional Units

Objectives:

Children will:

- Count numbers and fractional units (plus numeral associations and numeric values) through play, interactive literacy activities, storybooks, and nursery rhymes.
- Develop an understanding of number concepts beyond rote counting.

Materials:

- *Egg-Vision Via Carton-plication* (Interactive Literacy Activity for Early Childhood)
- 1–4 egg cartons (dozen size) based on the child’s age and math abilities
- Permanent marker and children’s scissors
- Non-toxic, children’s craft paint (4–8 colors) based on the child’s abilities (optional)
- Children’s book (see Interactive Literacy Activity: Eating Fractions):
McMillan, Bruce. *Eating Fractions*, Scholastic Inc., New York. (1991).
- *Pizza Fraction Fun™ Game* (Item #LER 5060) or *Pizza Fraction Fun™ Jr.* (Item #LER 5061): seven different games to practice identifying fractions, matching fraction equivalents, and performing fraction addition and subtraction by building pizzas, for 2–6 players, ages 6–12 (available at www.Learningresources.com)
- *Fraction Tower® Cubes: Fraction Set* (Item #2510) or *Fraction Tower® Deluxe Activity Set* (Item #2075) — ages 6–14 (available at www.Learningresources.com)
- Children’s books (for infants, toddlers, and pre-schoolers):
 - Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*, Scholastic Inc., NY (1989).
 - Christelow, Eileen. *Five Little Monkeys Sitting in a Tree*, Scholastic Inc., NY. (1991).
 - Freeman, Tina. *Ten Little Monkeys Jumping on the Bed*, Child’s Play Ltd., ME. (2001).
- Number-based and Counting Rhymes supplemental sheets:
“One, Two, Buckle My Shoe,” “Five Little Ducks,” “Five Little Monkeys,” “Five Little Monkeys Jumping on the Bed,” “Baa Baa Black Sheep,” and “Going to St. Ives”

Procedure:

- Use *Eating Fractions* or another book to introduce the concepts of counting numbers and fractions.
- Share books or Number-based and Counting Rhymes sheets among adults and children.
- *Egg-Vision Via Carton-plication* will be used to help the children develop an understanding of number concepts: numbers and their associated numeral values, counting beyond rote memorization, adding, subtracting, fraction units (whole, halves, one-fourth, and three-fourths, etc.), comparing numeric values (greater than, less than, equal to or more, less, and same), patterns (odd and even numbers), and shapes (L-shape, square, rectangle).
- Use books (or rhymes) with younger children to introduce counting numbers (through singing, finger play, or clapping) and *Egg-Vision via Carton-plication* will be adapted for counting numbers, associated numeral values, and comparing values.
- *Supplemental Aides* used (based on child’s age, ability, interest level, and time permitting)

Reflection:

- Reflect on how important these skills are for success in school. The public? At work? How do these skills help to make you a success?

Other related ideas:

- Crew, Donald. *Ten Black Dots*, Scholastic Inc., New York. (1986).
- White-Carlstrom, Nancy. *Let’s Count It Out, Jesse Bear*, Scholastic Inc., NY. (1996).
- Gibson, Ray. *Fun with Numbers*, Usborne Publishing, Ltd., Portugal. (1999).

Interactive Literacy Activity: Eating Fractions

Objectives:

Families will:

- Use common nutritional food items such as bananas, carrots, corn on the cob, or other sliceable fruits and vegetables to develop an understanding of fractional units.
- Add, subtract, and divide food fractional units (whole, halves, thirds, fourths).
- Use the recipes to visualize fractions and prepare items to be divided.

Materials:

- Children's book (ISBN 0-590-43771-2)
McMillan, Bruce. *Eating Fractions*, Scholastic Inc., New York. (1991).
- Pencil, crayons, or marker and paper
- Sliceable fruits, vegetables, bread products, or sandwiches (depending on food allergies)
- Ingredients for Bruce's Cloverleaf Rabbit Rolls (water, active dry yeast, milk, sugar, salt, margarine, flour, carrots, raisins, almonds, vegetable oil, honey)
- Ingredients for Bruce's Pepper Pizza Pie (water, active dry yeast, flour, olive oil, salt, tomato paste, mozzarella cheese, oregano, cornmeal, green/red/yellow sliced peppers)
- Ingredients for Bruce's Wiggle Pear Salad (unflavored gelatin, pear halves in pear juice, cream cheese, sugar, lime juice concentrate, optional green food coloring, leaf lettuce)
- Ingredients for Bruce's Fresh Strawberry Pie (flour, salt, margarine, vegetable shortening, vinegar, fresh strawberries, sugar, cornstarch)

Procedure:

- Families will read and discuss the pictures and fractional units of food in the book.
- Children design eight pieces of paper. Four pieces will have the numbers 1, 2, 3, and 4 on them. The other pieces will have the words *whole*, *halves*, *thirds*, and *fourths* on one side and the corresponding fractions 1 , $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ on the opposite side.
- Families will prepare the items for Eating Fractions together.
- Before the family divides a whole banana into halves, the child will count the banana ("1"). The child will identify the number of bananas from the numeral papers, 1 to 4. After the family divides the banana, the child will identify the fractional unit that each piece of banana represents from whole to fourths. If cut into two pieces (halves), the family will discuss the relationship of the word *halves* with the fraction $\frac{1}{2}$. If cut into four pieces, the family will discuss the relationship of the word *fourths* with the fraction $\frac{1}{4}$. The family will continue the activity with other food items and other fractional units.
- Families could subtract fractional units by taking away portions. e.g., when a whole muffin is divided into three pieces, how many thirds are left when the child takes away one third? Two thirds? Based on age, ability and interest, the child could write/review $\frac{2}{3}$.
- Families could add fractional units by reuniting separated pieces of food to make a whole.

Reflection:

- Reflect on how important these skills are for success in school. The general public? At work? How do these skills help to make you a success?

Other related ideas:

- *Egg-Vision Via Carton-plication* (See: Early Childhood Education Activity)

Applying Your Fraction Addition Skills

Directions: Solve and write the correct units of measurement with each answer. Reduce each answer to the lowest terms. In the spaces provided below each question or on the back of this sheet, show your math computations as well as your answers.

1. A crate at ABC packing company weighs $4\frac{3}{4}$ pounds. The items to be packed and shipped to XYZ distribution center weigh $17\frac{3}{5}$ pounds. What is the weight of the crate when filled?
2. John is working part-time to supplement his income. Monday he worked $3\frac{1}{2}$ hours. Tuesday he worked $4\frac{1}{3}$ hours. Wednesday he worked $2\frac{3}{4}$ hours. Thursday he worked $3\frac{2}{3}$ hours. How many hours did John work for the week?
3. As a private chef, you are making a recipe that calls for $1\frac{1}{2}$ cups of white flour and $\frac{3}{4}$ cup of wheat flour. What is the total amount of flour needed for the recipe?
4. As a baker of restaurant and catering service, you are making three different desserts. The cupcakes require $4\frac{1}{4}$ cups of flour. The fudge brownies require $3\frac{1}{2}$ cups of flour. The frosted cookies require $5\frac{1}{2}$ cups of sugar. How much flour do you need?
5. A warehouse manager had to inquire about a missing freight shipment. He talked with the product vendor for $\frac{1}{2}$ hour in morning. He then spoke with manufacturing plant for $\frac{3}{4}$ hour before talking with the company's distribution center for $\frac{1}{2}$ hour, which provided him with the freight company's telephone number. Later in the afternoon, he talked with the freight company for $1\frac{1}{2}$ hours before being dispatched to the driver. After speaking with the driver of the freight company for $\frac{1}{4}$ hour, the product arrived at the warehouse. How many hours did the warehouse manager spend on the phone?

Applying Your Fraction Subtraction Skills

Directions: Solve and write the correct units of measurement with each answer. Reduce each answer to the lowest terms. In the spaces provided below each question or on the back of this sheet, show your math computations as well as your answers.

1. A carpenter has a board $38\frac{1}{2}$ inches long in which he needs to cut a slat $17\frac{5}{8}$ long from it. How long was the remaining piece of board?
2. The delivery truck at ZIP Freight Company had $20,245\frac{3}{10}$ miles registered on its travel log in the morning. When the driver returned from making deliveries later in the day, she wrote the mileage down as $20,734\frac{7}{10}$. How many total miles did the truck travel for the day?
3. As an electrician, you installed two 115-volt capacity receptacles along the primary kitchen wall. Both receptacles are wired to a 20-amp breaker. If a refrigerator requiring $7\frac{1}{2}$ amps will utilize one of the receptacles, what is the total amount of amperage left for small appliances in the other receptacle?
4. A contractor mechanic at ABC Construction Company changed the rotating speed of a cement mixer from $6\frac{1}{3}$ rpms to 10 rpms. How many revolutions per minute did the speed of the mixer increase?
5. From a 100-pound bag of cement, workers at a construction site used $44\frac{5}{8}$ pounds to make concrete for a walkway slab. How much cement was left in the bag?

Applying Your Fraction Multiplication Skills

Directions: Solve and write the correct units of measurement with each answer. Reduce each answer to the lowest terms. In the spaces provided below each question or on the back of this sheet, show your math computations as well as your answers.

1. If one yard of lumber costs \$4, what would it cost a carpenter that will need $15\frac{3}{4}$ yards of lumber to frame a wall to a new addition?

2. A crane operator on a construction site must be mindful of load capacities when lifting things up to the crew, who are assembling framing girders. The maximum weight of water on any story is 300 pounds. One cubic foot of water weighs $62\frac{1}{2}$ pounds. How much does $3\frac{1}{5}$ cubic feet of water weigh, and can the crane operator lift it up to the crew and be in weight compliance?

3. John's regular workweek is 40 hours. Last week he worked $\frac{4}{5}$ of the time due to excusable personal reasons. How many hours did he work for the week?

4. If the driver of a ZIP Freight Company had to drive 276 miles to deliver a shipment to Big Box Retailer from XYZ Distributor and she had already driven $\frac{2}{3}$ of the distance when she got a call from the store manager inquiring her location: How far has she traveled to that point, and how much farther will she need to travel to arrive at the store?

5. A carpenter replacing shelves in bookcase will need enough shelving for six shelves that are each $28\frac{1}{2}$ inches long. What is the total length of shelves needed by the carpenter?

Applying Your Fraction Division Skills

Directions: Solve and write the correct units of measurement with each answer. Reduce each answer to the lowest terms. In the spaces provided below each question or on the back of this sheet, show your math computations as well as your answers.

1. How many pieces of wood each $7\frac{1}{2}$ inches long can a skilled carpenter cut from a board that is 45 inches long?

2. As a tailor, you will need $3\frac{2}{3}$ yards of material to make a suit. How many suits can you make from 22 yards of material?

3. As a craft artisan designing wooden picture frames, you need to cut pieces of wood molding. You have a piece of molding that is 75 inches long and you need cut it into small strips each $8\frac{1}{3}$ inches long. Assuming there is no waste, how many strips will you be able to cut from the long piece of molding?

4. A carpenter replacing shelves in bookcase will need enough shelving for six shelves that are each $28\frac{1}{2}$ inches long. If the finished shelving only comes in 8 feet lengths (96 inches): a) How many shelves can the carpenter cut from each 8 ft. section? b) What is the length of waste from each 8 ft. section? c) How many 8 ft. sections will the carpenter need for six shelves? d) How much total waste in inches will the carpenter have?

Answer Key

Applying Your Fraction Addition Skills

- $4\frac{3}{4} + 17\frac{3}{5} = 4\frac{15}{20} + 17\frac{12}{20} = 21\frac{27}{20} = 22\frac{7}{20}$ pounds
- $3\frac{1}{2} + 4\frac{1}{3} + 2\frac{3}{4} + 3\frac{2}{3} = 3\frac{6}{12} + 4\frac{4}{12} + 2\frac{9}{12} + 3\frac{8}{12} = 12\frac{27}{12} = 14\frac{3}{12} = 14\frac{1}{4}$ hours
- $1\frac{1}{2} + \frac{3}{4} = 1\frac{2}{4} + \frac{3}{4} = 1\frac{5}{4} = 2\frac{1}{4}$ cups
- $4\frac{1}{4} + 3\frac{1}{2} = 4\frac{1}{4} + 5\frac{2}{4} = 7\frac{3}{4}$ cups (Do not add in the $5\frac{1}{2}$ cups of sugar.)
- $\frac{1}{2} + \frac{3}{4} + \frac{1}{2} + 1\frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{3}{4} + \frac{2}{4} + 1\frac{2}{4} + \frac{1}{4} = 1\frac{10}{4} = 3\frac{2}{4} = 3\frac{1}{2}$ hours

Applying Your Fraction Subtraction Skills

- $38\frac{1}{2} - 17\frac{5}{8} = 38\frac{4}{8} - 17\frac{5}{8} = 37\frac{12}{8} - 17\frac{5}{8} = 20\frac{7}{8}$ inches
- $20,734\frac{7}{10} - 20,245\frac{3}{10} = 489\frac{4}{10} = 489\frac{2}{5}$ miles
- $20 - 7\frac{1}{2} = 12\frac{1}{2}$ amps
- $10 - 6\frac{1}{3} = 3\frac{2}{3}$ rpms
- $100 - 44\frac{5}{8} = 55\frac{3}{8}$ pounds

Applying Your Fraction Multiplication Skills

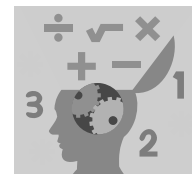
- $4 \times 15\frac{3}{4} = \frac{4}{1} \times \frac{63}{4} = \63
- $3\frac{1}{5} \times 62\frac{1}{2} = \frac{16}{5} \times 12\frac{5}{2} = 8\frac{1}{1} \times 25\frac{1}{1} = 200$ pounds. Yes, 200 lbs. is less than 300 pounds.
- $40 \times \frac{4}{5} = \frac{40}{1} \times \frac{4}{5} = 8\frac{1}{1} \times \frac{4}{1} = 32$ hours
- $276 \times \frac{2}{3} = \frac{92}{1} \times \frac{2}{1} = 184$ miles to that point of call.
 $276 - 184 = 92$ miles to go (or $276 \times \frac{1}{3}$)
- $28\frac{1}{2} \times 6 = \frac{57}{2} \times \frac{6}{1} = 57\frac{1}{1} \times \frac{3}{1} = 171$ inches

Applying Your Fraction Division Skills

- $45 \div 7\frac{1}{2} = \frac{45}{1} \div \frac{15}{2} = \frac{45}{1} \times \frac{2}{15} = 3\frac{1}{1} \times \frac{2}{1} = 6$ pieces of wood
- $22 \div 3\frac{2}{3} = \frac{22}{1} \div \frac{11}{3} = \frac{22}{1} \times \frac{3}{11} = 2\frac{1}{1} \times \frac{3}{1} = 6$ suits
- $75 \div 8\frac{1}{3} = \frac{75}{1} \div \frac{25}{3} = \frac{75}{1} \times \frac{3}{25} = 3\frac{1}{1} \times \frac{3}{1} = 9$ strips
- a) $96 \div 28\frac{1}{2} = \frac{96}{1} \div \frac{57}{2} = \frac{96}{1} \times \frac{2}{57} = \frac{192}{57} = 3\frac{21}{57} = 3\frac{7}{19}$ (3 shelves at $28\frac{1}{2}$ inches)
b) $96 - 85\frac{1}{2}$ (or $3 \times 28\frac{1}{2}$) = $10\frac{1}{2}$ in. (or) $28\frac{1}{2} \times \frac{7}{19} = \frac{57}{2} \times \frac{7}{19} = \frac{399}{38} = 10\frac{19}{38} = 10\frac{1}{2}$ in.
c) 3 shelves per 8-ft. section; therefore, $6 \div 3 = 2$ (8-ft. sections needed)
d) $10\frac{1}{2} \times 2 = \frac{21}{2} \times \frac{2}{1} = 21\frac{1}{1} \times \frac{1}{1} = 21$ inches (or) $10\frac{1}{2} + 10\frac{1}{2} = 21$ inches



The 3 1/2 Rules of Fractions



1. **(Always)** When you add or subtract fractions, the bottoms (denominators) must be the same.

$$\begin{array}{r} \frac{2}{9} \\ + \frac{3}{9} \\ \hline \frac{5}{9} \end{array} \quad \begin{array}{r} \frac{4^2}{5} \\ + \frac{3^1}{7^3/5} \\ \hline \frac{3^1}{7^3/5} \end{array} \quad \begin{array}{r} \frac{5}{8} \\ + \frac{1}{8} \\ \hline \frac{6}{8} = \frac{3}{4} \end{array} \quad \begin{array}{r} \frac{3}{4} = \frac{3}{4} \\ + \frac{1}{2} = \frac{2}{4} \\ \hline \frac{5}{4} = 1\frac{1}{4} \end{array} \quad \begin{array}{r} \frac{1}{3} = \frac{2}{6} \\ + \frac{5}{6} = \frac{5}{6} \\ \hline \frac{7}{6} = 1\frac{1}{6} \end{array}$$

$$\begin{array}{r} \frac{2}{5} \\ + \frac{3}{4} \\ \hline \frac{23}{20} \end{array} \quad \begin{array}{r} \frac{4}{4} = \frac{8}{20} \\ \times \frac{5}{5} = \frac{15}{20} \\ \hline \frac{1^3}{20} = 1\frac{3}{20} \end{array} \quad \begin{array}{r} 7\frac{5}{8} \\ + 9\frac{2}{3} \\ \hline 16 + \frac{31}{24} \text{ or } 17\frac{7}{24} \end{array} \quad \begin{array}{r} \frac{5}{8} \times \frac{3}{3} = \frac{15}{24} \\ \frac{8}{8} \times \frac{8}{8} = \frac{16}{24} \\ \hline \frac{31}{24} \end{array}$$

2. **(Sometimes)** When you subtract fractions, you may need to borrow (from whole numbers).

$$\begin{array}{r} \frac{5}{9} \\ - \frac{2}{9} \\ \hline \frac{3}{9} = \frac{1}{3} \end{array} \quad \begin{array}{r} 1\frac{3}{4} \\ - \frac{1}{2} \\ \hline 1\frac{1}{4} \end{array} \quad \begin{array}{r} 8 \\ - \frac{5}{6} \\ \hline 7\frac{1}{6} \end{array} \quad \begin{array}{r} 12 \\ - \frac{1}{2} \\ \hline 11\frac{1}{2} \end{array}$$

↑ (no borrowing) ↑

$$\begin{array}{r} 8^2/9 \\ - 4^5/9 \\ \hline 3^6/9 = 3^2/3 \end{array} \quad \begin{array}{r} 7^1/3 = 7^4/12 = 6^{16}/12 \\ - 4^{11}/12 \\ \hline 2^5/12 \end{array}$$

3. **(Always)** When you multiply or divide fractions, mixed numbers must become improper fractions. [A whole number becomes a fraction by putting 1 under it.]

$$\begin{aligned} 1\frac{1}{2} \times \frac{1}{4} &= \frac{3}{2} \times \frac{1}{4} = \frac{3}{8} \\ 1\frac{2}{3} \times 1\frac{1}{7} &= \frac{5}{3} \times \frac{8}{7} = \frac{40}{21} = 1\frac{19}{21} \\ 15 \times 1\frac{1}{3} &= \frac{15}{1} \times \frac{4}{3} = \frac{60}{3} = 20 \end{aligned}$$

4. **(Always)** We don't divide, we "flip it" to multiple. **Don't change first fraction "flip ÷ to x" and the fraction behind it.**

$$\begin{aligned} \frac{1}{3} \div \frac{1}{2} &= \frac{1}{3} \times \frac{2}{1} = \frac{2}{3} & \frac{3}{4} \div 2 &= \frac{3}{4} \div \frac{2}{1} = \frac{3}{4} \times \frac{1}{2} = \frac{3}{8} \\ \text{Note: } \frac{1}{2} \div \frac{1}{5} \div \frac{1}{4} &= \frac{1}{2} \times \frac{5}{1} \times \frac{4}{1} = \frac{20}{2} = 10 \\ \text{But, } \frac{1}{2} \div \frac{1}{5} \times \frac{1}{4} &= \frac{1}{2} \times \frac{5}{1} \times \frac{1}{4} = \frac{5}{8} \end{aligned}$$

Remember: ÷  x and the fraction "behind the sign"

Flip It

Table of Equivalent Fractions

Equivalent fractions are obtained by multiplying both the numerator and the denominator by:

	2	3	4	5	6	7	8	9	10
$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{4}{8}$	$\frac{5}{10}$	$\frac{6}{12}$	$\frac{7}{14}$	$\frac{8}{16}$	$\frac{9}{18}$	$\frac{10}{20}$
$\frac{1}{3}$	$\frac{2}{6}$	$\frac{3}{9}$	$\frac{4}{12}$	$\frac{5}{15}$	$\frac{6}{18}$	$\frac{7}{21}$	$\frac{8}{24}$	$\frac{9}{27}$	$\frac{10}{30}$
$\frac{1}{4}$	$\frac{2}{8}$	$\frac{3}{12}$	$\frac{4}{16}$	$\frac{5}{20}$	$\frac{6}{24}$	$\frac{7}{28}$	$\frac{8}{32}$	$\frac{9}{36}$	$\frac{10}{40}$
$\frac{1}{5}$	$\frac{2}{10}$	$\frac{3}{15}$	$\frac{4}{20}$	$\frac{5}{25}$	$\frac{6}{30}$	$\frac{7}{35}$	$\frac{8}{40}$	$\frac{9}{45}$	$\frac{10}{50}$
$\frac{1}{6}$	$\frac{2}{12}$	$\frac{3}{18}$	$\frac{4}{24}$	$\frac{5}{30}$	$\frac{6}{36}$	$\frac{7}{42}$	$\frac{8}{48}$	$\frac{9}{54}$	$\frac{10}{60}$
$\frac{1}{7}$	$\frac{2}{14}$	$\frac{3}{21}$	$\frac{4}{28}$	$\frac{5}{35}$	$\frac{6}{42}$	$\frac{7}{49}$	$\frac{8}{56}$	$\frac{9}{63}$	$\frac{10}{70}$
$\frac{1}{8}$	$\frac{2}{16}$	$\frac{3}{24}$	$\frac{4}{32}$	$\frac{5}{40}$	$\frac{6}{48}$	$\frac{7}{56}$	$\frac{8}{64}$	$\frac{9}{72}$	$\frac{10}{80}$
$\frac{1}{9}$	$\frac{2}{18}$	$\frac{3}{27}$	$\frac{4}{36}$	$\frac{5}{45}$	$\frac{6}{54}$	$\frac{7}{63}$	$\frac{8}{72}$	$\frac{9}{81}$	$\frac{10}{90}$
$\frac{1}{10}$	$\frac{2}{20}$	$\frac{3}{30}$	$\frac{4}{40}$	$\frac{5}{50}$	$\frac{6}{60}$	$\frac{7}{70}$	$\frac{8}{80}$	$\frac{9}{90}$	$\frac{10}{100}$
$\frac{2}{3}$	$\frac{4}{6}$	$\frac{6}{9}$	$\frac{8}{12}$	$\frac{10}{15}$	$\frac{12}{18}$	$\frac{14}{21}$	$\frac{16}{24}$	$\frac{18}{27}$	$\frac{20}{30}$
$\frac{2}{5}$	$\frac{4}{10}$	$\frac{6}{15}$	$\frac{8}{20}$	$\frac{10}{25}$	$\frac{12}{30}$	$\frac{14}{35}$	$\frac{16}{40}$	$\frac{18}{45}$	$\frac{20}{50}$
$\frac{2}{7}$	$\frac{4}{14}$	$\frac{6}{21}$	$\frac{8}{28}$	$\frac{10}{35}$	$\frac{12}{42}$	$\frac{14}{49}$	$\frac{16}{56}$	$\frac{18}{63}$	$\frac{20}{70}$
$\frac{2}{9}$	$\frac{4}{18}$	$\frac{6}{27}$	$\frac{8}{36}$	$\frac{10}{45}$	$\frac{12}{54}$	$\frac{14}{63}$	$\frac{16}{72}$	$\frac{18}{81}$	$\frac{20}{90}$
$\frac{3}{4}$	$\frac{6}{8}$	$\frac{9}{12}$	$\frac{12}{16}$	$\frac{15}{20}$	$\frac{18}{24}$	$\frac{21}{28}$	$\frac{24}{32}$	$\frac{27}{36}$	$\frac{30}{40}$
$\frac{3}{5}$	$\frac{6}{10}$	$\frac{9}{15}$	$\frac{12}{20}$	$\frac{15}{25}$	$\frac{18}{30}$	$\frac{21}{35}$	$\frac{24}{40}$	$\frac{27}{45}$	$\frac{30}{50}$
$\frac{3}{7}$	$\frac{6}{14}$	$\frac{9}{21}$	$\frac{12}{28}$	$\frac{15}{35}$	$\frac{18}{42}$	$\frac{21}{49}$	$\frac{24}{56}$	$\frac{27}{63}$	$\frac{30}{70}$
$\frac{3}{8}$	$\frac{6}{16}$	$\frac{9}{24}$	$\frac{12}{32}$	$\frac{15}{40}$	$\frac{18}{48}$	$\frac{21}{56}$	$\frac{24}{64}$	$\frac{27}{72}$	$\frac{30}{80}$
$\frac{3}{10}$	$\frac{6}{20}$	$\frac{9}{30}$	$\frac{12}{40}$	$\frac{15}{50}$	$\frac{18}{60}$	$\frac{21}{70}$	$\frac{24}{80}$	$\frac{27}{90}$	$\frac{30}{100}$

PBS Mathline® Activity: Tangrams and Fractions

(for grades 6–8)

Objectives:

- Students will learn to construct a tangram puzzle and determine the fractional parts of the tangram.
- Students will compare the value of fractions and determine the larger fraction.

Standard 1: Number and Operation

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Understand meanings of operations and how they relate to one another.
- Compute fluently and make reasonable estimates.

Standard 3: Geometry and Spatial Sense

- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Apply transformations and use symmetry to analyze mathematical situations.
- Use visualization, spatial reasoning, and geometric modeling to solve problems.

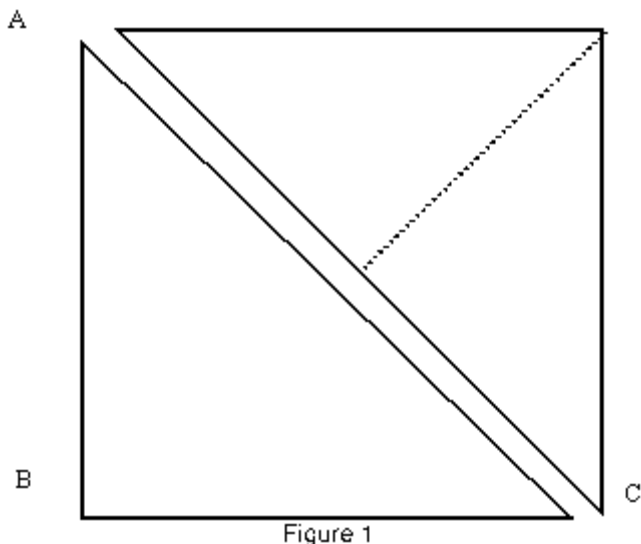
Materials needed:

- One piece of square construction paper per student 6 in. (15 cm) x 6 in. (15 cm)
- One pair of scissors per student

Procedure:

Read the following directions aloud:

1. Fold the large square in half diagonally. Cut on the fold. You should have two large congruent triangles.
2. Take one of the triangles. Fold the triangle in half diagonally (see Figure 1) to form two triangles. Save these two pieces.



3. Take the other large triangle (from step #1). Take Triangle ABC and fold point B to the midpoint of AC. Cut off the triangle formed (see Figure 2). Save this triangular piece.

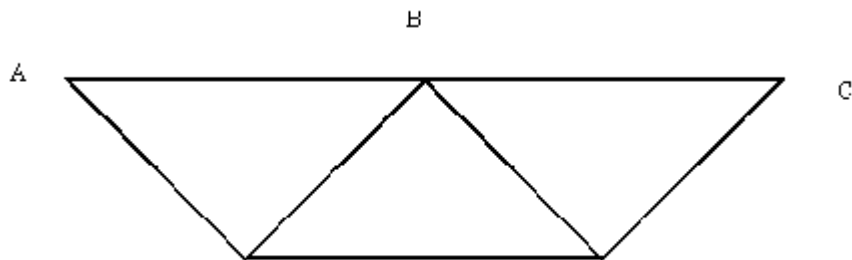


Figure 2.

4. The remaining shape from triangle ABC is a trapezoid (see Figure 3). Fold this figure in half. The remaining figure looks like Figure 4.

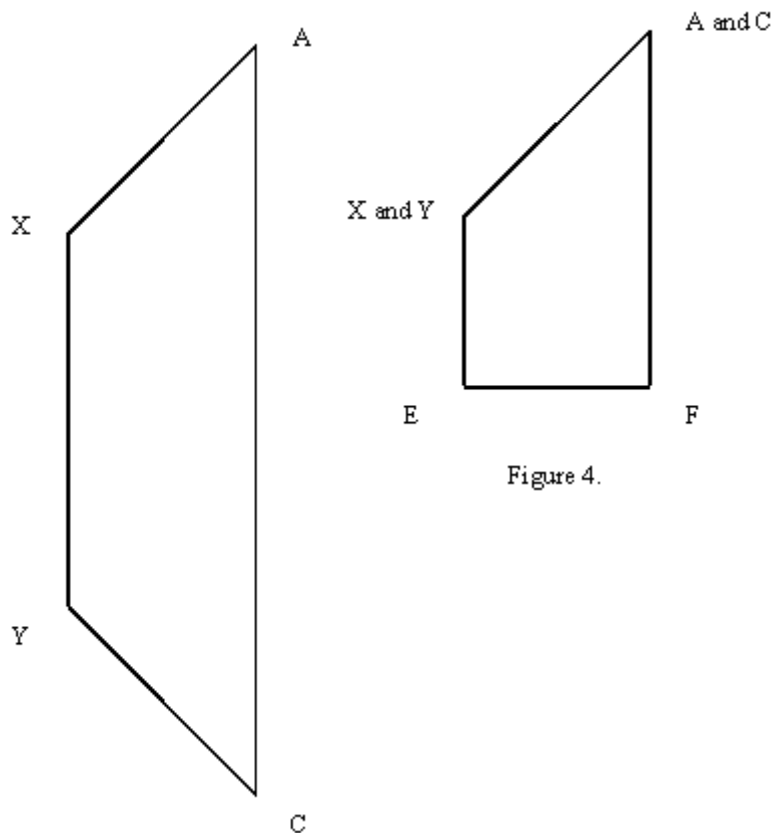


Figure 4.

Figure 3.

5. Unfold, and fold C to F (see Figure 5).

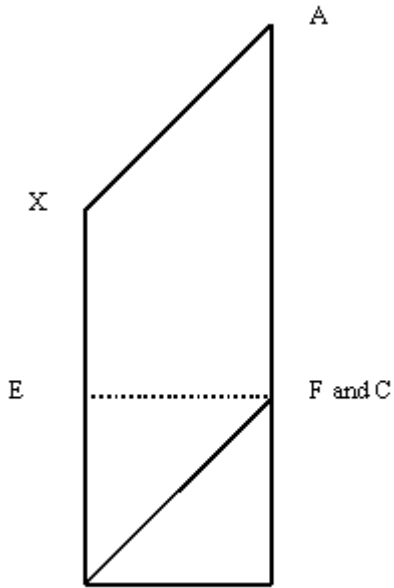


Figure 5.

6. Unfold and fold X down to F (see Figure 6).

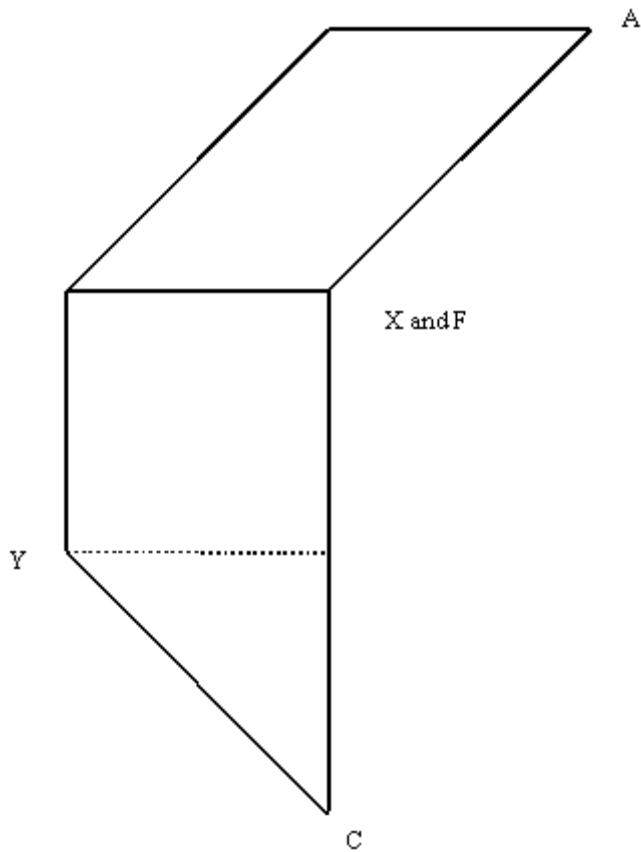


Figure 6

7. The shape now has three folds in it (see Figure 7). Cut on the folds and save the four shapes. The pieces formed are two triangles, one square, and one parallelogram.

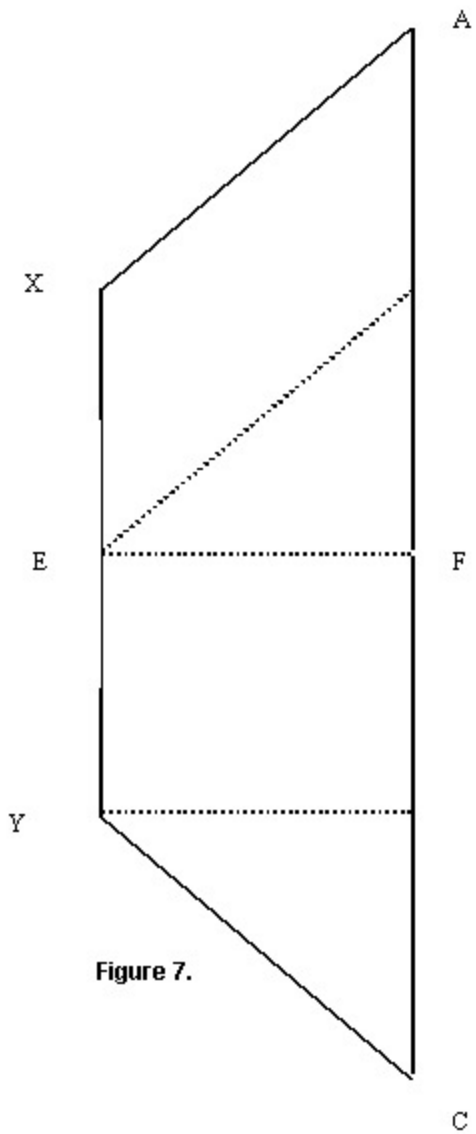


Figure 7.

Questions:

1. Name the seven shapes that have been formed. Use geometric terms to describe each shape.
2. Are any of the shapes congruent?

Put the tangram pieces together to form the same square piece you started with (see Figure 8).

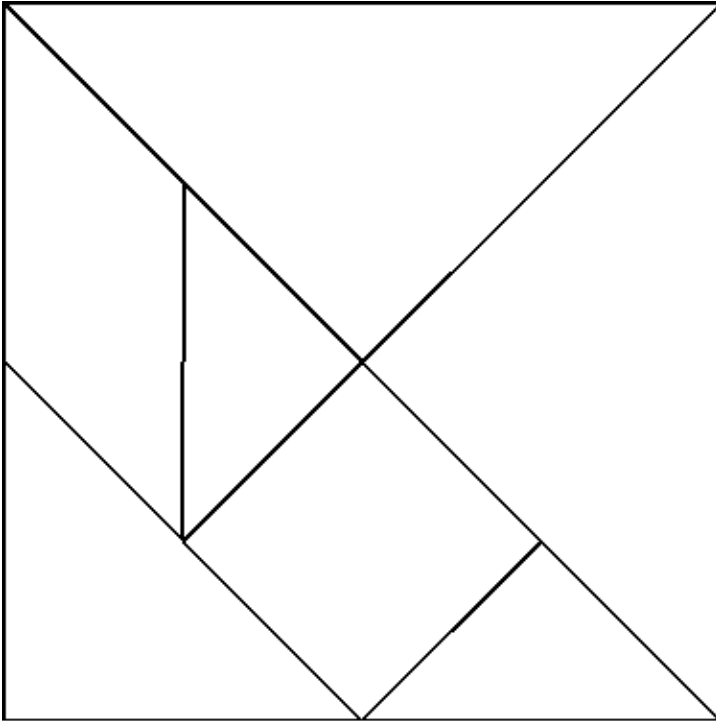


Figure 8.

Fraction your tangram:

1. Find the fractional value of each of the tangram pieces. Assume that the value of the original square is 1.

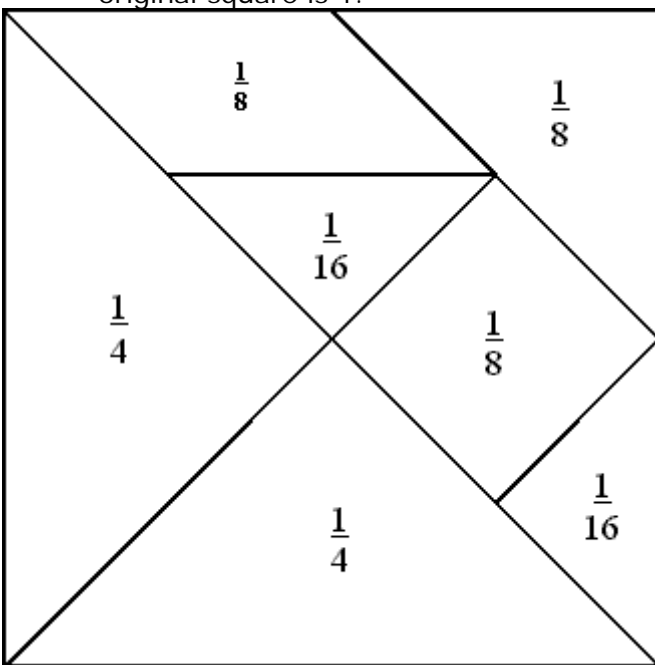


Figure 9

Use Student Worksheet #1: Fractions on the Tangram to introduce the comparison of fractions. Download PDF worksheet and answers at www.pbs.org/teachers/mathline/concepts/asia/activity2.shtm.

PBS Mathline[®] Activity: Tangrams and Fractions—Solutions

Questions:

1. Name the seven shapes that have been formed. Use geometric terms to describe each shape.
 - a. Square: all sides are congruent, four right angles, opposite sides are parallel.
 - b. Two large congruent isosceles triangles: three sided figure, base angles are equal, both legs are congruent.
 - c. Parallelogram: opposite sides are congruent and parallel.
 - d. Two small congruent isosceles triangles: three sided figure, base angles are equal, both legs are congruent.
 - e. One medium size isosceles triangle: three sided figure, base angles are equal, both legs are congruent.

2. Are any of the shapes congruent?
 - a. Two large isosceles triangles are congruent.
 - b. Two small isosceles triangles are congruent.

Egg-Vision Via Carton-plication

An Interactive Literacy Activity for Early Childhood

Rationale:

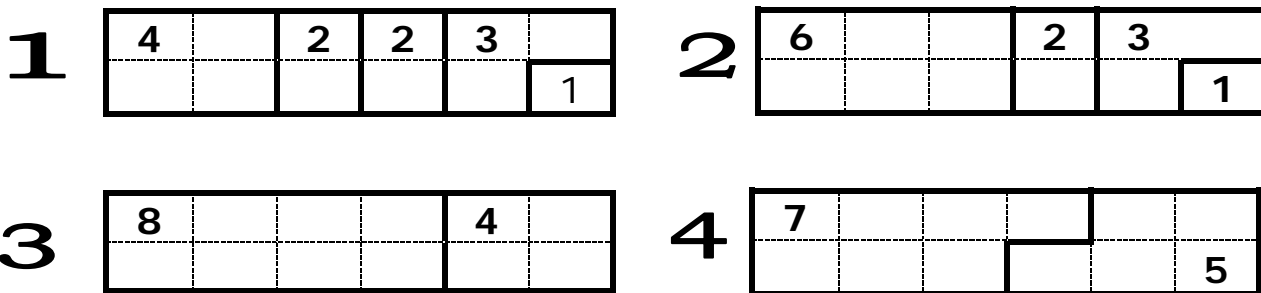
This activity is important to help a child develop an understanding of number concepts: numbers and their associated numeral values; counting beyond rote memorization; adding; subtracting; fractional units (whole, halves, one-fourth, and three-fourths, etc.); comparing numeric values (greater than, less than, equal to or more, less, and same); patterns (odd and even numbers); and shapes (L-shape, square, rectangle).

Materials:

- 1–4 egg cartons (12-egg or one-dozen size), depending on the child's age and mathematical abilities
- Permanent marker and children's scissors
- Non-toxic, washable, children's craft paint (4 to 8 colors), depending on the child's age, mathematical abilities, and fine motor skills (optional)

Construction of the Carton-plication:

1. Cut the egg cartons in the following patterns:



2. Using the permanent marker, write the numeral on the back surface (after the optional painting) corresponding to the number of egg cups in the pattern.

Note: Egg carton 1 for beginners (4 optional paint colors); egg cartons 1 and 2 for intermediate level (5 optional paint colors); and all 4 egg cartons for advanced level (8 optional paint colors)

Ways to facilitate Egg-Vision:

1. **Counting:** Line up all of the patterns and count from 1 to 8; line up only the even numbered patterns and count 2 to 8; line up and count the odd numbers 1 to 7.
2. **Number and Numeral Association:** Have the child look at the number on the egg cup pattern. Have the child count the number of egg cups in the pattern to associate the counting number with the numeral association. Take one or two pattern numbers (e.g., pattern number 4 and pattern number 2) and turn them upside down so that the number is not showing. Ask the child to pick out the number 4 without turning the egg cup pattern over.
3. **Addition:** Take the whole pattern number 4 – compare other multiples of 4, such as adding patterns 2 + 2 and 3 + 1. Note you can turn the egg cups over and the child can stack the multiples of four inside the pattern number 4. Continue with the other pattern numbers 5 through 8 depending on the child's ability and/or interest.

4. **Subtraction:** Put patterns of multiples inside one another (e.g., pattern numbers 3 and 1 inside pattern number 4) and take away a pattern number (such as three taken away from four leaves 1 or $4 - 3 = 1$). For advanced learners, you could use pattern numbers 2, 2, and 3 inside pattern number 7 and take away one two and the three leaving pattern number 2 (e.g., 7 take away 5 [or $2 + 3$] equals 2).
5. **Comparing Numeric Values:** Put two pattern numbers together such as pattern number 4 and pattern number 2. Ask the child which one is more (greater) and/or which one is less than the other. Then place two pattern number 2s beside the pattern number 4 and ask the child if the numerical values are different (more/less) or the same (equal). You can place both pattern number 2s inside the pattern number four to demonstrate equal value. Continue with other pattern numbers based on the child's ability and/or interest.
6. **Fractions:** If pattern number 4 is the whole, then pattern number 2 is a half (e.g., show the child by putting two of the pattern number 2s inside the single whole pattern number 4), pattern number 1 is one-fourth, and pattern number 3 is three fourths. If pattern number 6 is the whole, then pattern number 3 is a half and pattern number 2 is one third. If pattern number 8 is the whole, then pattern number 4 is a half, pattern number 2 is one fourth, and pattern number 1 is one eighth, pattern 6 is three fourths (same as three pattern number 2s).
7. **Patterns and Shapes:** Odd numbers, e.g., pattern numbers 1, 3, 5, and 7, appear to be L-shaped because they have one more egg cup in one of the two rows. Even numbers, e.g. pattern numbers 2, 4, 6, and 8, appear to be perfect squares or rectangles with the same number of egg cups in each of the two rows.

Number-based and Counting Rhymes



One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a good fat hen;
Eleven, twelve, dig and delve;
Thirteen, fourteen, maids a-courting;
Fifteen, sixteen, maids a-kissing;
Seventeen, eighteen, maids a-waiting;
Nineteen, twenty, I've had plenty.



Five Little Ducks

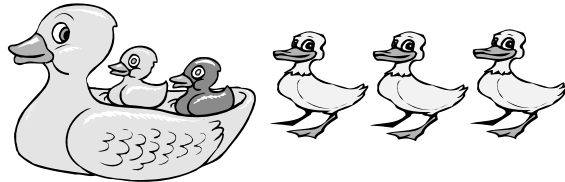
Five little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And only four little ducks came back.

Four little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And only three little ducks came back.

Three little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And only two little ducks came back.

Two little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And only one little duck came back.

One little duck went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And all five little ducks came back!



Five Little Monkeys

Five little monkeys sitting in a tree
Teasing Mister Alligator: "can't catch me, can't catch me!"
Along comes Mister Alligator quiet as can be and
SNAPPED! (That monkey right out of the tree.)

Four little monkeys sitting in a tree
Teasing Mister Alligator: "can't catch me, can't catch me!"
Along comes Mister Alligator quiet as can be and
SNAPPED! (That monkey right out of the tree.)

Three little monkeys sitting in a tree
Teasing Mister Alligator: "can't catch me, can't catch me!"
Along comes Mister Alligator quiet as can be and
SNAPPED! (That monkey right out of the tree.)

Two little monkeys sitting in a tree
Teasing Mister Alligator: "can't catch me, can't catch me!"
Along comes Mister Alligator quiet as can be and
SNAPPED! (That monkey right out of the tree.)

One little monkey sitting in a tree
Teasing Mister Alligator: "can't catch me, can't catch me!"
Along comes Mister Alligator quiet as can be and
SNAP!
Missed me! Missed me! Now you got to kiss me!



Five Little Monkeys Jumping on the Bed

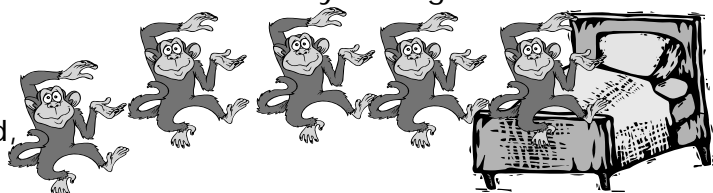
Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed,
He fell off and bumped his head.
Mama called the Doctor and the Doctor said,
"Put those monkeys straight to bed!"

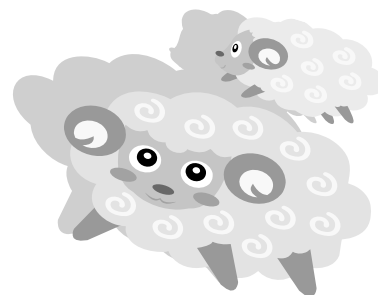


Baa Baa Black Sheep

Baa baa black sheep
Have you any wool?
Yes sir, yes sir,
Three bags full.
One for the master
One for the dame
And one for the little boy
who lives down the lane.

Baa baa white sheep
Have you any wool?
Yes sir, yes sir
Three needles full.
One to mend a jumper
One to mend a frock
And one for the little girl
With holes in her socks.

Baa baa grey sheep
Have you any wool?
Yes sir, yes sir
Three bags full.
One for the kitten
One for the cats
And one for the guinea pigs
To knit some woolly hats.



Going to St. Ives

As I was going to St. Ives,
I met a man with seven wives,
Every wife had seven sacks,
Every sack had seven cats,
Every cat had seven kittens,
Kittens, cats, sacks, and wives,
How many were going to St. Ives?

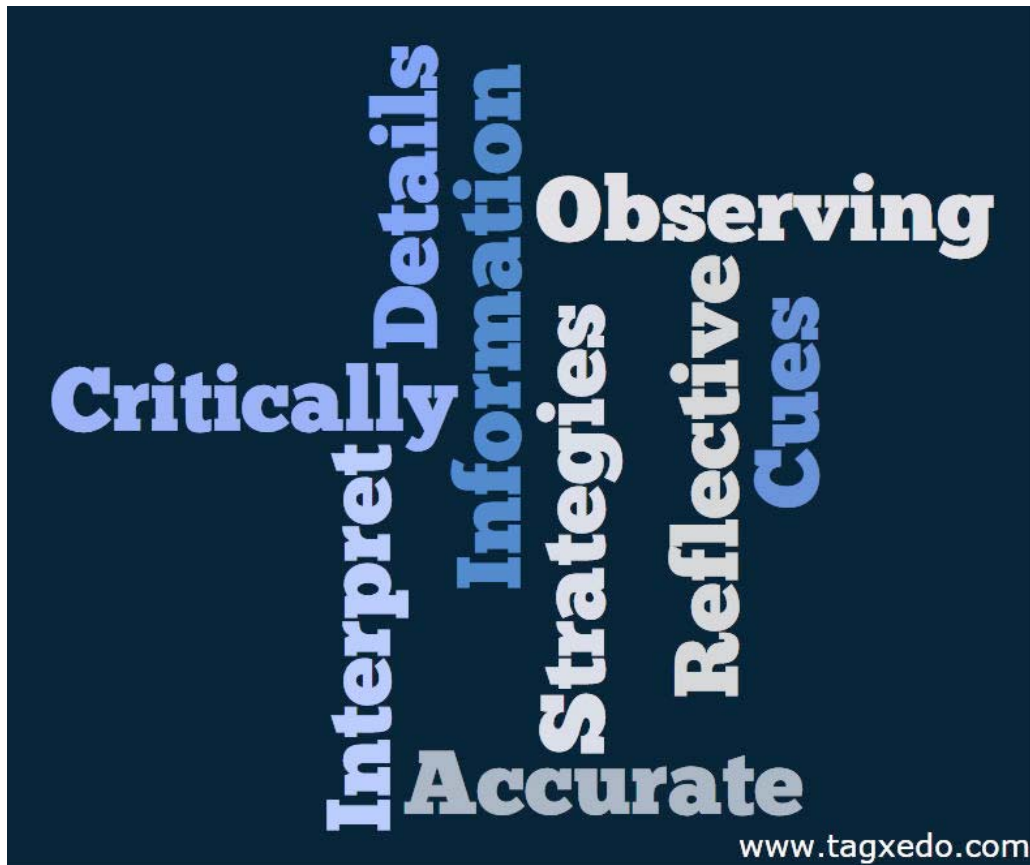


Family Literacy Work-Related Lesson Plans

Foundation Skill W.6:

Observes Critically

Critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations



Observes Critically

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundations Skills Framework

- W.6.1: Sets purpose and strategies for observing
- W.6.2: Attends to visual sources of information (instrumentation, media, people, symbols, pictorial, or environmental)
- W.6.3: Interprets information obtained through observation

GED® Skills

- Application: Transfers ideas from one situation to a different one
- Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

- 2.9.1: Definitions, Properties, and Relations
- 3.1a.9: Science as Inquiry
- 3.2a.1: Properties of Matter

Adult Education Activity: What Do You Remember?

Objectives:

Adult learners will:

- Explain why it is important to use observation skills in the workplace.
- Demonstrate attention to detail.
- Discuss how communication can be an important tool.

Materials:

- Two containers with assorted items (everyday items and a few unique items; for example, a penny, paper clip, pen, thimble, rabbit's foot)
- Large paper and pencils

Procedure:

- Adult learners will look over the items from the first container.
- The items should be spread out on the table, and the adult learners should be encouraged to talk about what they see, being very descriptive.
- The instructor will remove the items and give the adult learners a large piece of paper.
- Adult learners will discuss what they saw and either list or draw the items they observed.
- When the adult learners are finished, the instructor will bring out the container to discuss with them what they remembered and what they did not from the container.

Reflection:

- Reflect on how it is important to be observant of their surroundings in the workplace. How can being observant help them learn a new job skill?

Other related ideas:

- The same activity could be repeated using a different set of items, this time with an interruption.
- The adult learners could discuss how it is important to be observant, even while distracted.
- Discuss other times when it is important to be observant.

Parent Education Activity: View It or Lose It

Objectives:

Adult learners will:

- Identify what programs should be previewed before children watch them.
- Describe actions and language that are detrimental to children.
- Watch and analyze a program's content.
- Work with family members to solve uncertainties.

Materials:

- A variety of music, video games, and DVDs that are age-appropriate for each family's children.
- Information from www.common sense media.org/game-reviews

Procedure:

- Learners will watch a movie or TV program or listen to a song.
- Learners will write a brief summary of the movie, TV program, or song.
- Learners will check websites for reviews of the content of the movies, TV shows, or songs.
- Learners will decide if the content is appropriate for their children.

Reflection:

- Reflect on the songs and movies of your time. Did they influence you? How?
- How can you apply this skill in the workplace?

Other related ideas:

- Learners will think of ways to explain beliefs and rules to others.
- Learners will think of ways to explain to children why material is not appropriate.
- Learners will think of different activities to replace listening to music or watching a TV program.

Early Childhood Education Activity: What Do You See (and Hear and Smell)?

Objectives:

Children will:

- Identify objects using the senses.
- Differentiate the five senses.

Materials:

None needed

Procedures:

- Talk with the children about their five senses.
- Ask children to look outside through a window, or if the weather is nice, go outside.
- Ask the children what they see.
- Ask children to close their eyes and describe what they hear and smell.

Reflection:

- Think about what you see, smell, hear, feel, and touch at home. Reflect on about what it would be like not to have one of these senses and what they would have to do in order to survive without it.
- Reflect on what it must be like to not have some of these senses at work. How would absence of a sense be limiting? What types of accommodations could be made for him or her?

Other related ideas:

- Children can describe the colors and shapes they see.
- Ask parents to try this activity in other places: in the house, at school, at the store, etc.
- Create bags with different items in them that go with the five senses. Children can try to guess what is in the bag without looking at the item.

Interactive Literacy Activity: Things We See Everyday

Objective:

Families will:

- Learn strategies to focus attention on things we might not have noticed.
- Determine things that are often taken for granted.
- Practice strategies to improve observation skills.

Materials:

- Note pads and pencils
- Magazines or books with pictures
- List of things to look for in pictures

Procedures:

- Discuss things that we see but do not notice.
- Take a few minutes to look around; then discuss observing the surroundings.
- Give each member of the group a picture and a list of things to look for. Ask them to work to find items and set a time limit.
- During the allotted time, encourage learners to concentrate on opening their minds to observe everything.
- When time is up, compare and share what each learner has found.

Reflection:

- Think about a place you go to regularly. What do you see there? Next time, take notes on new items that you noticed.
- Reflect on a time when you noticed something completely different at work. What brought it to your attention?

Other related idea:

- Know your lemon: Observe a lemon and describe what you see. (Think about it.)

Family Literacy Work-Related Lesson Plans

Foundation Skill W.7:

Uses Technology

Skills needed to select and effectively use basic technology to perform work-related tasks



Uses Technology

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- W.7.2: Demonstrates basic computer operating skills
- W.7.3: Uses basic software applications and programs
- W.7.4: Uses e-mail software
- W.7.5: Uses Internet browser

GED® Skills

Comprehension: Finds the main idea and details

Application: Transfers ideas from one situation to a different one

PA Early Learning Standards

- 3.4a.1: Characteristics of technology
- 3.4a.3: Technology connections
- 10.1-3.3: Safe practices
- 3.4e.4: Information, Communication, and Technologies

Adult Education Activity: Internet and E-mail

Objectives:

Adult learners will:

- Demonstrate basic computer skills.
- Use an Internet browser.
- Create an e-mail account.

Materials:

- Computer with Internet
- E-mail addresses for address book

Procedure:

- The adult learner will demonstrate basic computer skills by turning on the computer, correctly using a mouse, and locating Internet Explorer on the desktop.
- Together, create an e-mail account using Hotmail, G-Mail, or another free e-mail service provider.
- Learners will send the instructor a practice e-mail, set up an address book, go over opening and deleting messages, and other basic e-mail skills.

Reflection:

- How could you use these computer skills in your home and work lives? What types of jobs would you be interested in that would require computer skills? How does the level of computer knowledge benefit you in different occupations?
- How important are computer skills at work? What would happen if computers were eliminated at the workplace?
- Has your company ever hired someone who had limited computer skills? What was the result?

Other related ideas:

- The adult learners will demonstrate how to use an Internet browser.
- The adult learners can participate in an Internet/computer scavenger hunt. Example: www.educationworld.com/a_lesson/archives/hunt.shtml
- Basic overview of the computer desktop
- Basic overview of tools on the Internet

Parent Education Activity: Surf Safely

Objectives:

Adult learners will:

- Identify protection software to prevent children from going to sites without parent permission.
- Discuss how to monitor children online.
- Practice strategies to talk to children about Internet safety.

Materials:

- Computer with Internet
- One or more of the following articles:
 - "Safety Tips" from NetSmartz® Workshop:
<http://www.netismartz.org/safety/safetytips>
 - "Online Safety" from www.wiredsafety.org/safety/parry_guide.html
 - "A Parent's Guide to Internet Safety":
www.fbi.gov/stats-services/publications/parent-guide/parent-guide or
www.fbi.gov/stats-services/publications/parent-guide/parentsguide.pdf (PDF)

Procedure:

- Read one of the articles (above) and discuss strategies for talking to children about online safety (stranger danger).
- Compare different programs that parents can use to monitor activity online.
- Teach parents how to use the History feature to monitor children's activities.
- Discuss where to put the computer in the home, e.g., high traffic areas, not in the child's room.

Reflection:

- What are some ways you can work together to monitor your child's Internet use? Compare different methods to find the one that works best for the family.
- Does your company have a policy on computer usage? If not, share common policies. What are the benefits of such a policy?

Other related ideas:

- Include the children in the conversation (depending on age).
- Surf the Internet with your children and model good surfing habits.

Early Childhood Education Activity: Stranger Danger

Objectives:

Children will:

- Discuss what a stranger is.
- Identify information that should not be shared online.
- Visit Internet safety sights with games for kids.

Materials:

- Computer with Internet
- Handout: "Internet Safety" (attached)

Procedure:

- Discuss the Internet safety tips from the FBI.
- Visit several sites that have games about Internet safety, such as www.mcgruff.org or www.netsmartzkid.org.
- Role-play what to do if children feel uncomfortable or scared when communicating with someone online.

Reflection:

- Think about other times when children need to be aware of strangers and what they need to do if someone approaches them in public.

Other related ideas:

- Internet scavenger hunt: www.educationworld.com/a_lesson/archives/hunt.shtml

Interactive Literacy Activity: Family Friendly

Objective:

Families will:

- Agree on safe websites.
- List of rules for online safety.
- Read a book.

Materials:

- Computer
- *I've Got Mail* by Robert Messinger
- *Berenstein Bears: Stranger Danger* by Stan and Jan Berenstein
- Handout: "Internet Safety" (attached)

Procedure:

- Families will work together to create a list of approved sites and add them to Favorites or put them on the Favorites Bar.
- Families will brainstorm a list of rules for Internet safety.
- Families will create a game based on rules and tips for Internet safety.
- Parents and children will read a book about Internet safety.

Reflection:

- Think about how working together as a family to address Internet safety can help with other things they are working on or want to work on.
- Reflect on the possibility of posting rules regarding computer usage at work. Who would have that responsibility? Who would enforce it?

Other related ideas:

- Visit family-friendly sites together.

Web resources:

WEB WISE KIDS offers many free resources, tips, and classroom handouts.
www.webwisekids.org

"Keeping Your Child Safe On The Internet: Tips For Parents"
www.education.com/reference/article/children-Internet-safety-parent-tips/

Internet Safety

There are some very important things to keep in mind when you're on your computer at home or at school.



- Never give out personal information such as your name, home address, school name, or telephone number in a chat room or on bulletin boards.
- Never send a picture to someone you chat with on the computer without the permission of a parent.
- Never write to someone who has made you feel uncomfortable or scared.
- Do not make plans to meet someone or say they may visit you without the permission of a parent.
- Tell your parents right away if you read anything on the Internet that makes you uncomfortable.
- Remember that people online may not be who they say they are. Someone who says that "she" is a "12-year-old girl" could actually be an older man.

To read more about new privacy laws, visit the Federal Trade Commission's website at www.ftc.gov.

Family Literacy Work-Related Lesson Plans

Foundation Skill W.8:

Locates and Uses Resources

Skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools, and materials



Locates and Uses Resources

Created by the Family Literacy Professional Development Project

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

W.8.1: Identifies resources

W.8.2: Gathers resources

GED® Skills

Application: Transfers ideas from one situation to a different one

Synthesis: Combines information from different sources and makes inferences

Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

10.1-3.4: Nutrition

2.3.1: Concepts of Measurement

2.3.2: Units and Tools of Measurement

15.2.1: Engagement, Attention and Persistence

Adult Education Activity: What's Life Got to Do with It?

Objectives:

Adult learners will:

- Define the word *priority*.
- Identify priorities in life.
- Assign value to priorities in life.
- Generate an action plan for addressing those priorities.

Materials:

- Rocks (a couple big, a few medium, and many small)
- Container and sand

Procedure:

- Present the students with the materials and goal of the following activity. In small groups, they are to fill the container with the stones and sand. The goal is to get as much as possible into the container. Give no other instruction.
- Once the students have completed the task, reflect on the event. Discuss the contents of each group's container. Connect the activity to priorities. Define "priority." The larger stones represent the most important tasks in our lives. The medium stones are less important tasks and the small stones represent the little things in our lives. Lastly, the sand represents insignificant tasks. Generate a discussion about what tasks we tend to spend the most time on.
- Ask the students to brainstorm and record the tasks they encounter on a given day. Next, prioritize those tasks by importance. Finally, ask the students to generate a "plan of attack" to address the tasks based on what they learned.

Reflection:

- Ask the group to think about a job that they or others have had in which they needed to locate and use resources. What other types of jobs require employees to locate and use resources? Compare the way this skill would look within different occupations.

Other related ideas:

- Identify daily challenges and needs and what resources are available to assist with them.
- Discuss the value placed on "word-of-mouth" information when seeking resources and in reality what validity it often holds.
- Discuss resources available to access childcare, as well as backup plans in the event it falls through.
- Discuss the cost of objects at a local convenience store vs. travel costs and cost at a super store. What are some options to cut back on these costs?

Parent Education Activity: Finding it Fast

Objectives:

Adult learners will:

- Identify the purpose and need for resources.
- Determine sources for gathering resources.
- Establish an efficient system for accessing resources.

Materials:

- Internet (if possible)
- Phone book, community resource guide, agency fliers, newspaper
- Materials to create cards or magnets

Procedure:

- Talk with families about the types of information they feel is important to have close at hand, such as their child's teacher's name, center address, doctor's phone number, etc. What resources could help them locate this information? Why is it important to have this information close by when at home? Why would it be helpful to have this information when at work?
- Using resources listed by the families, create information magnets or cards that can be posted on a refrigerator or kept in a wallet or purse for quick reference when needed.
- Talk about what type of information would be important for children to have when their parents are at work, such as emergency contact numbers, etc. Tip: a good place to save these important numbers is under the silverware tray or on stickers applied directly to the telephone.

Reflection:

- Brainstorm different types of jobs that learners have within their communities. For each job, what types of resources would be important to have close at hand? What might happen if a person did not know how to find these resources?

Other related ideas:

- Brainstorm a list of challenges families face when balancing work and home. What types of resources would be helpful when facing these challenges? Together, create a family resource list or booklet that contains contact information for helpful resources.
- Ask families to think about their homes. What types of resources or tools are safe or unsafe for their child to access? Think about ways in which children can independently access resources at home. Ideas could include putting safe snacks in a cabinet that children can reach, creating a "homework area" or "play area," or putting choices of clothing in an accessible location so that children can choose.
- Reflect on early childhood education classrooms and why they often label items in the classroom. For example, a toy bin might be labeled with the word *Blocks* and include a picture of blocks. How can this help children locate resources? How could labeling be useful in other ways? What types of things could be labeled at home?

Early Childhood Education Activity: Going on a Snack Hunt

Objectives:

Children will:

- Brainstorm a list of what they need for snack.
- Locate the snack ingredients.
- Utilize the ingredients to create a snack.

Materials:

- Simple-to-follow recipe for a snack, using ingredients that do not need refrigeration
- Ingredients needed for the recipe
- Serving utensils
- Chart paper and marker to record ideas

Procedure:

- Divide the recipe ingredients and hide them throughout the room. Don't forget where they are!
- Gather the children and talk about what you will be making for snack. Using chart paper, brainstorm and list what ingredients will be used. (This is the list that children will use to search the room, so it may be helpful to draw a picture of each item.) Establish parameters for the scavenger hunt and share with the children before beginning.
- Have the children scavenge the room and locate the ingredients. As they find them, check them off on the chart paper. When all ingredients are located, make your snack.

Reflection:

- Think about each of the tasks in the above activity (brainstorming what is needed, establishing rules, looking for specific items, checking off an inventory list, etc.) As a group, think of examples of how these skills are important to specific jobs.

Other related ideas:

- Go to the library to search for books on a topic of interest. In general, as children ask questions, help guide them as to where they could obtain the answers.
- Give the children a variety of food containers and have them identify the food. How did they determine what it was? Draw attention to the words on the label, pointing out the important ones.
- Write recipes/directions for how to prepare a favorite food.

Interactive Literacy Activity: I Spy ... Resources!

Objectives:

Families will:

- Reflect on the purpose of various resources.
- Identify and locate resources in the environment.
- Select resources that can support specific tasks.

Materials:

None needed

Procedure:

- Families can have fun with this twist on the original I Spy game! Allow parents to practice asking I Spy questions that encourage children to look for resources. For example, "I spy something you could use when you color!" (crayons) or "I spy something we could use to call Grandma!" (phone). Older children can give clues for parents to guess as well.
- This game can be played anytime when waiting in line, driving in a car, or just relaxing at home.
- A variation of this game could be to say, "I am looking for something I can use to write a note." Children can answer in the reverse by saying, "I spy a pencil!"

Reflection:

- Teaching children how to find helpful resources can be a valuable tool. With families, brainstorm ways that locating resources can help children become more successful in school.

Other related ideas:

- Visit the library or children's center to see if you are able to borrow the book *The Doorbell Rang* by Pat Hutchins or *How Will We Get to the Beach* by Brigitte Luciani and Eve Tharlet. Both stories will prompt great discussion on making the most of resources.
- Involve children in creating and checking off lists, such as a to-do list, a grocery list, or a recipe.
- As a family, create labels for specific belongings in the home (coats, book bag, toys, etc.) These labels will assist in locating resources, as well as putting them away.

Family Literacy Work-Related Lesson Plans

Foundation Skill E.1:

Demonstrates Effective Interpersonal Relationships

Social skills needed to cooperate with others, interact effectively within the workplace as well as advance to new positions and responsibilities



Demonstrates Effective Interpersonal Relationships

Created by the Family Literacy Professional Development Project

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

E.1.3: Works in a diverse environment

E.1.4: Resolves conflict

E.1.5: Provides supervision

GED® Skills

Comprehension: Finds the main idea and details

Application: Transfers ideas from one situation to a different one

Synthesis: Combines information from different sources and makes inferences

Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

7.3.1: Human Characteristics

2.6.1: Collection of Data

2.6.2: Organization and Display of Data

2.6.5: Interpretation of Data

Adult Education Activity: R.E.S.P.E.C.T.

Objectives:

Adult learners will:

- Define diversity and other related terms.
- Identify what diversity exists in their "world."
- Discuss the benefits of living in a diverse world.

Materials:

- Pre-generated sheets with diversity-related terms
- Dictionaries and/or Internet access

Procedure:

- Generate a list of terms and words related to diversity issues. You will want to customize this list based on your goals. Ideas: culture, sexism, opinions, socioeconomic, sexual preference.
- Group the students together and ask them to locate the definition(s) using the dictionary or Internet.
- Discuss findings, provide examples, and connect to real-life situations. Be very clear that diversity does not just relate to the issue of race or ethnicity.
- Discuss what diversity one might encounter in a work setting. The following is a definition of workplace diversity from dictionary.com: *Workplace diversity refers to the variety of differences between people in an organization. It encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background and more.*

Reflection:

- Ask the group to think about a job that they or others have had in which they needed to demonstrate effective interpersonal relations? What other types of jobs require employees to demonstrate effective interpersonal relations? Compare the way this skill would look within different occupations.

Other related ideas:

- Do an activity that demonstrates the power of nonverbal communication. Students can act out various gestures and the group can discuss what message it sends.
- Demonstrate the power of speech by saying the same sentence to the class, several times, each time emphasizing a different word. What is implied each time? For example: "My daughter did not take Cecilia's ball."

Parent Education Activity: Picture This

Objectives:

Adult learners will:

- Identify individual differences.
- Generate options for resolving a conflict.
- Provide appropriate guidance based on goals, task and individual.

Materials:

- Pictures from magazines
- Booklet: "Understanding Child Development as a Violence Prevention Tool" (PDF) actagainstviolence.apa.org/understanding_child_dev.pdf
- Handout: "Sample Quotes" (attached)

Procedure:

- Effective interpersonal skills are needed to interact with others, show respect for other's ideas, and negotiate compromise and agreement. Understanding child development can be very helpful when talking to children about these skills. Choose several pictures from magazines, newspapers, or actual photos from the classroom and share them with parents.
- Ask parents to observe the children's nonverbal communication in the pictures (the way they are standing or sitting, facial expression, reaction of others, etc.)
- Using the ACT Against Violence resource, "Understanding Child Development as a Violence Prevention Tool," invite parents to discuss the child development milestones that begin on page 7. This resource contains social and emotional development of children age birth through 8, as well as tips for families on how to support the development of social skills, particularly conflict resolution.
- After discussing the resource information, revisit the pictures. Has this information changed parents' perspectives on what the children might be feeling or thinking? In what ways is it helpful to consider someone else's perspective and experiences before drawing conclusions?

Reflection:

- The above activity provided parents a chance to think from a child's perspective. What clues or observations can help adults interpret how others might be feeling when in the community or in the workplace? How can change of perspective affect interactions with others?

Other related ideas:

The following activities were developed by Denise Bissonnette and can be found in her book, *The Wholehearted Journey: Bringing Quality of Soul to Everyday Life and Work*.

- Practice an "Empathy Exercise." Share some of the quotations from the "Sample Quotes" handout (attached). Ask parents to choose one quotation and talk about what it means to them in relation to their family and to the workplace.

Early Childhood Education Activity: Measure up Our Differences and Similarities

Objectives:

Children will:

- Identify personal qualities and the qualities of others.
- Compare and contrast how one's personal qualities are the same or different than others'.
- Discuss what things would be like if everyone were the same.

Materials:

- Chart paper with areas pre-outlined
- Markers

Procedure:

- Select three to five areas in which children differ. Customize this to best meet the needs of the group and objectives of the lesson. Examples: hair color, languages spoken, favorite food, favorite game, etc.
- Engage the children in a discussion about differences and similarities. As you do this, generate a bar graph of how many children fall under each area.
- Discuss what it would be like if everyone were the same — how boring people and life would be.

Reflection:

- Adults and children will encounter differences throughout life. How can talking with children about diversity raise their awareness and acceptance of others and help them prepare for different situations as they grow?

Other related ideas:

- Read a children's book related to celebrating differences. Some examples include: *I Like Me* by Nancy Carlson, *Chrysanthemum* by Kevin Henkes and *Friends* by Helme Heine. Other topics to address are teasing and bullying, conflict resolution, using good manners, allowing differences in opinion and respecting others property. Give the children a bag of craft materials containing the same objects and ask them all to create something different with it.

Interactive Literacy Activity: Parents are Super! (and also SUPER-visors!)

Objectives:

Families will:

- Demonstrate respect for individual differences.
- Motivate, inspire, and influence others to perform effectively.
- Identify areas of agreement and disagreement.

Materials:

- Booklet: "Understanding Child Development as a Violence Prevention Tool" (PDF) actagainstviolence.apa.org/understanding_child_dev.pdf
- Article: "How to Effectively Praise Your Child" fatherhood.about.com/od/effectivediscipline/ht/effectivepraise.htm

Procedure:

- As part of the Parent Education activity, parents used the ACT Against Violence resource, "Understanding Child Development as a Violence Prevention Tool," to discuss the child development milestones that begin on page 7. This resource contains social and emotional development of children age birth through 8, as well as tips for families on how to support the development of social skills, particularly conflict resolution.
- As a follow-up to the Adult Education activity, ask parents to choose a behavior from the article that they would like to observe during ILA time. When interacting with their child in the classroom or at home, ask parents to look for this behavior in their child. How can parents support positive behaviors? Share the article "How to Effectively Praise Your Child," which shares great examples of ways to help boost children's self-esteem.

Reflection:

- Ask learners to reflect on how positive praise affects young children. Is the effect the same when praising adults?

Other related ideas:

- Use puppets to encourage discussion about feelings. An example of how to use puppets to teach tolerance, found at www.tolerance.org, is included. www.tolerance.org/activity/puppets-and-tolerance
- Send home a note to families, asking them to share information about their child's name. Questions could include: Who named your child? Was your child named after someone? Why did you give your child this name? What does his or her name mean? When students return to class with their answers, take time to share. Students can then bring in photos of themselves and their families and use magazines to cut out pictures of favorite things. Use these images, along with written explanations, to create their identity posters. These posters share who they are and what makes each of them unique. (Idea found at www.tolerance.org)

Sample Quotes

“What do we live for if not to make life less difficult for each other.”

—George Eliot

“We all have the same color bones.”

—Langston Hughes

“Kindness is the language which the deaf can hear and the blind can see.”

—Mark Twain

“We have flown the air like birds and swam the sea like fishes, but have yet to learn the simple act of walking the earth like brothers.”

—Martin Luther King, Jr.

Family Literacy Work-Related Lesson Plans

Foundation Skill E.2:

Demonstrates Self-Management Strategies

Skills and knowledge needed to understand how personal factors contribute to employability, and how to manage time and tasks effectively



Demonstrates Self-Management Strategies

Created by the Family Literacy Professional Development Project

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- E.2.2: Displays responsible work behaviors
- E.2.3: Manages time effectively
- E.2.4: Manages stress

GED® Skills

- Analysis: Breaks down information into parts and finds relationships between the expressed ideas
- Synthesis: Combines information from different sources and makes inferences
- Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

- 15.3.1: Creativity, Flexibility and Invention
- 9.1b.1: Dramatic Expression
- 25.1.2: Understanding Emotions
- 25.2.1: Emotional Regulation
- 10.4.1: Control and Coordination

Adult Education Activity: Life's Challenges

Objectives:

Adult learners will:

- Brainstorm a list of personal issues that interfere with work.
- Evaluate a scenario and identify what could have prevented the issue and how it can be resolved.
- Identify what issues in their life could present challenges in the workplace.
- Create an action plan to address those challenges.

Materials:

- Several scenarios related to childcare, tattoos, personal phone calls at work, clothing, family stress, etc. Customize based on your group.

Procedure:

- Brainstorm a list of personal barriers that could interfere with employment.
- Break the students up into small groups. Give each group a scenario to read. Ask them to address the following questions: What is the personal challenge? How could the situation have been prevented? How could the person resolve the situation?
- Ask the students individually to think of what challenges in their lives that could prevent success in the workplace. What preventative steps can they take?

Reflection:

- Ask the group to think about a job they or others have had in which they needed to demonstrate self-management strategies. What other types of jobs require employees to demonstrate self-management strategies? Compare the way this skill would look within different occupations.

Other related ideas:

- Peruse magazines for clothing and identify situations in which it would be appropriate to wear.
- Hold a spa day where students can learn to give manicures and style hair.
- Research stress management strategies on the Internet and practice them.

Parent Education Activity: The Balancing Act: Work and Home

Objectives:

Adult learners will:

- Identify factors that contribute to stress (specifically, managing time).
- Identify support systems to alleviate stress (specifically, managing time).
- Sets goals to use strategies to manage stress and time.

Materials:

- Article: "For working moms, prioritizing time is crucial ... 10 tips for simplifying and streamlining important areas of life," by Laura T. Coffey
www.msnbc.msn.com/id/30807563/ns/today_technology_and_money-10_tips/

Procedure:

- It is hard to balance work and home. Managing responsibilities, time, and stress can be a juggling act. Together, read Coffey's 10 tips (see above). Although the article references mothers, it applies to any parent or caregiver balancing personal, family, and professional responsibilities.
- Discuss the tips. Ask parents to share the tip that is the most challenging to them. Are there any tips or ideas that parents have tried? Does anyone have an additional tip to share that they find helpful?
- Parents can select one action mentioned in the article that they would like to try. A great follow-up activity would be to regroup in a week and ask parents to share their experiences.

Reflection:

- What things make it difficult to balance work and home? Think about particular jobs that learners have had or have a goal to obtain. What types of tasks or responsibilities might they have to balance while at work?

Other related ideas:

- Expand on Tip #4 (Stockpile important gear in important places) by assisting parents in creating a list of what things they need and where they are when they need them.
- Read article: "Age-Appropriate Job Chart"
motherhoodincorporated.com/wordpressgeneral/?p=21
- Discuss the chart with parents. Have their children tried helping out with any of the tasks listed? Can parents think of any to add to the list? Why is it important for children to help with some household tasks?
- "Making the daily switch from work to home," by Raising Children Network:
raisingchildren.net.au/articles/daily_switch_from_work_to_home.html/context/276

Early Childhood Education Activity: Anger Melt

Objectives:

Children will:

- Identify the feeling *anger*.
- Discuss what things make them angry.
- Practice relaxation strategies.

Materials:

None needed

Procedure:

- Engage the children in a discussion about how it feels to be angry. What things make them angry? What do they do when they are angry? Be sure to emphasize that being angry is perfectly normal. It is what we *do* when we are angry that matters.
- Teach the children some ways to deal with anger and stress. One way is to use images. Ask the children to practice some of the following examples:
 - Lie down and try to melt into the floor like a puddle of water.
 - Bend over and hang limply like a rag doll or towel.
 - Bend and sway side to side like a blade of grass.
 - Lie down and pretend to be floating on a white fluffy cloud.
- These ideas were adapted from ACT Against Violence. For more information or ideas, visit: www.actagainstviolence.org.

Reflection:

- Learning strategies to help manage stress and anger is helpful for both children and adults. What are some ways that adults can help decrease feelings of stress and anger? Are there strategies that can help when feeling upset in the workplace?

Other related ideas:

- A classroom schedule helps the children develop a sense of routine and time. In addition to this, it helps decrease frustration and challenging behaviors in the class. Make sure you have a visible schedule posted so children can monitor the development of events.
- When children are working on a task, break it down into small, manageable steps. Encourage them to stick with small challenges to help develop perseverance.
- Create an activity where children have an opportunity to interact with and discuss seasonal clothing. What would an appropriate choice be for today's weather?

Interactive Literacy Activity: Simon Says, "Have Fun!"

Objectives:

Families will:

- Exercise to maintain a healthy lifestyle.
- Follow rules.
- Relieve stress.

Materials:

- Any children's book that encourages movement. Examples include:
Hokey Pokey by Sheila Hamanaka *Clap Your Hands* by Lorinda Bryan Cauley
The Animal Boogie by Debbie Harter *From Head to Toe* by Eric Carle
Animal Action ABC by Karen Pandel *Pretend You're a Cat* by Jean Marzollo

Procedure:

- Read a story together that encourages movement.
- After reading, parents can ask their child to try some of the movements in the book as you name the actions. Children can follow directions as they join in the fun. For English Language Learners, it may be helpful to point to and name the body parts before starting. For younger children, a parent may want to demonstrate the motions and/or support their child in moving.
- Play "Simon Says." To play:
 - Tell the players that they should all obey you if you first say the words "Simon says."
 - Tell them that they should *not* obey an order that doesn't begin with "Simon says."
 - Begin by saying something like, "Simon says, put your hands on your head." Look to make sure everybody has put their hands on their heads.
 - Continue giving orders. Mix it up and say something like, "Raise your right hand," without the preface "Simon says."
 - As the game goes on, children may want to try giving the directions.

Reflection:

- Think about different behaviors that children need to learn and practice in order to demonstrate self-management strategies. What are some ways adults can model these skills for children?

Other related ideas:

- Children love songs! Choose a song to sing together that focuses on being healthy, following rules, and controlling actions — all while alleviating stress! ☺ Some song choices include: "If You're Happy and You Know It," "The Hokey Pokey," "Head Shoulders Knees and Toes," and "We're Going on a Bear Hunt."
- Is there an activity that parents and children can work on together, such as planning a meal, folding laundry, or dusting? (Check the chore chart you did in a different activity.)

Family Literacy Work-Related Lesson Plans

Foundation Skill E.3:

Works in Teams

Social skills needed to work cooperatively and collaboratively with others in order to build and support productive team relations and set and accomplish team goals



Works in Teams

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- E.3.1: Understands the difference between working individually and working in a team
- E.3.2: Participates as a team member
- E.3.4: Develops and maintains productive group relations
- E.3.4: Provides team leadership

GED® Skills

- Application: Transfers ideas from one situation to a different one
- Analysis: Breaks down information into parts and finds relationships between the expressed ideas
- Synthesis: Combines information from different sources and makes inferences
- Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

- 15.2.4: Reasoning and Problem Solving
- 15.3.1: Creativity, Flexibility and Invention
- 10.5.1: Strength, Coordination and Muscle Control
- 1.6.2: Listening Skills
- 25.4.1: Social Identity
- 25.4.2: Respect and Empathy

Adult Education Activity: Build a Team!

Objectives:

Adult learners will:

- Brainstorm characteristics of a team player.
- Work as a team to assemble a project.
- Reflect on the project experience and relate it to effective teamwork.

Materials:

Materials to build an object (e.g., Legos[®], blocks, paper and tape, etc.)

Procedure:

- As a large group, brainstorm characteristics of an effective team and its members.
- Break students into small groups and present them with a project. Ask them to assemble a determined object using the given materials. As they construct the object, pay close attention to roles assumed and challenges the group faces. If the group is unsure of what project to create, ask them to construct a structure taller than the shortest person in their group using only masking tape and newspaper.
- Following the activity, discuss the outcome. What contributed to its success? What could have made it better? Note: Plan ahead to make sure the challenges part of the discussion is strengths-based, nonthreatening, and would not put participants on the defensive.

Reflection:

- Ask the group to think about a job that they or others have had in which they needed to work in teams. What other types of jobs require employees to work in teams? Compare the way this skill would look within different occupations.

Other related ideas:

- Watch a teamwork-focused movie and discuss the strengths and challenges. Some ideas include: *Remember the Titans*, *Mr. Holland's Opus*, *Coach Carter*, *Apollo 13*, and *Cool Runnings*. Preview the movie to ensure its appropriateness for your group.
- Have students complete a learning styles inventory. Discuss their findings and how it relates to both personal and professional situations.
- Stage a debate in which students have to defend the opposite of their personal viewpoint.
- Discuss and role-play giving and receiving constructive criticism.

Parent Education Activity: Families = Most Valuable Players (MVPs)!

Objectives:

Adult learners will:

- Acknowledge other team members' contributions.
- Provide positive feedback.
- Build trust.

Materials:

- Article: "Making the Daily Switch from Work to Home," by Raising Children Network (PDF) raisingchildren.net.au/articles/daily_switch_from_work_to_home.html/context/284.

Procedure:

- Adults and children might find that they are part of many different kinds of "teams" at work, school, and home. Sometimes it is hard to make the switch from work/school/child care to home. The article, "Making the Daily Switch from Work to Home" by Raising Children Network shares some ideas on supporting the family "team." The ideas in this article could be read together, presented by a group facilitator, or explored in groups. Each group or pair of parents could read about one of the main topics in the article and summarize and share their topic with the rest of the group.
- Together, brainstorm ways that a family is a team. How does each of the team members differ? What are the common goals of the team?

Reflection:

- What qualities make a person a good team member? Are these skills the same whether you are part of a family team, sports team, or a team at work? Can you think of a job where it is important to work as a team?

Other related ideas:

- Introduce the idea of family mailboxes to parents. Use a cardboard box to create a mailbox for each member of the family. Place the mailboxes in a location in the home next to paper and writing tools. A family member can create a letter or picture of encouragement for another member of the family and place it in his or her mailbox!
- Discuss the importance of praise. The family team is full of MVPs — Most Valuable Players. Ask parents to think about what type of award each member of their team would receive.
- Positive communication helps children follow rules and cooperate within a team. Present a list of negatively phrased rules, such as "Don't run," and talk as a group about how to turn the direction into a positive statement, such as "Please walk."

Early Childhood Education Activity: Bob and Betty, the Builders

Objectives:

Children will:

- Brainstorm characteristics of a team player.
- Work as a team to assemble a project.
- Reflect on the project experience and relate it to effective teamwork.

Materials:

- Team-themed children's books
- Blocks

Procedure:

- As a group, talk about what it means to be a team. Some children might even be familiar with the team-focused TV show, "Wonder Pets." If so, you could refer to it. Talk about all the benefits of working as a team. Another way to address this would be to read a children's book that emphasizes teamwork. Some examples include: *Swimmy* by Leo Lionni, *Stone Soup* by Marcia Brown, or *The Rainbow Fish* by Marcus Pfister.
- Explain the following project to the children. Everyone will get a block and, as a team, will build something. The children will brainstorm ideas of what that could be. Individually, have the children add their block to the creation.
- Following the project, discuss how much more successful it was because everyone worked together. Ask the children to decide on a name for their creation.

Reflection:

- Children are already practicing working in teams as they learn and play. Ask parents to think about what skills their children are learning when they work and play with others. How will those skills affect them as they grow into adults and enter the workforce?

Other related ideas:

- As a class, develop classroom rules with an emphasis on the behaviors you want to see.
- Use puppets to create a skit about working together.
- Interact with the children at the dramatic play area and help facilitate a team approach.

Interactive Literacy Activity: Go Team!

Objectives:

Families will:

- Work with others.
- Describe members' roles on the team.
- Generate ideas.

Materials:

- Paper
- Glue/tape
- Magazines
- Crayons or markers
- Scissors

Procedure:

- Parents and children can work together to create a family pennant or flag. Families can cut out pictures from magazines or draw pictures of items that represent their family members, and include them on the pennant.
- Encourage families to think of a special place at home where they can hang their pennant.

Reflection:

- Sometimes members of the same team can be very different. What are the benefits to having a variety of people on a team? What would happen if everyone felt and thought the same way?

Other related ideas:

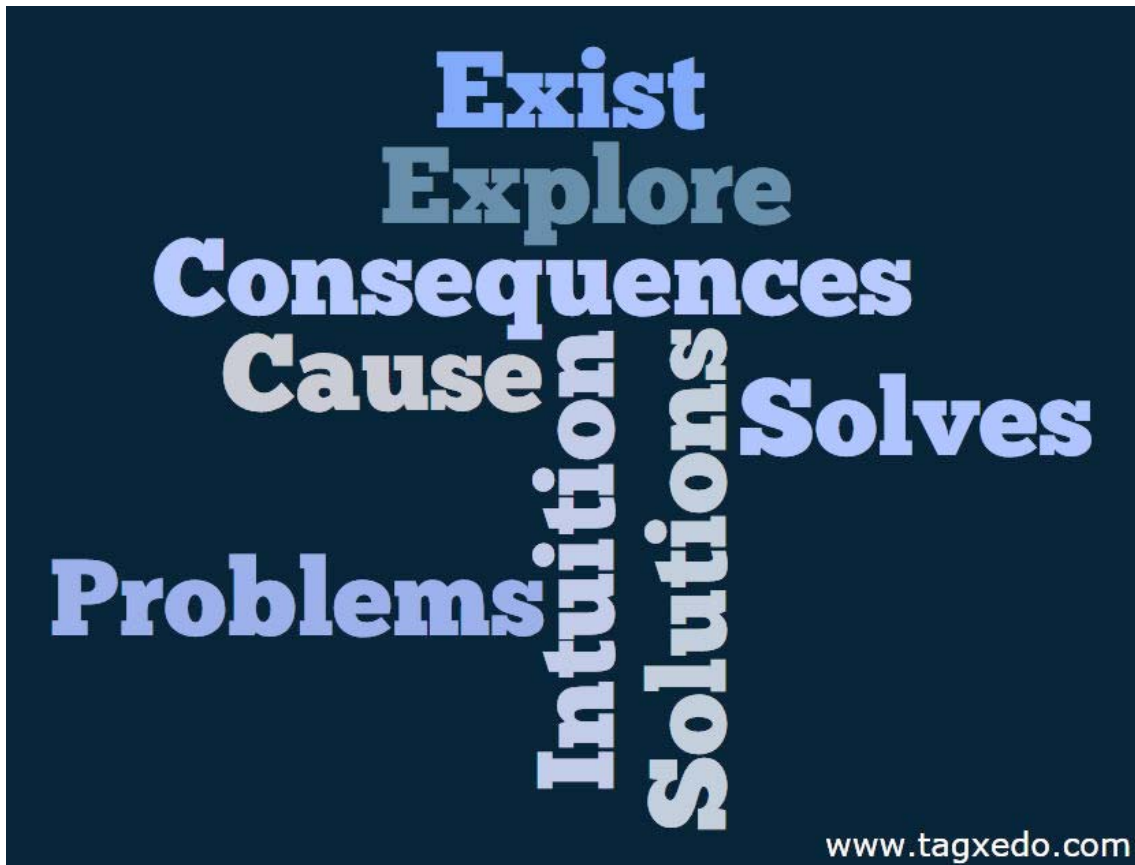
- Playing games together is a great way to build teamwork skills. Also, activities like putting a puzzle together or building with blocks can encourage working with others, identifying a shared goal, and listening to different ideas.
- At cleanup time, parents can model behavior for the children. If a parent helps a child clean up, and presents it as a fun game or competition with a shared goal (meanwhile providing lots of encouragement and praise), he or she may get a very successful result!

Family Literacy Work-Related Lesson Plans

Foundation Skill E.4:

Solves Problems

Critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions, implement solutions and monitor their effectiveness



Solves Problems

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- E.4.2: Identifies possible causes of problem
- E.4.2: Chooses appropriate problem-solving approach
- E.4.3: Incorporates creativity and intuition to identify possible solutions

GED® Skills

- Comprehension: Finds the main idea and details
- Application: Transfers ideas from one situation to a different one
- Analysis: Breaks down information into parts and finds relationships between the expressed ideas

Pennsylvania Early Learning Standards

- 15.1.1: Curiosity and Initiative
- 15.2.3: Reasoning and Problem Solving

Adult Education Activity: Solves Problems

Objectives:

Adult learners will:

- Discuss what to do when faced with a problem.
- Read various scenarios in a group setting and discuss how to resolve them.
- Practice stress-relieving techniques.

Materials:

- Dry-erase board and markers
- Scenarios for each group
- Handout: "What is the Problem?" (attached)
- Handout: "Managing Stress" (attached)
- Pencils

Procedure:

- Begin with a discussion/brainstorming session of what to do when presented with a problem. Encourage adults to use issues they have faced and how they dealt with them.
- Present adults with a scenario. Review the process of solving problems. Introduce the "What is the Problem?" flowchart.
- Organize the information from the scenario to the chart.
- Break into small groups and present each group with a different scenario. Each group will read and discuss their scenario and fill out the "What is the Problem?" flowchart. Each group will present its findings to the class.
- Explain that when faced with a problem, one can take a minute and think about how to solve it.
- Offer techniques for relieving stress by going over the attached handouts. Facing a problem can cause stress that can cloud one's judgment on how to solve the problem. Encourage adults to remember these techniques and practice them.
- After a brief discussion of stress-relieving techniques, adults will share any techniques they already implement in their lives that would be useful for others to know.

Reflection:

- Reflect on a current problem in your life. How would you resolve it using the strategies learned today?
- How could these strategies be applied to the workplace?

Other related ideas:

- Select a movie to watch together. Before watching it, ask learners to identify one character's problem and think about possible solutions. After watching the movie, discuss the outcome as presented in the movie and compare the outcome to the viewer's possible solutions.

Parent Education Activity: Problem Solving

Objectives:

Adult learners will:

- Identify ways to let children solve problems independently.

Materials:

- "Lessons in Problem Solving" article by Julia Green
www.parenting.com/article/lessons-in-problem-solving

Procedure:

- Adults will read the "Lessons in Problem Solving" article.
- Adults will brainstorm problems that young children may encounter and ways that they can help them to solve the problem independently.

Reflection:

- Think of problems that have occurred in the past week with the child and other ways they can handle them.
- Reflect on problems that have occurred in the past week with a co-worker and share other ways to have handled the situation.
- Reflect on what happens when there is an emergency with your child and you are at work.

Other related ideas:

- Make a list of recent problems the child has faced. How could the parent have reacted differently in order for the child to solve the problem independently?

Early Childhood Education Activity: Are You My Mother?

Objectives:

Children will:

- Practice problem-solving skills.

Materials:

- *Are You My Mother?* by P.D. Eastman

Procedure:

- Read *Are You My Mother?* to the children. As you read, ask the children what they would do if they were the baby bird and could not find their mother. As the story goes along, have the children answer if each animal is the baby bird's mom.
- After reading the book, have the children brainstorm ideas of what they would do if they could not find their parents.

Reflection:

- Have each child create an emergency plan for a time when he or she could not find a parent.

Other related ideas:

- Ask the children to think of a problem they have had and what they did about it. Then ask each child, "If you had the same problem today, what could you have done to handle that problem differently?"

Interactive Literacy Activity: Pleasant Outings

Objectives:

Families will:

- Brainstorm ideas.
- Work together to solve a problem before it occurs.

Materials:

- *Llama Llama Mad at Mama* by Anna Dewdney
- Paper
- Pencils

Procedure:

- Adult learners will read *Llama Llama Mad at Mama* to their children.
- After reading, have parent and child create a list of items that they can take along on an outing to keep the child engaged.
- Once the list is complete, review it together and mark items that are age-appropriate.
- Provide bags and ask families to find the items around the house and add them to the bag.

Reflection:

- Think about additional items that may be purchased or made.
- How do you “keep yourself entertained” at work? What can you do to keep your interest and/or motivation from fading?

Managing Stress

Stress is a normal part of our everyday lives. It's important to uncover the method that will relieve your own stress. If not, stress can have a very negative impact on your health and relationships. Basically if left unmanaged, it can turn your world upside down.

Mayo Clinic's website (www.mayoclinic.com/health/stress-symptoms/sr00008_d) offers key information on how stress can harm our bodies, thoughts and behavior. Here are a few of them:

Body	Thoughts	Behavior
Headaches	Anxiety	Overeating
Back and Chest Pain	Depression	Drug and Alcohol Abuse
Heart Palpitations	Anger	Relationship Conflicts
High Blood Pressure	Forgetfulness	Angry Outbursts
Upset Stomach	Sadness	Increased Smoking
Sleep Issues	Irritability	Crying Spells
Decreased Immunity		

Now that you know the impact stress can have on your body, here are some ways to manage it.

- **What is stressing me out?!** Once you have identified the source of your stress, you are able to evaluate the best way to react to the situation and how to deal with it.
- **Stay positive.** Maintain optimism while dealing with an issue.
- **Take care of yourself.** If you take care of your body, your mind will function better. This will help you think more clearly in situations. Exercise regularly, eat well, and get sleep!
- **Breathe deeply.** Focusing on your breathing will help you to calm down in a stressful situation.
- **Relax.** Taking a break or a power nap will help you to be more productive.
- **Play a game!** Either a physical game outside (basketball, tennis, running, biking, walking, etc.) or an inside game (chess, crossword puzzle, computer game, etc.) will help to de-stress you. Physical games will help to relieve your stress levels and inside games help to divert your mind. Both types of games will help you to express the emotions you are feeling.

How do you relieve stress?

Scenarios for Adult Education

Scenario #1

Savannah is a single mom with two young children (ages 3 and 5). She is currently working a full time job making minimum wage at a local nursing home as an aide. She works paycheck to paycheck and always struggles to make ends meet. A lot of her pay goes to childcare for her kids while she's at work. Her youngest son won't start kindergarten for another year because Savannah is holding him back. Savannah never sees her situation improve and needs to make a change. She would like to go to school to get a degree to advance in her job. Unfortunately there isn't any extra money for Savannah to do so. What advice could you offer Savannah? What are some possible solutions to her problem?

Scenario #2

Brad has been married to Lexi for 2 years. They have a one year old, Emily. Brad works full time at a local warehouse as a fork lift operator. He often times has to work mandatory overtime. Lexi works part time at a local store. Although Brad is working to provide for his family, Lexi resents that Brad is hardly ever home. Since having their daughter, Emily, Lexi's resentment has increased and changed into anger and rage. It has progressed to the point that Lexi is verbally abusive towards Brad. This environment isn't good for their young daughter. How should Brad approach Lexi's behavior? What advice can you give for saving their marriage?

What is the Problem?

Causes:

Causes:

Solutions:

Solutions:

Solutions:

Family Literacy Work-Related Lesson Plans

Foundation Skill E.5:

Makes Decisions

Critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome



Makes Decisions

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- E.5.1: Recognizes situation when a decision must be made
- E.5.2: Identifies decision-making options
- E.5.3: Analyzes and evaluates options
- E.5.4: Implements decisions and evaluates consequences

GED® Skills

Comprehension: Finds the main idea and details

Application: Transfers ideas from one situation to a different one

Analysis: Breaks down information into parts and finds relationships between the expressed ideas

Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

- 1.1.1: Purposes for Reading
- 1.1.1: Word Recognition Skills
- 1.3.1: Analysis and Evaluation
- 15.1.1: Curiosity and Initiative
- 15.2.1: Attention, Engagement, and Persistence
- 15.3.1: Creativity, Flexibility, and Invention

Adult Education Activity: Making Good Decisions

Objectives:

Adult learners will:

- Use the decision making process.
- Identify problems and make reasonable solutions.
- Determine individual decision-making style.

Materials:

- Stories (attached)

Procedure:

- Introduce and illustrate the following steps in the decision-making process:
 - Name the problem.
 - Think about what is causing the problem.
 - List possible solutions.
 - Think about the outcomes.
 - Compare all possible solutions and outcomes.
 - Chooses the solution that works best for you.
- Adult learners will read each story and answer the six statements above for each.
- Discuss the decisions made.
- Introduce three common decision-making styles:
 - Impulsive
 - Habitual
 - Systematic
- Adult learners will pick their style for each story.

Reflection:

- What do you feel is the best way to solve problems in at home? In the workplace?
- Reflect on the types of decisions you make. Are they impulsive, habitual, or systematic?

Other related ideas:

- Have your adult learners discuss different professions. What are difficult decisions that people with these professions face? What style does their decision-making fall under? Can their style change depending on the situation? Is this change of style necessarily a good or bad thing?

Parent Education Activity: How to Make Good Decisions Together

Objectives:

Adult learners will:

- Identify individual differences on parenting issues.
- Generate options for resolving their differences.
- Implement their decisions.

Materials:

- Article: "How Parents Can Avoid Conflict When They Disagree":
www.myoptumhealth.com/portal/Information/item/When+Parents+Disagree%3A+How+to+Make+Deci?archiveChannel=Home%2FArticle&clicked=true

Procedure:

- Read the article.
- List ways their parenting differs from their spouse or their parents.
- List ways they could compromise.
- Compare the list with their spouse or parent.
- Finalize the list and agree on a set way to handle areas on which they disagree.

Reflection:

- Reflect on why it is important to agree on parenting methods beforehand and not to discuss or argue about them in front of their children or grandchildren.
- Talk about why the way parents handle disagreements may be harmful not only to their relationship but also to their children.
- Reflect on how these skills can be applied at work.

Other related ideas:

- Watch the video "Disagreeing with Your Partner's Parenting Decisions" at:
www.momversation.com/episodes/disagreeing-your-partners-parenting-decisions
- Read *Bringing up Baby: Three Steps to Making Good Decisions in Your Child's First Years*, a book by Claire Lerner and Amy Laura Dombro.
- Read *I Swore I'd Never Do That: Recognizing Family Patterns and Making Wise Parenting Choices*, a book by Elizabeth Fishel.

Early Childhood Education Activity: Mind Your Manners

Objectives:

Children will:

- Identify the difference between good and bad manners.
- Practice taking turns.
- Demonstrate sportsmanship when playing a game.

Materials:

- *Mind Your Manners* board game (Smethport Specialty), available in stores and online, including at:
www.amazon.com/Smethport-Specialty-727-Mind-Manners/dp/B000F8R9N8

Procedure:

- Open the game board before the players, each of whom select a playing piece and place it at the start. After shuffling, five cards are dealt to each player. The remaining cards are placed down as a draw pile.
- The first person to the left of the dealer goes first. They play a card with either a + or – symbol and a number on it. This card tells you to either move ahead or move back so many spaces.
- Happy and sad faces move players forward or backward to the face of the corresponding color. Cards have ribbons that cancel the last card played.
- As play progresses, ask each player why each action is a good or bad manner. Have them explain why they think or feel this is a good or bad manner.
- Discuss how by making good decisions to use their manners they can succeed in making friends at school, and even as adults.
- Play continues until someone crosses the finish line.

Reflection:

- Why is it important to have good manners at school and in the community?
- What kind of rewards or punishments do individuals receive for using or not using manners?
- Reflection on what rewards and punishments look like in the workforce.

Other related ideas:

- Have the children make their own set of good/bad manner cards.
- Discuss how some good manners such as shaking hands and eye contact may be viewed as bad manners by other cultures. You can use these websites as references.
- “Gracious Greetings Between Cultures”:
life.familyeducation.com/cross-cultural-communication/behavior/48975.html
- “Cultural Competence”: cecp.air.org/cultural/

Interactive Literacy Activity: Pick Your Path

Objectives:

Families will:

- Make decisions that will affect the outcome of the story.
- Discuss how different decisions create different outcomes.
- Relate the good/bad decisions in the story to good/bad decisions in life.

Materials:

- Books from the "Choose Your Own Adventure" series such as:
 - *The Abominable Snowman*
 - *Journey Under the Sea*
 - *Space and Beyond*
 - *Mystery of the Maya*

Procedure:

- Begin by having the adult or child read the book. Ask them to make decisions as to which page to turn to when it gives choices for alternative paths.
- After reading the story once, ask them to read it again, this time choosing a different path.

Reflection:

- How did the choices they made affect the outcome in the story?
- Think about how good/bad decisions in real life and/or in the workplace can have consequences.

Other related ideas:

- After reading your "Choose Your Own Adventure" book, go to www.cyoa.com/public/secret/index.html and see if it has a secret online ending.
- Have the children write their own ending to their adventure.
- Read one of these other favorite childhood stories such as *The Ants and The Grasshopper*, *The Little Red Hen*, and *The Three Little Kittens*. Talk about the decisions the characters in each story make.
- Web article listing more books with decision-making themes: "Children's Literature Offers Lessons In Decision Making": ohioline.osu.edu/hyg-fact/5000/5290.html

Stories

(Accompanying **Adult Education Activity: Making Good Decisions**)

1. Catherine is not doing very well in her English class. Whether she passes or not depends on her final written project. Even though she has always tried hard, she hasn't been able to get good grades. She finds the paper that her brother did on the same topic three years ago, marked with a big red "A."
2. Chris has forgotten that today is the day everyone is supposed to bring an object to show to the social studies class. The object should have something to do with American history. As he starts out the door, he thinks of his sister's arrowhead collection. It would be perfect for this assignment. Suddenly, he remembers how his sister feels about the collection. She always says, "I'll never take this collection to school because I don't want to lose or damage it." Because she is already on her way to school, he can't ask her permission to take the collection.
3. The children in Mrs. Dunn's sixth-grade class are having a special treat. A collector of Native American artifacts is visiting and he brings with him some old weapons, clothing, and beads. He was going to teach the children some Native American words and songs. But before he starts his program, Mrs. Dunn wants to take him to meet the principal. The collector asks that no one touch his belongings, and he puts a student, Jane, in charge, saying that if anyone touches his things, he will call off his visit. Shortly after Mrs. Dunn and the collector leave, a few children can't resist touching the clothing and trying on some of the beads. When the collector and Mrs. Dunn return, Jane does not know what to do or say.
4. The Smiths' new neighbors are coming to visit in two hours. The Smith children, Bob and Sally, are watching their favorite television show with their best friends. Mr. Smith, wanting to make a good impression on the soon-to-arrive guests and feeling anxious about meeting new people, immediately turns off the TV and tells the children to clean the house. When Bob begins to question his father, Mr. Smith gets angry, and Sally, embarrassed by her father's tone of voice, runs to her room crying.
5. Mike brings his brand-new iPod to school that he had just received as a birthday gift the night before. All of his friends want to have a turn listening to the iPod. When it is James' turn, he accidentally breaks off one of earbuds. Mike sees this happen and gets really mad at James.

Family Literacy Work-Related Lesson Plans

Foundation Skill K.1:

Applies Health and Safety Concepts

Basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures



Applies Health and Safety Concepts

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- K.1.1: Follows health and safety rules/procedures
- K.1.2: Prevents health or safety violations
- K.1.3: Manages unsafe or hazardous incidents

GED® Skills

Comprehension: Finds the main idea and details

Application: Transfers ideas from one situation to a different one

Analysis: Breaks down information into parts and finds relationships between the expressed ideas

Synthesis: Combines information from different sources and makes inferences

Pennsylvania Early Learning Standards

- 15.2.2: Task Analysis
- 15.3.1: Creativity, Flexibility and Intervention
- 10.1-3.3: Safe Practices

Adult Education Activity: Fire Alarm Evacuation Procedures

Objectives:

Adult learners will:

- Identify fire hazards in the home.
- Identify proper procedural sequence.
- Generate an action plan in case of fire.

Materials:

- Picture cards of a kitchen: www.firesafety.gov/kids/images/parents_teachers/kitchen.gif, living room: www.firesafety.gov/kids/images/parents_teachers/livingroom.gif and bedroom: www.firesafety.gov/kids/images/parents_teachers/bedroom.gif
- Sample Evacuation Procedure: usfweb2.usf.edu/eh&s/firesafety/evacplans.html
- Sample Evacuation Maps can be found on websites such as www.safetymap.com/ and Sample Floor Plans by searching for images of "apartment floor plans."

Procedure:

- Use the picture cards to complete the "Fire Hazards Worksheet" (attached). The learner will write a paragraph addressing the issues in each of the three pictures.
- Cut apart each section of the "Fire and Emergency Evacuation Procedures" handout (Hear a Fire Alarm; Discover a Fire, Once You Have Evacuated). Then cut apart the steps in each individual section. Work with the learners to put the steps back in proper order.
- Review the "Home Evacuation Planning and Practice" information sheet. Review and discuss the sample Evacuation Map and sample floor plans.

Reflection:

- Think about where you live and draw a fire evacuation plan for your home. (Use the Home Fire Escape Plan provided.) Do you have an agreed upon meeting place outside your home? Do ALL of your family members know the plan? What about your children? How will you help your pets escape? Do you have and know how to operate fire extinguishers? How could this information be used to improve the safety and health of you and your colleagues at work?

Other related ideas:

- Use the "Fire Alarm Evacuation Procedures" dated September, 1998 www.library.illinois.edu/administration/services/policies/fire_alarm.html. This is a sample of an evacuation plan for a University Library. Are the plans clear and easy to follow? Are the plans complete? Why is this information important? How often do you think this information should be reviewed and practiced? How do these procedures carry over into your home?
- *Disasters!: 21 Famous Disasters-With Exercises for Developing Critical Reading Skills* (Critical Reading Series, Jamestown Publishers)

Parent Education Activity: Be Aware

Objectives:

Adult learners will:

- Explain facts about fires and the importance of being prepared.
- Identify fire/safety hazards within their own home.

Materials:

- Factsheets: "Get Out Safely!" and "This is Fire!" from www.usfa.dhs.gov/ (Type titles in search box at top right of the Web page.)
- "Monthly Fire/Safety Inspection Checklist": www.cdhs.state.co.us/ea/PDFs/MonthlyFiresafetyInspectionForm.pdf or "Home Fire Safety Checklist": mundytwp-mi.gov/homehazardcheck.asp

Procedure:

- Read and discuss "Get Out Safely!" and "This is Fire!" factsheets.
- Use the "Monthly Fire/Safety Inspection Checklist" or "Home Fire Safety Checklist" to assist the students in assessing their own household dangers.

Reflection:

- Think about your answers from the fire-safety checklist. Did the number of fire hazards found in your home surprise you? How will you address these issues? Discuss a date to reevaluate your home. Try using the checklist at your work site. How will you or your supervisor address the issues it raises?

Other related ideas:

- Related parenting articles: *Rural Fire Prevention Checklist*, *Fire Safe and Secure*, *Working Together for Home Fire Safety*, *Bedroom Fire Safety Helps You Sleep Sound at Night*, *On the Safety Circuit*, *A Season for Sharing in Fire Safety*, *Curious Kids Set Fires*. For more information contact: The U.S. Fire Administration, 16825 South Seton Avenue, Emmitsburg, MD 21727 or visit www.usfa.fema.gov

Early Childhood Education Activity: I Am a Fire-Smart Kid

Objectives:

Children will:

- Identify fire hazards in the home.
- Identify what to do in the event of a fire.

Materials:

- "My Fire Inspection Checklist" from www.nfpa.org/assets/files/FPW08/FPW08checklist.pdf
- Picture cards of a kitchen: www.firesafety.gov/kids/images/parents_teachers/kitchen.gif, living room: www.firesafety.gov/kids/images/parents_teachers/livingroom.gif and bedroom: www.firesafety.gov/kids/images/parents_teachers/bedroom.gif
- Crayons, old magazines, construction paper, scissors and glue, smoke alarm, rope, ribbon or string
- CD player with children's music

Procedures:

- Discuss the following questions with the children: What is the color of fire? Is it hot or cold? Does it make noise? Can fire be big or small? What are some things that can make fire?
- Children will identify fire hazards using the picture cards of a kitchen, living room and bedroom.
- Children will complete the "My Fire Inspection Checklist."
- Children will make a collage of "Make Fire" items and "Safe for Play" items.
- Discuss what to do when you hear a smoke alarm. Play "Stay Low." Children march in a circle around the room to music. When the fire alarm sounds all the children should get down on the floor and crawl under the smoke (rope).

Reflection:

- What have you learned about fire that you didn't know before? What are some of the fire hazards that you found on "My Fire Inspection Checklist"? Can you think of some ways to fix these problems?

Other related ideas:

- Fire safety lesson plans on the Web:
Home Fire Safety: www.firesafety.gov/kids/lesson/lesson_plan_hfs.shtml
Smoke Alarms: www.firesafety.gov/kids/lesson/lesson_plan_sa.shtml
- PBS KIDS Sprout www.sproutonline.com/sprout/Originals/FireSafety.aspx

Interactive Literacy Activity: Put a Plan into Action

Objective:

Families will:

- Discuss fire safety.
- Review their family's evacuation floor plan.
- Practice a home fire drill.

Materials:

- "10 Fire Safety Rules," Family Evacuation Plan

Procedure:

- Read a story related to fire safety. For a list of books visit www.kinderkornor.com/fire.html.
- Review and discuss "10 Fire Safety Rules" from www.firesafetyforkids.org. (Click on Kids Zone; scroll down to "10 Fire Safety Rules.")
- Review the family's evacuation floor plan.
- Practice a home fire drill simulating both day and night evacuation plans.

Reflection:

- As a family, discuss scenarios and address concerns that the children may have regarding the evacuation plan and fire drills. Come up with a plan to practice the fire drills on a regular basis.

Other related ideas:

- Teach a chant about fire safety. For example: *If you don't want to choke, crawl under the smoke. Get down on the floor and head for the door.* Act out with a blanket or towel as the smoke. Children can crawl underneath.
- Make an Emergency Fire Pail using ARM & HAMMER® Baking Soda. Here is a great fire safety awareness project for kids that will help the whole family be prepared for small fires. Using baking soda and a coffee can, kids can make a fire pail to have on hand in the event of a kitchen fire. To make a fire pail, request a label with instructions by sending a self-addressed, stamped envelope to ARM & HAMMER® Fire Pail Brochures, PO Box 7468, Princeton, NJ 08543.
- For additional ideas visit www.kinderkornor.com/fire.html (Click on Parents Zone to find "Fire Safety for Children.")
- Fire Hazards Worksheet (attached)

Fire Hazards Worksheet

Write down unsafe behaviors or challenges that you observe in each of the rooms below. Write a paragraph to discuss your observations.

Kitchen	Living Room	Bedroom

Family Literacy Work-Related Lesson Plans

Foundation Skill K.2:

Understands Process and Product or Service

Basic knowledge that every organization produces a product or provides a service which is guided by a process, and one's role and importance in that process



Understands Process and Product or Service

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- K.2.1: Understands the organization's product or service
- K.2.2: Understands the process that guides production or provision of services
- K.2.3: Understands one's role in process and production or provision of services

GED® Skills

Comprehension: Finds the main idea and details

Analysis: Breaks down information into parts and finds relationships between the expressed ideas

Synthesis: Combines information from different sources and makes inferences

Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

- 15.1.1: Curiosity and Initiative
- 2.1.1: Count and Compare Numbers
- 2.1.2: Represent Numbers in Equivalent forms

Adult Education Activity: Research Before You Apply

Objectives:

Adult learners will:

- Research what type of job interests them.
- Identify information about what qualifications they need.
- Explain the steps necessary to reach their career goal.

Materials:

- *Pennsylvania Career Guide*
- Computer with Internet access
- Manuals for different jobs

Procedure:

- Get copies of the *Pennsylvania Career Guide* at the PA CareerLink® office, or download it from www.paworkstats.state.pa.us/gsipub/index.asp?docid=405.
- Have adult learners use the *Pennsylvania Career Guide* interest survey and occupational data bank to determine jobs the adult learner may be interested in pursuing.
- Together, the instructor and adult learner will use the Goal Setting and Instructional Planning tool to determine the skills needed to achieve this career goal:
www.portal.state.pa.us/portal/server.pt/document/648292/foundation_skills_goal_chart_pdf
- Using manuals or other job-related materials, the instructor and adult learner will review the job expectations.
- Discuss the mission statement of a potential employer. How can knowledge of the company be beneficial during the interview process?

Reflection:

- What skills do you possess that could help you in the workplace?
- What is your ideal job? Why? What kind of education would you need to obtain this job?
- What happens when you apply for a job that requires more training than you have?

Other related ideas:

- The adult learner will demonstrate how to use the computer and Internet to search for jobs.
- The adult learner will create a résumé highlighting workplace skills.
- The learners will brainstorm the steps necessary to complete different workplace tasks.

Parent Education Activity: Following the Chain of Command

Objectives:

Adult learners will:

- Identify the chain of command that the school district follows for additional services available for the students.
- Create a list of questions to ask the teacher regarding the child's performance.
- Research the school district and make a list of the administrative staff in order of rank.
- Practice calling the school to request a meeting.

Materials:

- Website: teachers.sduhsd.k12.ca.us/tpspecialed/doesmychildneed.htm
- Website: www.iser.com/assessLD.html
- School district website and policies

Procedure:

- Learners will read the articles.
- Learners will research the specific problem of the child (if known).
- Learners will find the specific school website and research administrative personnel.
- Learners will brainstorm questions to ask when meeting with a child's teacher.
- Learners and instructors will role-play a job interview.

Reflection:

- Reflect on the types of social organizations that may be able to help with educational needs.

Other related ideas:

- Research the town in which the family lives and make a list of the community leaders and their responsibilities.
- Identify organizations needing volunteers, and then volunteer to help.

Early Childhood Education Activity: Can I Take Your Order?

Objectives:

Children will:

- Model the process of working in a restaurant.

Materials:

- Items to be used as money (play money, beans, beads, etc.)
- Items to be used as food (play food, blocks, etc.)

Procedures:

- Ask the children about their experiences in restaurants. What is it like to work at a restaurant?
- The children will pretend to wait on instructors. They need to take orders, prepare the food, serve it, and deliver a bill.
- Use play money and help the child make change.

Reflection:

- Reflect on what the child did and how it is different from a real restaurant job.
- Reflect on the different jobs in the restaurants.
- How are restaurants different from each other (fast food, sit-down)?

Other related ideas:

- The children can play store and bring items to buy. The items can be worth simple amounts that the children can add.

Interactive Literacy Activity: Lemonade Stand

Objectives:

Families will:

- Plan a lemonade stand.
- Build a stand and advertise the product.
- Form rules for the stand and set goals.

Materials:

- Poster board, markers, and crayons to make advertisement
- Table and chairs or area for stand
- Cups, lemonade, and small bills and coins to use for change

Procedure:

- Together, discuss what the group wants to do and the goals it wants to meet.
- Families will work together to make advertisements.
- Together, make the product and taste-test for perfection.
- Put product and stand together, then work as a group to sell the product.
- Make fun ways to encourage patrons to buy the lemonade.
- Reinforce manners with the children and encourage polite behavior.

Reflection:

- Think about the amount of money you spent on supplies and how much you earned. How do you decide what supplies are most important to purchase?
- Reflect on how such decisions are made in the workplace.

Related Ideas:

- Make up games to reinforce the activity.
- Encourage other activities such as a factory tour or another job activity game.

Additional Resources for Adult Students and Parents

“Goal Setting and Instructional Planning” chart

www.portal.state.pa.us/portal/server.pt/document/648292/foundation_skills_goal_chart_pdf

Assessing Your Child’s Learning Difficulty or Learning Disability

www.iser.com/assessLD.html

What do I do if I suspect my child needs Special Education Services?

teachers.sduhsd.k12.ca.us/tpspecialed/doesmychildneed.htm

Family Literacy Work-Related Lesson Plans

Foundation Skill K.3:

Demonstrates Quality Consciousness

Basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality



Demonstrates Quality Consciousness

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

K.3.2: Interacts Appropriately with the Customers

GED® Skills

Application: Transfers ideas from one situation to a different one

Synthesis: Combines information from different sources and makes inferences

Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

10.5.3: Use of Tools

9.1b.1: Dramatic Expression

9.1c.2: Construction

Adult Education Activity: First Impressions

Objectives:

Adult learners will:

- Examine their own biases and impressions based on appearance of people in pictures.
- Discuss impressions customers might have of their body language.

Materials:

- Various pictures of people from magazines
- Websites explaining/showing body language:
 - changingminds.org/techniques/body/body_language.htm
 - www.positive-way.com/body.htm
 - www.boddunan.com/component/content/article/54-social-life/4126-body-language-in-different-cultures.html

Procedure:

- Divide into small groups.
- Give each group pictures and have them discuss different body languages observed in each picture.

Reflection:

- How do you know when you've done a good job at work?
- Does everybody view body language in the same way?

Other Related ideas:

- Watch other people at work and pay attention to their body language.
- What are qualities of a good co-worker?

Parent Education Activity: Distinct Dispositions

Objectives:

Adult learners will:

- Discuss the importance of nonverbal communication.
- Identify a variety of nonverbal cues used by children.

Materials:

- Various pictures of kids making different facial expressions
- Chart paper and markers

Procedure:

- Discuss the types of facial expressions that children make. Why is it important to recognize different facial expressions?
- How does this help in recognizing the needs of your child? How can observing facial expressions help to defuse issues that arise?

Reflection:

- Think about a time when you observed someone whose verbal communication said something about that person that maybe they didn't mean (e.g. looking bored during a meeting when they were really tired). How does nonverbal communication affect job performance?

Other related ideas:

- Why are facial expressions important?
- How can understanding these expressions aid your family?

Early Childhood Education Activity: Acting Out

Objectives:

Children will:

- Discuss different feelings.
- Use a feelings wheel to talk about feelings.

Materials:

- Feelings wheel (Examples: www.getrelationshiphelp.com/dls/feeling_wheel.pdf, www.curriculum.gov.mt/docs/article_learning_feelings.pdf)
- Brad fasteners
- Crayons
- Scissors
- Paper plates
- Glue sticks

Procedure:

- Parents and children will color the feeling wheel, then cut out the circles and spinners.
- The child will paste the circles in the middle of a paper plate. Use a small brad to fasten the spinner to center of the plate
- The child will spin the feeling's wheel and discuss different feelings.

Reflection:

- Reflect on a time when someone at work reacted inappropriately to something you believed to be true.
- What types of behavior are acceptable at work?
- What is the process for reporting inappropriate behaviors in the workplace?

Other related ideas:

- Play a game of Simon Says and act out feelings.
- Draw a picture of how you are feeling.

Interactive Literacy Activity: Feelings

Objectives:

Families will:

- Read a book from the *When I'm Feeling* series by Trace Moroney.
- Make stick puppets.
- View the puppet skit *The Merry-Go-Round*.
- Perform a puppet skit.

Materials:

- *When I'm Feeling* series by Trace Moroney
- Paper stick puppets (possible source: *Confident Kids* by Linda Kondracki Sibley)
- Tongue depressors
- Glue sticks
- Scissors
- Crayons

Procedure:

- Parents and children will view a puppet skit at:
http://www.sesamestreet.org/browseallplaylists?p_p_id=browsegpv_WAR_browsegpvportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=column-2&p_p_col_count=1&browsegpv_WAR_browsegpvportlet_elementType=subject&browsegpv_WAR_browsegpvportlet_subject=Feelings
- Children and parents will color the pictures of puppets and then cut them out.
- Children will glue tongue depressors onto the back of the puppets.

Reflection:

- Reflect on how feelings can affect job performance.
- Reflect on how displaying certain feelings can affect performance evaluations.

Other related ideas:

- Watch a movie about feelings, e.g., *Forest of Feelings*, *Care Bears* or *Winnie the Pooh* movies, *The Grinch*.
- Read Dr. Seuss books.

Family Literacy Work-Related Lesson Plans

Foundation Skill K.4:

Understands Finances

Basic knowledge of budgets and payroll and how they are related to one's role within the organization



Understands Finances

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- K.4.2: Explains basic financial vocabulary
- K.4.2: Lists personal expenses
- K.4.2: Explains a balanced spending plan

GED® Skills

- Comprehension: Finds the main idea and details
- Application: Transfers ideas from one situation to a different one
- Synthesis: Combines information from different sources and makes inferences
- Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

- 2.1.1: Count and Compare Numbers
- 2.1.2: Represent Numbers in Equivalent Forms
- 2.1.3: Concepts of Numbers and Relationships
- 2.1.4: Place Value
- 2.1.K: Math
- 2.1.6: Concepts and Applications of Operations Exploration
- 2.2.2: Computation

Adult Education Activity: Understanding Finances

Objectives:

Adult learners will:

- Define basic financial vocabulary.
- Explain and list personal income, expenses and savings.
- Identify short/long term goals.
- Design a balanced spending plan.
- Describe ways to save on food, bills, etc.

Materials:

- Handouts: "Why Do I Need a Budget?," "Budget Basics," "Goals," "Spending Plan Spreadsheet," "Ideas to Make Your Pennies Stretch," "Saving on Food"
- Book: *Money Sense*, Remedia Publications
- Pencils

Procedure:

- Ask the adult learners what they already know about a budget and finances, and if they know how to keep and balance a budget.
- Read and discuss the worksheet "Why do I need a budget?"
- Pass out the "Budget Basics" sheet with important vocabulary and elaborate with examples.
- Stress the importance of organizing needs, goals, and wants with the handout "Goals." Discuss examples of each and help the adult learners define their own needs and goals.
- Help adult learners develop their own spending plan by utilizing the "Spending Plan Spreadsheet." (Note: fixed expenses never change and variable expenses change monthly.)
- Evaluate the spending plan with the adult learner and utilize the handout "Ideas to Make Your Pennies Stretch."

Reflection:

- Think about a time when you didn't have enough money to cover your expenses. What did you do to make ends meet?
- Reflect on what would happen at work if expenses could not be covered.

Other related ideas:

- Have adults complete worksheet on page 9 of *Money Sense*.
- Instruct adults on exploring store ads or websites on spending money within a budget. Adults would be given a certain amount of money and instructed to see how or if they can creatively buy everything they need while maintaining their monthly budget.

Parent Education Activity: Saving on Food

Objectives:

Adult learners will:

- Identify ways to save on food costs.
- Recognize places that cost more for conveniences.

Materials:

- Handout: "Saving on Food" (attached)

Procedure:

- Adult learners will read the "Saving on Food" handout.
- Adult learners will write down everything they purchased in the past week that was nonessential (take-out, coffee, drinks, etc.).
- Adult learner will add up the additional spending and discuss how that money *could* have been spent.

Reflection:

- Parents can come up with other ways to save money (buying items on sale, using coupons, etc.).
- Have you ever noticed unnecessary expenses at work? Were you able to share your thoughts with a supervisor? If so, what was the outcome?

Other related ideas:

- Decide on a restaurant meal and determine how much it would cost to make it at home.

Early Childhood Education Activity: Money, Money, Everywhere

Objectives:

Children will:

- Identify coins by name and amount.
- Compare and contrast coins.

Materials:

- Pennies, nickels, quarters, dimes

Procedure:

- Show the children the different types of change.
- Discuss the coin names and values.
- Discuss how change is used.
- Sing the coin song (attached) together to help children remember what each coin is worth.

Reflection:

- Think about how coins are similar and how they are different.
- Reflect on the importance of giving and receiving the correct change.

Other related ideas:

- Have children count the change in different ways.
- Teach the children how to use change to make different amounts.

Interactive Literacy Activity: Saving

Objectives:

Families will:

- Explain how to save for an item.

Materials:

- *A Chair for my Mother* by Vera B. Williams
- Medium-size jar with lid
- Items to decorate jar
- Glue

Procedure:

- Adult learners will read the book to their children.
- Adult learners and children will talk about how to save money.
- Together, each adult learner and child will decorate a jar to use as a coin bank for saving spare coins.

Reflection:

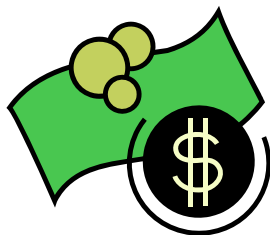
- Think about ways to save money. What can you do with the money you save?
- Reflect on why saving money at work is important for everyone.

Other related ideas:

- Use paper and crayons to make coin rubbings.

Why do I need a budget?

- A budget (spending plan) is an excellent way to manage your family's money.
- It puts all of your income and expenses at a glance.
- You can make wise decisions about how to spend and invest your money.
- It is a great tool for learning how to control your money, plan for future goals, etc.



Budget Basics

Income: money received by a person or organization because of effort (work) or from return on investments. (example: pay check, SSI, Welfare, alimony, child support, etc). (1)

Expenses: cost or charge (example: water bill, buying new clothes). (1)

Budget/Spending Plan: a comparison of income and spending to ensure that you are not spending more than you earn. (2)

Credit: a contractual agreement in which a borrower receives something of value now, with the agreement to repay the lender at some date in the future.(1)

Debt: An amount of money borrowed and owed by one party to another. (1)

Gross Pay: the total amount you earned in the pay period. (2)

Net Pay: what is left in your paycheck after taxes and other deductions are subtracted. The amount you get to take home. (2)

Note: The numbers at the end of each definition represent its source. (1) = www.dictionary.com, (2) = book, "Financial Opportunity: Family Progress, NCFL.

Goals

Immediate Needs (things that your family can't live without)

Example: Food, transportation, etc.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Short Term Goals (things you want for the near future)

Example: Education, home repairs, etc.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Long Term Goals (things you want for the distant future)

Example: Retirement fund, college, down payment for a house, etc.

- 1.
- 2.
- 3.
- 4.
- 5.

Spending Plan Spreadsheet 1

Expenses	Monthly Limit	Month 1	Month 2	Month 3	Month 4
Fixed					
Rent or Mortgage					
Insurance					
Car Payment (s)					
Loan Payment(s)					
Property Taxes					
Child Care					
Other:					
Other:					
Variable					
Food					
Clothing					
Gas, Bus fare, etc.					
Utilities					
Phone					
Medical					
Entertainment					
Personal					
Other:					
Other:					
Savings	Monthly Goal				
Savings Account					
Retirement					
Other:					
Total Expenses and Savings					
Total Income					

If your budget is balanced, your expenses and savings will match your total income.

Spending Plan Spreadsheet 2

Expenses	Monthly Limit	Month 5	Month 6	Month 7	Month 8
Fixed					
Rent or Mortgage					
Insurance					
Car Payment (s)					
Loan Payment(s)					
Property Taxes					
Child Care					
Other:					
Other:					
Variable					
Food					
Clothing					
Gas, Bus fare, etc.					
Utilities					
Phone					
Medical					
Entertainment					
Personal					
Other:					
Other:					
Savings	Monthly Goal				
Savings Account					
Retirement					
Other:					
Total Expenses and Savings					
Total Income					

If your budget is balanced, your expenses and savings will match your total income.

Spending Plan Spreadsheet 3

Expenses	Monthly Limit	Month 9	Month 10	Month 11	Month 12
Fixed					
Rent or Mortgage					
Insurance					
Car Payment (s)					
Loan Payment(s)					
Property Taxes					
Child Care					
Other:					
Other:					
Variable					
Food					
Clothing					
Gas, Bus fare, etc.					
Utilities					
Phone					
Medical					
Entertainment					
Personal					
Other:					
Other:					
Savings	Monthly Goal				
Savings Account					
Retirement					
Other:					
Total Expenses and Savings					
Total Income					

If your budget is balanced, your expenses and savings will match your total income.

Ideas To Make Your Pennies Stretch

1. To avoid spending money you don't have, always ask yourself:
Is this a *want* or a *need*?
 - a. How long will I use it?
 - b. Could I borrow it or buy it cheaper?
 - c. If I don't get it, will my life still be ok?

2. Food
 - a. Stick to what's on your list for the grocery store!
 - b. Compare prices (Buy generic brands).
 - c. Cut out coupons.
 - d. Pack a lunch for work to school.

3. Clothing
 - a. Only buy clothes on sale.
 - b. Shop at thrift stores and garage sales.
 - c. Accept used clothes from family and friends.

4. Ask for help
 - a. Visit a food bank.
 - b. Look into reduced or free lunches for your children at school.
 - c. Do you qualify for food stamps?
 - d. Look into WIC and public housing.¹

¹ This information was taken from "Financial Opportunity Family Progress" – 2008 National Endowment for Financial Education.

Saving on Food

Think of ways you can save on food. Consider these ideas:

- Make a shopping list—and stick to it! Avoid buying things that are not on your list (impulse buying).
- Compare prices by reading unit cost labels on the store shelf.
- Buy store brands when they are available.
- Avoid fast food and carry-out. They are usually more expensive and not as healthy as buying and preparing nutritious meals at home.
- Look for store specials such as two-for-one sales.
- Clip coupons for items you often buy. But don't buy something just because you have a coupon.
- Buy in bulk if you have space to store it, or consider sharing the cost and the items with someone else.
- Don't shop for food when you're hungry. You'll want to buy more.
- Try not to shop at convenience stores. They cost more.
- Save on lunch and snacks. Take coffee, lunches, and soft drinks from home to school or work instead of buying them.

Anna's Story

Anna used to take her two children out for hamburgers a couple of nights a week. Then she made a spending plan. She added up those dinners. She saw how much she was spending. She also saw that she could make healthier meals at home that cost less.

Now she plans meals for the week. She shops with a list. She buys things that are on sale, but only what she needs. She is saving a little money each week. She is putting that money in a special place for unexpected things as they come up. She feels good about that.

Many people don't like the idea of asking for help, but there are programs designed to help people. Sometimes, everyone needs a helping hand. You also may be able to save on food by:

- Visiting a food bank to get free food.
- Asking if your children can get reduced-cost breakfasts and lunches at school (even in the summer).
- Seeing if you qualify for food stamps. Call your local Department of Human Services.
- Signing up for WIC. The Women, Infants, and Children Program helps pregnant women and women with children under 5 years of age.
- Signing up for public housing or housing vouchers (you may be eligible). Call the housing department of your city or county.

What other ways can you think of to pinch your pennies for food? Write them here:

Coin Poem and Chant

Penny, penny, easy spent,
Copper brown and worth one cent.

Nickel, nickel, thick and fat,
You're worth 5. I know that.

Dime, dime, little and thin,
I remember—you're worth 10.

Quarter, quarter, big and bold,
You're worth 25, I am told.

Half a dollar, half a dollar,
Giant size.
50 cents to buy some fries.

Dollar, dollar, green and long,
With 100 cents you can't go wrong.

Family Literacy Work-Related Lesson Plans

Foundation Skill K.5:

Works Within an Organizational Structure and Culture

Basic knowledge of workplace culture and its communication and power structures, and how to work and interact effectively within the modern workplace



Works Within an Organizational Structure and Culture

Created by Community Action Southwest – Family Economic Success

The activities in this lesson address the following skills and standards:

Foundation Skills Framework

- K.5.1: Understands one's role within organization
- K.5.2: Uses communication structures in organization
- K.5.3: Understands organizational power structures
- K.5.4: Understands organization's role within larger economy

GED® Skills

- Application: Transfers ideas from one situation to a different one
- Synthesis: Combines information from different sources and makes inferences
- Evaluation: Makes judgments about the value of ideas

Pennsylvania Early Learning Standards

- 1.2.1: Text Analysis and Evaluation
- 10.4.1: Control and Coordination
- 15.1.3: Stages of Play
- 25.4.1: Social Identity

Adult Education Activity: Working Within an Organizational Structure and Culture

Objectives:

Adult learners will:

- Describe roles within organization.
- Use communication structures in organization.
- Identify organizational power structures.
- Explain an organization's role within the larger economy.

Materials:

- Handout: "Organizational Structure and Culture" (attached or print page 152 of [Exploring Work-Based Foundation Skills in the ABL Classroom](#))

Procedure:

- Have learners look at the handout and look at the diagrams for both formal and informal organizational structure.
- Have learners make a list of jobs they think would fall under formal organizational structure. Have them do the same for informal.
- Discuss the lists of jobs for each and talk about how you feel about both types of organizational structures.
- Which does the adult learner feel he likes better? Why do they feel that way?
- If the learner is employed, which diagram do they feel best reflects their current job?
- Do they like or dislike this organizational structure?
- Talk about how each is different and how they are alike.
- Discuss chain of command and, if currently employed, to whom they report. To whom does their supervisor report problems?

Reflection:

- Discuss what makes up an organization's structure and culture. What values does each of these companies hold? Look at some of the mission statements for each. Do they have similar beliefs? Do all companies' mission statements look the same or do some strive for different goals than others?

Examples:

- www.missionstatements.com
- www.businessplans.org/mission.html

Other related ideas:

- Talk about dealing with employee grievances. How should one go about making a complaint? Who should they report the complaint to? Take turns role-playing some common complaints an employee may need to discuss with a supervisor. Was it easy to resolve the problem? How did you feel when you had to make the decision of what to do? Was it easier to be the employee or the supervisor?

Examples:

- www.docstoc.com/docs/8639004/Employee-Grievance-Form
- www.bizmove.com/personnel/m4i5.htm

Parent Education Activity: Know Your Child's Teacher

Objectives:

Adult learners will:

- Research information about their child's teacher.
- Identify what to expect from a parent teacher conference.
- Strategize ways to communicate and cooperate effectively with both the school and teacher.

Materials:

- Book: *Helping Your Child Succeed in School: A Guide for Parents of 4 to 14 Year Olds* by Michael H. Popkin, et al. (Available at local bookstores and online.)

Procedure:

- Parents will brainstorm a list of questions to ask a child's teacher.
- Discuss the list. Is anything missing?
- Talk about why it is important to ask questions.
- Compare learner-generated questions to the following list:
 - Come prepared to listen.
 - Come prepared to share relevant information about your child, such as hobbies, interests, and feelings toward school.
 - Share with the teacher how you feel the year is going.
 - Compliment the teacher on something he or she is doing.
 - How does the teacher share progress with the child?
- Consider these questions when meeting their child's teacher for the first time.
 - What is in the curriculum?
 - What supplies does the child need?
 - What is the homework policy?
 - How is progress determined?
 - What is the best way to exchange information?

Reflection:

- Have parents talk about questions they may have not considered.
- Do they feel that speaking with their child's teacher is important? Is it important to them to have an open line of communication?
- Have they ever participated in a parent teacher conference for any of their other children? How did those meetings go?

Other related ideas:

- Frequent communication between families and schools is one of the keys to student success. Research shows that when families and schools work together and focus on student learning, children benefit in many ways. They earn higher grades and better attendance records. More of them graduate from high school, attend college, or enroll in continuing education and training. Have parents discuss why they think that these statistics are true and what is different for those children whose parents do not communicate well with their school or teacher.

Early Childhood Education Activity: What is Teamwork?

Objectives:

Children will:

- Practice listening comprehension and critical thinking skills.
- Utilize cooperation to solve a problem.
- Name situations where a group effort is a better solution than an individual effort.

Materials:

- A ball of thick white yarn

Procedure:

- Ask the children if they think people can spin webs like spiders. This question usually stirs up curiosity. Explain the rules of the game.
- Introduce the activity with the above question and suggest trying to spin a web as a group.
- Join group in a big circle (sitting down) and show them the white yarn.
- Explain that you will begin spinning the web by holding the end of the yarn ball tightly in your lap and then picking a sibling or parent to toss the remaining ball to (e.g., "I pick John to help spin our web.").
- When John catches it, share something you like about him.
- Remind John to hold the yarn string tight in this lap. John picks the next sibling or parent to toss the ball of yarn to.
- The activity proceeds until the ball is complete. The number of times a child is picked does not matter unless the circle has gone through everyone.
- It's fun to see how huge your web has become. Sometimes it's fun to see if the group can stand up together without getting tangled in it too!

Reflection:

- What skills did different children bring to the team during this activity? In what other ways to children use teamwork skills in the classroom?

Other related ideas:

- Ask parents to set up a situation at home in which they and their child work together to achieve a goal or solve a problem. Ask the students to report on their home projects on your next visit.
- Have children help you with a jigsaw puzzle.
- Do fun relay races at home, such as wheelbarrow races or marshmallow and spoon.

Interactive Literacy Activity: **Learning to Cooperate through *The Little Red Hen***

Objectives:

Families will:

- Read the story together.
- Practice cooperation.
- Discuss why it is important to cooperate.

Materials:

- Book: *The Little Red Hen* by Paul Galdone
- A large, odd-shaped box or container

Procedure:

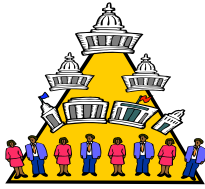
- Read *The Little Red Hen*.
- Give the children an example of cooperation. Give the children an oversized box, heavy object, or a large table. Ask a child to move the object across the room. The child will have difficulty with this task. Then ask one or two more children or adults to come help the first child. The task should now be easily accomplished. Discuss how the first child could have accomplished the task very slowly with a lot of effort. Then point out that the task was finished much faster and easier when friends helped.

Reflection:

- After discussing the story, ask the children about cooperation. Do they remember what you said cooperation was? Talk about how things would have been different in the story if the hen's friends had shown cooperation. Would the hen have shared her bread? Discuss how showing cooperation is not only nice, but it can help accomplish a task in less time.

Other related ideas:

- Have the children select their favorite recipes. Allow them to help mix the ingredients and serve whatever they have made to the family. Talk about how they used cooperation to make their dish. What did they have to have the adults help with? What could they have done on their own?
- Role-play situations that require cooperation and have children discuss good choices. Some role-plays include: decorating a playhouse with a friend, addressing a conflict during a team sport, problem solving how to hang a large poster, reenacting a difficult situation that occurred in the home or classroom.



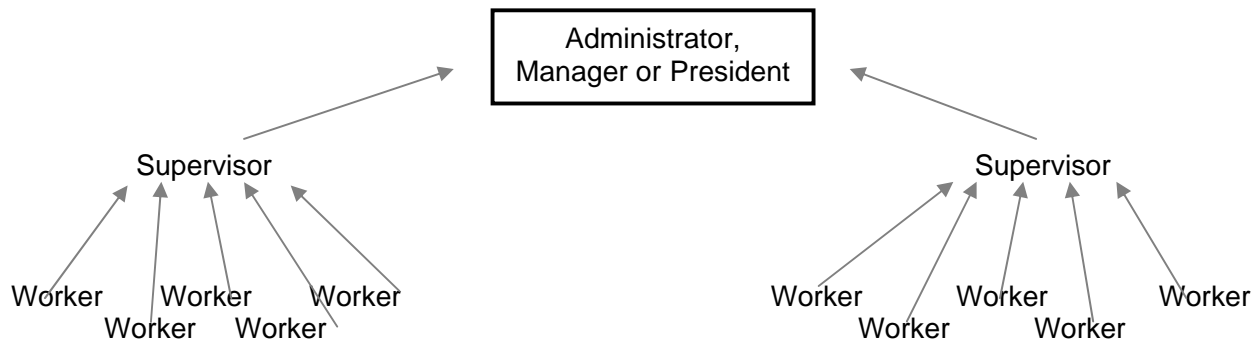
Organizational Structure and Culture

The buck stops here.

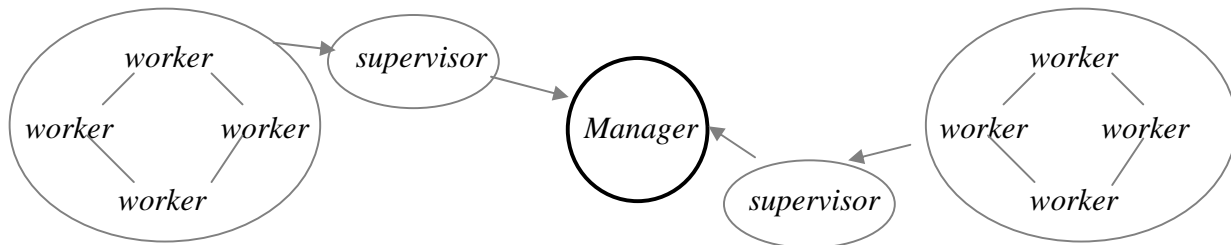
~Harry S. Truman

Formal

A traditional form of organizational structure is sometimes called the **chain-of-command**. This means that a worker or a supervisor answers to someone else, usually the next one above him on the chain-of-command. If an employee has a question or concern, it is appropriate for him to go to the person on the next level of the chain-of-command. It is not appropriate for an employee to skip over anyone except in extreme circumstances. Decision-making within a company or organization usually follows the same chain-of-command. The person at the top of the chain is responsible for all final decisions.



A new type of organizational structure is built around **work teams**. It is sometimes called a “flat” organizational structure. Work teams are different from the traditional formal structure because the teams usually direct themselves. Sometimes the team leader will change from week to week so that everyone shares the responsibilities. In these cases, the team leader reports to a supervisor rather than each individual.



Informal

Informal organizational structure also occurs in the workplace every day. Employees meet informally to exchange information. This can occur during breaks, over lunch or even during scheduled staff meetings. During these exchanges, workers are free to share ideas, suggestions or concerns with each other. It sometimes serves as a way of “letting off steam” but many times it creates ideas to take to supervisors. Informal structure is also a great place to learn from co-workers, especially older, more experienced workers.

Adaptations for Distance Learning

Distance-learning adaptations for the Adult Education lesson plans





These lesson plans are distance-learning adaptations of the adult education component of the Family Literacy Work-Related Lesson Plans. You can use these lessons as *Supplemental Distance Learning Activities* for adult education.

Each lesson can be e-mailed to learners, or you may distribute a paper copy of the lesson. The lessons are designed so that you can keep a copy in the learner's file for documentation requirements.

Please note that these lessons contain links to websites, as well as online videos. Every effort was made to use reliable resources, but it is still important periodically to check links to ensure that they are still active and relevant.

Distance Learning Lesson: Reads with Understanding

Objectives	When you complete this lesson, you will be able to: 1. Demonstrate using a map. 2. Create multi-step instructions.
Materials	Computer with Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	Do you find yourself worrying if you have to travel somewhere you have never been before? Instead of feeling excited about exploring a new place, we might be scared. Today we have very few reasons to be concerned when we have to go somewhere new. The Internet has thousands of <i>interactive</i> maps that let us explore new places in detail before we arrive.
<i>Add</i>	Washington, DC (District of Columbia) is our nation's capital. As Harrisburg is the capital of Pennsylvania, Washington, DC is the capital of the United States. It is the home of our Federal government and the President of the United States. Tourists also travel to Washington, DC to visit museums and war memorials. You are lucky! You and your family have won a free trip to Washington, DC! On your trip, you will visit: The Smithsonian American History Museum, The Holocaust Museum, The White House, and The Smithsonian National Air and Space Museum. You can select five more places to visit!
<i>Apply</i>	<p>Where will you go?</p> <ol style="list-style-type: none"> Go to washington.org/visiting/browse-dc/attractions. Find five more sites you will like to visit while you are in Washington, DC. You may use other websites, too. What other places are you going to visit? Where are they located? <ol style="list-style-type: none"> Go to www.dcpages.com/Tourism/Maps/Washington_DC_Map/. This interactive map shows the location of many of the exciting places to visit. Spend a few moments learning how the map works. The  allow you to move left and right, or up and down. <div style="text-align: center;">  </div> <p>Clicking on the small map allows you to travel longer distances quickly. You can also learn more about a location by clicking on the building or the small blue icon.</p>

Continued

	<p>Use the interactive map to answer the following questions.</p> <ol style="list-style-type: none"> 1. The White House is located on Pennsylvania Avenue between what two streets? 2. How would you walk from the White House to the Smithsonian American History Museum? 3. The Holocaust Museum is located on 15th Street between what two Presidential memorials? 4. Explain how you would get from the Holocaust Museum to one of the sites you chose to visit. 5. When you stand at the Lincoln Memorial and face the Reflecting Pool, you can see two war memorials. Find and name the memorials. 6. How would you get from the Capitol Building to one of the sites you chose to visit? 7. The Smithsonian Museums sit between what two avenues?
<i>Away</i>	Did you find the map easy to use? What were some of the challenges?
Reflection	<p>In this activity, you were given a new tool to read and understand. When you need to read and understand a new tool or resource, how do you learn how to use it?</p> <p>To complete the map activity, you had to use the following skills:</p> <ul style="list-style-type: none"> • Identify the purpose for reading. • Preview text using text aids. • Predict what text will be about and how to use text. • Select appropriate rate (speed) and reading strategies. • Identify the meaning of signs, symbols, and abbreviations. • Use signs, symbols, and abbreviations to understand text. • Locate and use information to perform tasks. • Understand instructions with multiple steps. • Analyze information to draw conclusions or make decisions. <p style="text-align: right;"><i>Continued</i></p>

Select **two** skills from the list above that you think you do well. Mark them with a star. How have you used, or how do you think you would use these skills in the workplace.

Choose **three** skills from the list above that you would like to improve. Circle them. What are some things that you could do to improve these skills? Do you need to use maps more? Should you skim a text before you begin reading?

How do you think you would use these skills in the workplace?

Distance Learning Lesson: Writes Clearly and Concisely

Objectives	When you are finished with this lesson, you will be able to: 1. List four key points to completing a job application. 2. Complete a personal data sheet for job applications. 3. Explain the importance of clear and concise writing.
Materials	Computer with Internet connection, printer (optional), copy of samplewords.wpcdn.com/cm/wp-content/uploads/2010/03/pro-job-application-form1-21.pdf , blue or black pen
Time Awarded	1 hour
Activities <i>Anchor</i>	When you are job searching, do you take an application with you to complete at home, or are you able to complete the application at the business? Often we take the applications with us because we do not have everything with us that we will need to provide complete and <i>accurate</i> information. If you do not have the information you need with you, it is a good decision to take the application with you and complete it when you have everything you need. However, there are some simple and easy things to do to be sure you are always prepared to fill out an application. You may even get an interview on the spot if you are prepared!
<i>Add</i>	Do you think that employers closely read your application? They do! And they look for mistakes and details that are unclear or don't make sense. Employers often get hundreds of applications for <i>one</i> position. A messy or unclear application may be headed right for the garbage can. Tips for Completing Applications <ul style="list-style-type: none"> • Use blue or black pen. You can use an erasable pen too. • Print clearly and legibly. • Be honest and accurate. • Apply for a specific position. Avoid applying for "any" or "whatever is available." • Leave no blanks. If something does not apply to you, write "N/A" or "Does not apply." • Explain any gaps in your work history—for example, "attending school" or "caring for young children." • Reread your application and check for errors like spelling mistakes. • Sign and date the application. <p>Have you ever made an error when you were completing an application? What did you do? Did you ask for another copy? Not hand it in? Hand it in anyway?</p>
<i>Apply</i>	One small step you can take to be sure that you are always ready to fill out an application is to have a personal data form or <i>sample application</i> with you. This way you can accurately copy all the information to the business' application. 1. Go to samplewords.wpcdn.com/cm/wp-content/uploads/2010/03/pro-job-application-form1-21.pdf . (You will need Adobe Reader to view this form. If you do not have this, you can download it free of charge at www.adobe.com/products/reader.html .)



Continued

	<p>2. If you have access to a printer, print a copy of the application. You can also ask your instructor for a copy.</p> <p>3. Complete the application.</p> <p>4. Ask a friend or your instructor to check your application for mistakes.</p> <p>5. When you are satisfied with your application, give a copy to your instructor and keep a copy for yourself. Carry this with you when you go out to submit applications.</p>
<i>Away</i>	<p>Many jobs require an application, as well as a resume and cover letter. You can use your sample application to create your resume and cover letter.</p> <p>What is your career goal?</p> <p>What do you think the application process for a job in this field is like? Will you need a resume and cover letter?</p>
Reflection	<p>Clear and concise writing skills are important to success in many different careers. As a customer, you may have experienced the negative effects of an employee's writing skills.</p> <p>Answer the following questions in clear, concise, and complete sentences.</p> <p><i>You are working in a hospital and you notice that one of the nurses has very poor handwriting. How do you think this affects the care of the patients?</i></p> <p><i>What would you do?</i></p> <p><i>You have just gotten from the doctor's office with your sick child. The doctor gave you step-by-step instructions on what you should do, but you can't read them. What would you do?</i></p> <p><i>Exploring Workplace Foundation Skills in the ABLÉ Classroom; Version 2.2; 2004</i></p>

Distance Learning Lesson: Listens with Understanding

Objectives	When you are finished with this lesson, you will be able to: 1. Describe the traits and actions of a good listener. 2. Explain strategies to be an <i>effective</i> listener.
Materials	Computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	Have you ever been speaking to someone and been certain that he or she was not listening to you? What was the person doing or not doing that made you certain he or she wasn't listening? Being a good listener requires more than just our ears.
<i>Add</i>	There is a difference between <i>hearing</i> and <i>listening</i> . Hearing is a physical ability, while listening is a social skill. Do you consider yourself a good listener? Go to the link below and complete the quiz. psychologytoday.tests.psychtests.com/bin/transfer?req=MTF8MTYwNXwxNzU2OTg4fDF8MQ==&refempt When you complete the test, a small box will appear with your score and an explanation. Note: you do not need the full report. What was your score? Do you agree with the result? Why or why not? There are strategies you can use to improve your listening skills. 1. If you are face to face, face the speaker and keep eye contact. If you are on the phone, get rid of distractions like the TV or computer. 2. Pay attention. 3. Keep an open mind. 4. Try to create a picture in your mind of what the speaker is saying. 5. Don't interrupt! Wait for the speaker to pause. The pause is your invitation to speak. 6. Ask questions to make sure you understand. 7. Give the speaker feedback so he or she knows you are listening, e.g. "uh-huh," "I understand," etc. 8. Pay attention to the speaker's body language. www.womensmedia.com/new/self-improvement-listening.shtml

Continued

<p><i>Apply</i></p>	<p>Let's test your listening skills. In the workplace you may be asked to take notes or messages based on what you hear. Remembering numbers, such as phone numbers, times, or amounts, can be very difficult.</p> <p style="text-align: center;"></p> <p>You will need QuickTime  to complete this activity. If you do not have it, you can safely download it free of charge at www.apple.com/quicktime/.</p> <p>Follow this link and listening to the recording esl.about.com/library/media/audio/numbers_1.mp3. Fill in the correct numbers mentioned in each sentence in the space below. There are ten sentences.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>1. 3.5 million; 2. 212-0897-6543; 3. 7.7%; 4. 313,750; 5. 30th; 6. $\frac{3}{4}$ or three quarters; 7. .004287; 8. 1:15 or quarter past one; 9. 2; 10. $8\frac{7}{16}$ points</p> </div>
<p><i>Away</i></p>	<p>Review the seven strategies to improve your listening skills and think about your score on the listening skills quiz at psychologytoday.tests.psychtests.com/bin/transfer?req=MTF8MTYwNXwxNzU2OTg4fDF8MQ==&refempt. What strategies do you need to focus on to improve your listening skills? Select three and explain why you chose them. How will doing these things help you improve your listening skills?</p>
<p>Reflection</p>	<p>1. Think about your career goal. Will listening skills be important for you on the job? How will you use your listening skills?</p>

Distance Learning Lesson: Speaks Clearly and Concisely

Objectives	When you finish this lesson, you will be able to: 1. Explain the correct way to talk with potential employers. 2. Identify the elements of effective verbal communication. 3. Develop an action plan to improve personal verbal communication skills.
Materials	Computer with Internet connection
Time Awarded	1.5 hours
Activities <i>Anchor</i>	Have you ever listened to a person who was not a good speaker? Maybe you had a teacher who was boring. Maybe the tone of your minister's voice is unappealing. Speaking in public takes courage and self-confidence. However, it also requires the ability to speak clearly and concisely. When you speak clearly and concisely, you present your information in a clear and understandable way <i>and</i> keep the interest and attention of your listeners. Speaking in public is a common fear. In fact, 56% of adults admit that they are afraid to speak in public (findarticles.com/p/articles/mi_m4021/is_n10_v19/ai_19827523/). If public speaking makes you nervous, you are not alone!
<i>Add</i>	The times when we have to speak in public can be very different. You may be interviewed by one person or by several people. You may be asked to give a presentation at your child's school. You could be asked to explain a new policy or procedure to your co-workers. There are things you can do to prepare to speak to a small or large group. Go to: www.toastmasters.org/MainMenuCategories/FreeResources/NeedHelpGivingaSpeech/TipsTechniques/10TipsforPublicSpeaking.aspx . Read the tips.
<i>Apply</i>	Just as you may have heard speakers who were not very good, you have probably heard some that were excellent. Many speeches in history demonstrate the power of speaking clearly and concisely. 1. Watch the three videos listed below. Some of these videos are historical, but others are fictional. www.youtube.com/watch?v=iEMXaTktUfA&feature=related Martin Luther King, "I Have a Dream," August 28, 1963. www.youtube.com/watch?v=d1l6ljzaY9k Severn Suzuki, age 12, speech before the United Nations in 1992. www.youtube.com/watch?v=k8TggenWW0I&feature=related <i>To Kill a Mockingbird</i> , Atticus Finch's closing argument in defense of Tom Robinson.



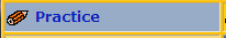
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	<p>2. Which speaker impresses you the most? Explain why his or her speech is impresses you.</p>
<i>Away</i>	<p>Imagine that you have been asked to give a speech to the President of the United States about the importance of family literacy programs!</p> <p>Using the space below, write your speech. Keep in mind the tips found at www.toastmasters.org/MainMenuCategories/FreeResources/NeedHelpGivingaSpeech/TipsTechniques/10TipsforPublicSpeaking.aspx.</p>


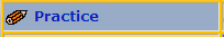
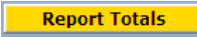


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Reflection	The ability to speak clearly and concisely is important in the workplace. How do you think you will use your speaking skills in the workplace?
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Distance Learning Lesson: Applies Mathematical Concepts and Operations

Objectives	When you complete this lesson, you will be able to: 1. Identify ways that you use fractions in the workplace. 2. Perform addition, subtraction, multiplication, and division fractions.
Materials	A computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>Have you ever been trying to learn a new math concept and found yourself wondering, “When am I <i>ever</i> going to use this again?” There are some math concepts that you will not use a lot. However, there are some that you use every day, and that are very useful in the workplace. One of these is knowing how to add, subtract, multiply and divide fractions.</p> <p>What are some ways you could use these math skills in the workplace?</p> <ul style="list-style-type: none"> • Measuring and cutting wood, material, or plastic • Giving a customer change • Preparing meals in a day care or nursing facility
<i>Add</i>	<p>What is a fraction? A fraction is a part of a whole number. A fraction is written as:</p> $\frac{3}{4}$ <p>In this fraction, 3 is the numerator, or part. 4 is the denominator, or whole. We call this fraction <i>three fourths</i>. It means three of four parts.</p>
<i>Apply</i>	<p>In this lesson, we will practice adding, subtracting, multiplying and dividing fractions with the same <i>denominator</i>, or bottom number.</p> <p>Addition of Fractions</p> <ol style="list-style-type: none"> 1. Go to www.aaamath.com/fra57ax2.htm. 2. Click on the  button at the top of the page and practice adding fractions. 3. Complete at least 25 practice questions. You can do more if you want extra practice. 4. When you are finished, click on the  button. If you can, type in your name and print this page. If you don't have a printer, fill in the following information: Date: Correct: Incorrect: Total Questions: Percent Correct: <p>Subtraction of Fractions</p> <ol style="list-style-type: none"> 1. Go to www.aaamath.com/fra57bx2.htm. 2. Click on the  button and practice subtracting fractions. 3. Complete at least 25 practice questions. You can do more if you want extra practice.

Continued

	<p>4. When you are finished, click on the  button. If you can, type in your name and print this page. If you don't have a printer, fill in the following information: Date: Correct: Incorrect: Total Questions: Percent Correct:</p> <p>Multiplication of Fractions *** This is tricky!***</p> <p>1. Go to www.aaamath.com/fra66mx2.htm. Read the instructions for multiplying fractions.</p> <p>2. When you are ready to practice, click on the  button.</p> <p>3. Complete at least 25 practice questions. You can do more if you want extra practice.</p> <p>4. When you are finished, click on the  button. If you can, type in your name and print this page. If you don't have a printer, fill in the following information: Date: Correct: Incorrect: Total Questions: Percent Correct:</p> <p>Division of Fractions *** This is <i>even</i> trickier!***</p> <p>1. Go to www.aaamath.com/fra66px2.htm. Read the instructions for dividing fractions.</p> <p>2. When you are ready to practice, click on the  button.</p> <p>3. Complete at least 25 practice questions. You can do more if you want extra practice.</p> <p>4. When you are finished, click on the  button. If you can, type in your name and print this page. If you don't have a printer, fill in the following information: Date: Correct: Incorrect: Total Questions: Percent Correct:</p>
<p><i>Away</i></p>	<p>If you quickly need to add or subtract fractions, would you be able to do it?</p> <p>What if you had to quickly multiply or divide fractions? Would you be able to?</p> <p>What steps could you take to improve your skills?</p>
<p>Reflection</p>	<p>Think about your career goal. Describe how you would use math in this career.</p>

Distance Learning Lesson: Observes Critically

Objectives	When you complete this lesson, you will be able to: 1. Explain why observation skills are important in the workplace. 2. Practice your observation skills. 3. Explain ways to improve observation skills.
Materials	Computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	It is difficult to develop our observation skills. We might not even think about this skill until we are in a position where it is needed. Have you ever witnessed a car accident or an incident like a fight or other crime? You may have been asked to recall the event and important details. What color was the other car? Was he using his turn signal? What was the person wearing? Was she short or tall? Did he have a beard or mustache? If you weren't focused on remembering the details of an incident, it could be difficult or impossible to answer these questions.
<i>Add</i>	Developing your observation skills involves three things: focusing, noticing, and remembering. This can be very difficult. In fact, <i>the average person loses focus four times per minute!</i> We also tend to have "tunnel vision." This means we focus on one thing and forget everything else that is going on around us. Follow this link www.youtube.com/watch?v=xAFfYLR_IRY and watch the video. That humorous video demonstrates "tunnel vision" very well. Were you busy counting the times the white team passed the ball? Did you miss the surprise guest? To improve your observation skills, you can: <ul style="list-style-type: none"> • Try to look at your life in a clear way. • Avoid judging others. • Ask a lot of questions, or at least ask your questions to yourself. • Be open to new experiences and ideas. • Be a good listener.
<i>Apply</i>	These exercises will give you a chance to test and improve your observation skills. Follow this link and watch the video one time . www.youtube.com/watch?v=LkbrcfY6w6s&feature=related Did you notice all 21 changes? Describe the differences you noticed.

Continued

<i>Away</i>	<ol style="list-style-type: none">1. Why do you think a group of five people can witness the same event and all have different descriptions of what happened? 2. What are some things that affect your perception of events? 3. What are some things you will try to improve your observation skills?
Reflection	Good observation skills are critical workplace skills. Think about your career goal. Explain how you will use you observation skills in that career.

Distance Learning Lesson: Uses Technology

Objectives	When you complete this lesson, you will be able to: 1. Practice basic keyboarding. 2. Assess the quality of a website. 3. Use the Internet to search for information.
Materials	Computer with Internet connection
Time Awarded	1.5 hours
Activities <i>Anchor</i>	<p>Congratulations! Right now, you are participating in cutting edge learning! You are using technology to improve your skills.</p> <p>You may be experienced with distance learning or this could be your first experience. Either way, you are improving your technology skills.</p> <p>As the workplace changes, the ability to use technology becomes more and more important. Many jobs will require that you are able to use a computer for basic tasks like email and Internet.</p>
<i>Add</i>	<p>People are either “technology natives” or “technology immigrants.” We use these terms to describe a person who has been exposed to technology most of his or her life (natives) or someone who has to learn new technologies as they become popular.</p> <p>Think about these questions:</p> <ul style="list-style-type: none"> • Do you remember when there was no such thing as a cell phone? • Do you remember playing Atari or Colecovision? • Do you remember using encyclopedias instead of Wikipedia? <p>If you can answer “yes” to any of these questions, you are probably a technology immigrant. You are learning the new technology as it comes along. If you don’t remember Atari, you are probably a technology native.</p>
<i>Apply</i>	<p>Let’s test your “tech savvy.” Take this quiz Tech Savvy Quiz. https://www.mygradebook.com/secured/quiz_take.cfm</p> <p>1. What was your score? When you think about using a computer, what skills do you want to improve?</p> <p>Proper keyboarding is an important skill in computer use. Are you a speedy typist, or do you “hunt and peck”? Follow this link www.powertyping.com/typing_test/typing_test.shtml and complete the typing test. You will see the paragraph you will type in the large box. You will type in the smaller box below it.</p> <p>2. What was your score? How many words can you type per minute? How many errors?</p> <p>Improving your typing skills is a great way to improve your technology skills.</p>

Continued

The Internet has given all of us access to tons of information—literally at our fingertips! Learning just requires a quick **search**. It is easy to find information, but we also need to **evaluate** that information. It is important to keep in mind that just because something is “on the Internet” doesn’t mean that the information is true or valuable.

3. How do *you* evaluate the quality of a website? What do you look for? What do you like?

Why is evaluating the quality of a website important? Imagine that you were looking for information about a child’s or family member’s illness. Wouldn’t you want the best information available? One model for evaluating the quality of a website is known as the CARS Checklist. Developed by Robert Harris, this checklist evaluates a website based on **Credibility, Accuracy, Reasonableness, and Support**.

When you are using a website, ask yourself these questions:

Credibility: Who is the author? Why is he or she an expert? Can you contact him or her with questions? Is the website free of mistakes and misspellings?

Accuracy: When was the website last updated? Does the information make sense? Does it present different viewpoints?

Reasonableness: Is the author fair? Is the website truthful?

Support: Does the author *prove* his or her point with information from other places? Are these sources listed?

You can also look at the overall design of the website. Is it easy to read? Are the colors and appearance appealing? Is it easy to find what you are looking for? Do all of the *links* work?

4. What is a website that you visit often?

5. Evaluate the website using the CARS Checklist:

	Good	Fair	Poor
Credibility			
Accuracy			
Reasonableness			
Support			

6. How did you rate your favorite website? What makes it good or poor?

Evaluating Internet Resources by Robert Harris 11/22/2010 www.virtualsalt.com/evalu8it.htm

Continued

<i>Away</i>	<p>For your class you have been asked to research childhood obesity. You need to start by finding three websites that you will use for information on this disease. Search for three websites that you believe offer valuable and accurate information on this childhood disease. Use the Internet to find three websites you could use in your research. List them below, and describe why you will use them.</p> <p>Website 1:</p> <p>Website 2:</p> <p>Website 3:</p>
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Reflection	Think about your career goal. How will you or do you use technology in your career?
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Distance Learning Lesson: Locates and Uses Resources

Objectives	When you complete this lesson, you will be able to: 1. Define "priority." 2. Identify personal priorities. 3. Assign values to personal priorities. 4. Create an action plan to address those priorities.
Materials	A computer with an Internet connection, phone book, community guide
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>How do you define <i>priority</i>?</p> <p>Go to www.dictionary.com and search for the definition of priority. Is your definition the same or different?</p> <p>Do you ever feel like there are not enough hours in a day for you to give all of your priorities the attention they deserve? Go to www.youtube.com/watch?v=-VDxKLSyksi and watch the video.</p>
<i>Add</i>	<p>In life, we are asked to do just what the woman did in the video. We have to find a way to fit all of our priorities (the rocks and pebbles) in to one day (the container).</p> <p>Think about your priorities for tomorrow. Write a list of your top 10 tasks for tomorrow:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. <p>Is it possible for you to accomplish all of these tasks?</p> <p style="text-align: right;"><i>Continued</i></p>

<p><i>Apply</i></p>	<p>Sometimes we have to think of our priorities in 4 ways: important and urgent; important and not urgent; not important and urgent; and not urgent and not important. Use the chart below to organize your list of ten priorities.</p> <table border="1" data-bbox="365 247 1469 848"> <tr> <td data-bbox="365 247 922 296"> Urgent and Due Soon 1 </td> <td data-bbox="922 247 1469 296"> Urgent and Not Due Soon 2 </td> </tr> <tr> <td data-bbox="365 296 922 554"> </td> <td data-bbox="922 296 1469 554"> </td> </tr> <tr> <td data-bbox="365 554 922 602"> Not Urgent and Due Soon 3 </td> <td data-bbox="922 554 1469 602"> Not Urgent and Not Due Soon 4 </td> </tr> <tr> <td data-bbox="365 602 922 848"> </td> <td data-bbox="922 602 1469 848"> </td> </tr> </table>	Urgent and Due Soon 1	Urgent and Not Due Soon 2			Not Urgent and Due Soon 3	Not Urgent and Not Due Soon 4		
Urgent and Due Soon 1	Urgent and Not Due Soon 2								
Not Urgent and Due Soon 3	Not Urgent and Not Due Soon 4								
<p><i>Away</i></p>	<p>Now you have determined your <i>true</i> priorities. This gives you a plan for accomplishing priorities. The tasks that are Urgent and Due Soon are the ones we do first. They are <i>the big rocks</i>. Then we can move on to the tasks that are Urgent and Not Due Soon. They are <i>the medium size rocks</i>. When we complete these tasks early, it gives us time to take care of things that are Not Urgent and Due Soon. These are <i>the pebbles</i>. These are things we <i>should</i> do as soon as possible, but the consequences of not finishing are not bad. The tasks that fall into Not Urgent and Not Due Soon are the <i>time wasters</i>, or <i>the sand</i>. They are things that don't matter, but can steal out valuable time if we let them. Did any of your tasks fall into that category?</p>								
<p>Reflection</p>	<p>Sometimes we need help to accomplish all of our tasks in boxes 1, 2, and 3. We have family and friends who can help us by driving us to the grocery store or post office or by picking our children up from day care.</p> <p>It is important to have <i>resources</i> to help us. We may put off taking care of the big rocks because we aren't sure how to tackle them alone. Think about your <i>really</i> big rocks. Who is available to help you with these things?</p> <p>Choose two tasks from Urgent and Due Soon and/or Urgent and Not Due Soon. Brainstorm a list of resources that could help you accomplish these tasks. Use the Internet, your local phone book, your family and friends, and your local community resources guide. Write your two tasks and list of resources for each below.</p>								

Distance Learning Lesson: Demonstrates Effective Interpersonal Relations

Objectives	When you finish this lesson, you will be able to: 1. Define diversity. 2. Explain the benefits of living and working in a diverse world.
Materials	A computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>What does the word diversity mean to you? Diversity may make you think of another person's culture, opinions, way of dressing, or sexual preference. All of these are part of diversity. Diversity simply means variety.</p> <p>No matter where you go or what you do, you will be faced with people who are different from you. These differences may make you uncomfortable or even scare you. You do not have to approve of these differences, but you do need to be able to live and work with other people. This is called tolerance.</p>
<i>Add</i>	<p>Think about these statistics:</p> <ul style="list-style-type: none"> • 79.6% of the U.S. population is white. • 12.9% of the U.S. population is black. • 4.6% of the U.S. population is Asian. • 15.8% of the U.S. population is Latino or Hispanic. • Between 4 and 15% of the U.S. population is homosexual. • 34% of the U.S. population is overweight or obese. <p>Follow this link: www.youtube.com/watch?v=EnAbNBEJ56g&NR=1&feature=fvwpto learn more about teaching tolerance.</p> <p>quickfacts.census.gov/qfd/states/00000.html www.cdc.gov/nchs/fastats/overwt.htm en.wikipedia.org/wiki/Demographics_of_sexual_orientation</p>
<i>Apply</i>	<p>Sometimes we make quick judgments based on the way a person looks. Examine the pictures below.</p> <p>What is your perception of each person?</p> <div style="display: flex; align-items: flex-start;"> <div data-bbox="362 1377 686 1808" style="margin-right: 20px;">  </div> <div data-bbox="706 1377 1471 1808" style="border: 1px solid black; padding: 10px;"> <p>1.</p> </div> </div>

Continued



2.

What do you imagine people think of you when they first see you?

Away

Imagine that your new co-worker is from a different country and culture and is learning to speak English. What are some things that you could do to show her that you are willing to work with her?

Reflection

Think about your career goal. Do you prefer working with a male or female supervisor? Why? How might your preferences affect your performance on the job?

Distance Learning Lesson: Demonstrates Self-Management Strategies

Objectives	When you finish this lesson, you will be able to: 1. Identify challenges in your life that could interfere with work. 2. Develop an action plan to address those challenges.
Materials	A computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>Have you ever had this morning? You wake up late. The children are going to miss the bus. Your daughter can't find her homework, and you are out of milk so there is nothing for breakfast. You barely get the children out the door and all you want to do is crawl back into bed and pull the covers over your head.</p> <p>We have all had a morning like this. When everything seems to fall apart, our first reaction may be to report off from work or maybe not even show up.</p> <p>Life is going to hand you many challenges. Some days will be much worse than others will. But if you know what can go wrong and have a good plan in place, it will be easier to face your challenges.</p>
<i>Add</i>	<p>You probably manage your home, your children, maybe even your significant other. But how well do you manage yourself?</p> <p>Follow this link www.facebook.com/video/video.php?v=106553646028272 to learn more about self-management. You do not need a Facebook account to view the video.</p> <p>The video states, "If we do what we ought to do, we will always be happy." Do you agree or disagree with this statement? Why?</p>
<i>Apply</i>	<p>What sorts of challenges make self-management difficult for you (children, housing, transportation, income, etc.)? Choose three and explain how they present challenges?</p> <p>1.</p> <p>2.</p>

Continued

	<p>3.</p> <p>Follow this link today.msnbc.msn.com/id/30807563 and read the article "For working moms, prioritizing time is crucial ... 10 tips for simplifying and streamlining important areas of life," by Laura T. Coffey.</p>
<p><i>Away</i></p>	<p>Think about the ten tips for working moms and your self-management challenges. Select three of the tips and explain how each one could help you with your self-management challenges.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Reflection</p>	<p>Your co-worker is frequently absent for a variety of reasons. You always have to cover for her. You are getting tired of this behavior. What can you do about it?</p>

Distance Learning Lesson: Works in Teams

Objectives	When you finish this lesson, you will be able to: 1. Explain the importance of teamwork. 2. Describe the roles of team members. 3. Evaluate your teamwork skills.
Materials	A computer with an Internet connection, paper and pencil
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>Teamwork is when two or more people work together to achieve a common goal. It can be difficult to define an effective team. However, we can see when a good team is working together, and we can see when it is not working together.</p> <p>A good team is like a good clock. On the surface it looks like one unit performing the task — in this case, telling time. Behind the scenes, it is a series of precise gears and mechanisms that work well together. If one spring becomes loose, or if one gear breaks, the clock fails to work.</p> <p>On a team, everyone's role is important. Each member must be able to rely on all the other members to do their parts. Some people might be leaders, and some people might be followers, but everyone is important. Everyone influences.</p>
<i>Add</i>	<p>What are some traits of a good team?</p> <ul style="list-style-type: none"> • A common goal • Communication • Trust and support • Sharing the responsibility <p>An example of teamwork is the flying formation of geese. Have you ever seen geese flying in V formation? Scientists have discovered that this flying formation has many benefits for the flock.</p> <ol style="list-style-type: none"> 1. When geese fly in V formation, the flapping of each goose's wings creates uplift for the geese flying behind it. This increases the flock's flying range by 71%! 2. If one goose falls out of the formation, it quickly feels the difficult pressure of flying alone. Disliking the resistance and drag, it will quickly move back into formation so it can benefit from the other geese. 3. When the goose leading the V becomes tired, it moves to the back of the V, and another goose takes the lead position. 4. Usually the first indicator that a flock of geese is flying nearby is the honking. There is a reason for this. The geese flying further back in the V honk to encourage the leaders to keep going. 5. If a goose becomes sick or is wounded, two geese leave the formation to follow it to the ground to protect it. They remain with it until it is able to fly, or it dies. The two geese then rejoin their flock or another. <p>Follow this link: www.youtube.com/watch?v=5O7iIXakQA to see a humorous video about the importance of teamwork.</p>
<i>Apply</i>	<p>When you are part of a team, you and each member will have a role. Keep in mind these roles:</p> <ol style="list-style-type: none"> 1. Leader: you move the team forward to meet the goal. 2. Facilitator: you make this happen and get things done. 3. Recorder: you keep notes and handle the paperwork (emails, forms, etc.).

	<p>4. Timekeeper: you make sure the deadline is met.</p> <p>5. Team member: everyone else. You are excited. You share your ideas. You ask questions and complete tasks.</p> <p>Think about your experiences as a team member. What role do you usually play? Why do you take this role?</p>
<i>Away</i>	<p>Follow this link www.officearrow.com/oa-quiz/quiz-are-you-a-team-player-oaiur-557/view.html and complete the quiz: Are you a team player?</p> <p>1. What was your score?</p> <p>2. What do think you could do to improve your skills as a team member?</p>
Reflection	<p>Think about your career goal. Describe how teamwork will be a part of your job.</p>

Distance Learning Lesson: Solves Problems

Objectives	When you finish this lesson, you will be able to: 1. Explain the brainstorming process. 2. Define a win-win situation. 3. Identify tips for negotiating.
Materials	A computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>What is your first reaction when faced with a problem? Are you able to take a deep breath and begin brainstorming solutions? Do you panic? Do you ignore the problem and hope it goes away?</p> <p>You may have learned about the decision-making process in another lesson. After Step 1, defining the problem, the next steps are to:</p> <ol style="list-style-type: none"> 2. Identify possible solutions or alternatives. 3. Evaluate the alternatives. <ol style="list-style-type: none"> a. Decide what is important to you b. Gather information. c. Develop a way to rate the alternatives based on their importance. <p>When you are faced with a problem, what steps do you take to solve it? Do you dive right in, or do you create a list of pros and cons?</p>
<i>Add</i>	<p>When you create your list of pros and cons, you are <i>brainstorming</i>. Brainstorming is simply trying to come up with as many solutions to a problem as possible. When time allows, you can talk with family, friends, or others who may be affected by your decision for their opinions. Other times you may be forced to brainstorm on your own.</p> <p>When you brainstorm for solutions to a problem, there are some rules to keep in mind:</p> <ol style="list-style-type: none"> 1. Focus on quantity. Come up with as many ideas or solutions as you can. The more you have to choose from, the better. 2. Save criticism for later. Don't write off any of your ideas. Add them to the list. 3. Be open to unusual ideas. No matter how strange an idea may sound, add it to the list. Keep in mind the times you said, "That will never work," but were wrong! 4. Combine and improve ideas. As you generate your list, you may see ways to improve a solution or combine solutions for a better outcome. <p><i>Osborn, A.F. (1963) Applied imagination: Principles and procedures of creative problem solving (Third Revised Edition). New York, NY: Charles Scribner's Son</i></p> <p>Have you ever "Googled" something? Google is a multi-<i>billion</i> dollar company. Follow this link www.youtube.com/watch?v=VzMPV3YEI_8 to see their brainstorming process.</p> <p style="text-align: right;"><i>Continued</i></p>

	<p>When you are working to solve a problem, you should aim for a <i>win-win situation</i>. In a win-win situation, everyone is able to live with the solution. It may not be <i>exactly</i> what every person wanted, but no one is taken advantage of.</p> <p>Arriving at a win-win situation involves <i>negotiation</i>. You may have to give up something you want in order to get something else.</p> <p>1. Can you think of a time you had to negotiate? What was situation?</p> <p>2. What did you give up? What did you get? Was it a win-win situation?</p>
<i>Apply</i>	<p>Consider this situation. On Wednesday, Sandy was offered a job, but she would have to start on Monday! Her children won't be in childcare until the <i>following</i> Monday. Brainstorm at least five possible solutions to her problem.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
<i>Away</i>	<p>Think of a current problem you need to solve. Brainstorm at least five possible solutions to your problem.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
Reflection	<p>How flexible are you when it comes to negotiation? What could you improve?</p>



Distance Learning Lesson: Makes Decisions

Objectives	When you finish this lesson, you will be able to: 1. Explain the decision making process. 2. Identify your decision making style. 3. Determine how your decision making style will affect you in the workplace.
Materials	Computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>When we stop to consider how many decisions we have to make every day, we realize how often we have to choose. Sometimes making decisions can be fun. Other times it can be frustrating and confusing. No matter what, having to make decisions is a big part of life and work.</p> <p>Think of a decision you have made, either good or bad. What were some of the outcomes from your decision? What did you learn from the decision you made?</p>
<i>Add</i>	<p>How do you make decisions? None of the styles is right or wrong; they just lead down different paths.</p> <ul style="list-style-type: none"> • Do you plan? • Are you spontaneous? • Are you forced into making a choice? • Do you use some combination of styles? <p>Planned Decision Making: You explore your needs and environment and identify the decision to be made. Then you gather and consider alternatives and consequences. The decisions tend to fit your needs and lifestyle, but you may miss opportunities if you spend too much time gathering information.</p> <p>Spontaneous Decision Making: You rely on gut reactions and internal signals to make a decision that feels good to you at the time. You can be impulsive and make decisions instantaneously and at an unconscious level. This style can be useful when hard facts are not available, but you might substitute feelings when you need more information.</p> <p>Forced, or Fearful, Decision Making: This style happens when you know you should gather more information about a decision but you put it off. You might put it off until the last minute and be forced to choose quickly. You have trouble making up your mind and may not decide anything. You tend to be afraid of what others think about your decision or fear making a wrong decision. Being very cautious is sometimes important, but being overly fearful can lead to making a bad decision or having someone else decide instead.</p> <p style="text-align: right;"><i>Continued</i></p>

	<p>1. What kind of decision maker are you? Did you know this already, or were you surprised?</p> <p>2. How will knowing what kind of a decision maker you are help you in the future?</p> <p>Follow this link www.youtube.com/watch?v=k315nJ_CK9I to learn founder of Amazon.com Jeff Bezos' thoughts on decision-making.</p>						
<p><i>Apply</i></p>	<p>Following the steps in the decision making process can help you make <i>good</i> decisions.</p> <ol style="list-style-type: none"> 1. Define the problem or the decision you must make. 2. Identify possible solutions or alternatives. 3. Evaluate the alternatives. <ol style="list-style-type: none"> a. Decide what is important to you. b. Gather information. c. Develop a way to rate the alternatives based on their importance. 4. Make a decision. <p>Consider this situation: Debbie just finished a Dental Hygienist training program, and she has received <i>two</i> job offers. Debbie needs to decide whether to take the job in her hometown of Pittsburgh, PA, with a salary of \$30,000 or move to Philadelphia, PA, for a salary of \$38,000.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Define the problem or decision to be made.</td> </tr> <tr> <td style="height: 80px;"></td> </tr> <tr> <td style="padding: 5px;">Identify possible solutions or alternatives.</td> </tr> <tr> <td style="height: 80px;"></td> </tr> <tr> <td style="padding: 5px;">Evaluate the alternatives.</td> </tr> <tr> <td style="height: 80px;"></td> </tr> </table>	Define the problem or decision to be made.		Identify possible solutions or alternatives.		Evaluate the alternatives.	
Define the problem or decision to be made.							
Identify possible solutions or alternatives.							
Evaluate the alternatives.							

	<p style="text-align: right;"><i>Continued</i></p> <hr/> <p>Make a decision.</p> <hr/>
<p><i>Away</i></p>	<p>Think about a decision you need to make. Apply the decision making process to your decision.</p> <hr/> <p>Define the problem or decision to be made.</p> <hr/> <p>Identify possible solutions or alternatives.</p> <hr/> <p>Evaluate the alternatives.</p> <hr/> <p>Make a decision.</p> <hr/>
<p>Reflection</p>	<p>Think about your career goal. What sorts of decisions will you have to make? How will you make these decisions?</p>

Distance Learning Lesson: Applies Health and Safety Concepts

Objectives	When you are finished with this lesson, you will be able to: 1. Identify fire hazards in your home. 2. Create an action plan in case of a fire.
Materials	Computer with Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>A fire in our home is something we all fear. This fear comes with good reason. According to the U.S. Fire Association, there were 356,200 fires in the U.S. in 2009. These fires resulted in over 12,000 injuries and almost 2,500 deaths (www.usfa.dhs.gov/statistics).</p> <p>Have you, or do you know someone who has experienced a fire in his or her home? How did this affect him or her?</p> <p>We should be concerned about the potential for fire in ours, but we should also remember that many fires are <i>preventable</i>. This means we have control over whether or not they start.</p>
<i>Add</i>	<p>According to the Centers for Disease Control (CDC) there are steps that you can take to decrease the possibility of a fire in your home:</p> <ol style="list-style-type: none"> 1. Be careful when you are cooking: Stay at the stove when you are cooking, and make sure that things like potholders or dishtowels are away from the stove. Be sure to turn your pot handles in so that they cannot be bumped. 2. Be careful when smoking. You should attempt to quit, but if you do smoke don't smoke inside. If you do smoke in your home <i>never</i> smoke in bed or leave your cigarette unattended. Never smoke if you are sleepy or under the influence of alcohol or medication. 3. Be careful with heating. When it is cold, we turn to additional heating sources like space or kerosene heaters. Never leave these unattended and keep them away from furniture or curtains. 4. Install smoke alarms. Make sure there is a smoke alarm on every floor in your home, including the basement. To be extra safe you can install a smoke detector in every sleeping room. Test the smoke alarms regularly and change the batteries twice a year. Smoke detectors can cost as little as \$4. 5. Make an escape plan. If you wake up to fire in your home, you don't want to panic. With your children and family, design an escape plan. <p>Follow this link www.cdc.gov/CDCTV/ATimeToAct/index.html and watch the video</p> <div style="text-align: center;">  </div> <p>on fire safety. Click on the  button to view the video.</p>
<i>Apply</i>	<p>Can you spot a fire hazard? Click on each link and study the picture.</p> <ol style="list-style-type: none"> 1. www.firesafety.gov/kids/images/parents_teachers/kitchen.gif <p>What are the fire hazards in the kitchen?</p>

Continued

2. www.firesafety.gov/kids/images/parents_teachers/livingroom.gif

What are the fire hazards in the living room?

3. www.firesafety.gov/kids/images/parents_teachers/bedroom.gif

What are the fire hazards in the bedroom?

Away

Your safety depends on *you* and *your* ability to plan. The government's fire safety website provides easy-to-use information to help you and your family practice fire safety. Follow this link: www.firesafety.gov/citizens/escape/index.shtml and read the information.

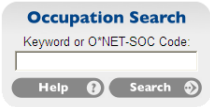
Select **two** of the fire-safety tips. Explain how you would, or do, teach this to your children.

Reflection

The ability to apply health and safety concepts is important in the workplace. Think about your career goal. Explain the health and safety concepts that you will have to practice on the job.


Distance Learning Lesson: Understands Process and Product or Service

Objectives	When you finish this lesson, you will be able to: 1. Use O*Net Online to research careers. 2. Identify the qualifications you need for that career. 3. Explain steps you can take to meet your career goal.
Materials	Computer with Internet connections
Time Awarded	1.5 hours
Activities <i>Anchor</i>	<p>What is your ideal career? We can imagine what our dream careers might be like, but how can we be sure that what we imagine about a certain job is accurate?</p> <p>We can observe someone who works in the career and ask questions. We can also do our own research. The Internet provides many resources that can help us learn more about a career that interests us and begin making steps to meet that career goal.</p>
<i>Add</i>	<p>An excellent and reliable website for career information is The Occupational Information Network, or O*Net Online. The website is developed and maintained through the U.S. Department of Labor and Industry, so we know that the information is accurate and reliable.</p> <p>O*Net Online provides the following information about careers:</p> <p>Tasks: What are the daily tasks of a person that works in the career?</p> <p>Tools and Technology: What kinds tools and technology does a person in that career use?</p> <p>Knowledge: What sorts of things do you need to know about? Psychology? Customer service? The English Language?</p> <p>Skills: What skills do you need to have? Listening? Speaking? Coordination?</p> <p>Abilities: What abilities are important in that career? Oral comprehension? Good vision? A steady hand?</p> <p>Work Activities: Similar to Tasks, what types of activities does a person in this career do?</p> <p>Work Context: Does the job require certain health and safety precautions? Will you be working closely with customers? Will you have to make many decisions?</p> <p>Job Zone: How much education and preparation is required for this career?</p> <p>Education: Does this career require a degree or certificate?</p> <p>Interests: Is this a good job for someone who is social?</p> <p>Work Styles: Do you need to be dependable? Do you need to have strong self-control? Do you need to be patient?</p> <p>Work Values: What does this career value? Relationships? Support?</p>

	<p>Related Occupations? What other jobs are parts of this <i>career ladder</i>?</p> <p>Wages and Employment Trends: Does this career have a good outlook? Does it pay well?</p>
<p><i>Apply</i></p>	<p>Let's research your career goal.</p> <p>Go to online.onetcenter.org/.</p> <div data-bbox="461 449 669 554" data-label="Image"> </div> <p>In the  box, enter your career goal job title. Click search.</p> <p>A list of careers will appear. Locate your choice, or something similar. Click on the job title.</p> <p>Read the information about Tasks, Tools and Technology, Knowledge, Skills, etc. Then, answer the questions below.</p> <ol style="list-style-type: none"> 1. What is your career goal? 2. What are some of the tasks of a person with this career? 3. Does a person with this career need good technology skills? What kinds of technology does he or she use? 4. Do you have the Skills and Abilities needed to be successful in this career? What would you need to improve? 5. How much preparation is needed for this job? Do you need a degree or certificate? 6. Will this career fit your Work Styles? Why or why not? <p style="text-align: right;"><i>Continued</i></p>

	<p>7. What are some of the occupations related to your career goal? Do any of these interest you?</p> <p>8. Does this career have a good outlook? What are the average wages? What are the averages wages in Pennsylvania?</p>
<i>Away</i>	<p>Now that you know the ins and outs of your career goal, what sort of education or training do you need to work in this field?</p> <p>Use the Internet to research a training program in your area. Answer the following questions.</p> <ol style="list-style-type: none"> 1. What is the name of the school or training program? 2. How long is the program? 3. How much does the program cost?
Reflection	<p>If you were working in your ideal career, how would the work you do contribute to the success of the company?</p>

Distance Learning Lesson: Demonstrates Quality Consciousness

Objectives	When you finish this lesson, you will be able to: 1. Explain why self-improvement is important in the workplace. 2. Describe good customer service. 3. Use strategies to accept constructive criticism.
Materials	A computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	Getting a job may seem like the final step in meeting a goal, but it is really the first step in meeting a new goal. After you become employed, your goal becomes <i>keeping your job</i> . The workplace can be a scary and stressful place. Each day we are faced with new challenges, and we must be constantly improving our skills. An employer will be impressed when he sees that you work to improve yourself and your job performance and that you are open to the <i>constructive criticism</i> that will help you improve.
<i>Add</i>	Being willing to improve yourself has a lot to do with how satisfied you will be with your job. Follow this link: www.charthouse.com/productdetail.aspx?nodeid=24103&subnav=1 and click the  button to see the philosophy of the employees at Pike Place fish market in Seattle, WA. It looks as if these employees have a great time at work! They believe in four key points: <ul style="list-style-type: none"> • Be there. • Play. • Make their day. • Choose your attitude. If you are having fun at work, your customers will notice and feel the same way. Your attitude on the job will reflect in the customer service you provide. You have probably been in situations where you received good customer service and bad customer service. Follow this link: www.youtube.com/watch?v=YG48U5iPESA and watch the video. A career as a cab driver may not seem appealing to you, but think about the driver's attitude and how it led him to provide excellent customer service. No matter how well you provide customer service, there will be times when you will be faced with criticism. When a person offers criticism that is meant to help you it is called <i>constructive criticism</i> . Even if it is meant to help you, it can still be very difficult to take. Follow this link www.youtube.com/watch?v=ZlJSCrMksDs&NR=1 and watch the video. It is good advice, and remember that the criticism is not personal and is only that person's perception.

Continued

<p><i>Apply</i></p>	<p>The employees at the Pike Place fish market improve themselves on the job by being there, playing, making their customers' days, and choosing their attitudes.</p> <p>1. Select two of these beliefs and explain how you think they would help you improve your job performance.</p> <p>2. Describe a time when you received poor customer service. How did this make you feel?</p> <p>3. Describe a time when you had to accept <i>constructive criticism</i>. What was the situation? Did you deserve the criticism? How did you handle it?</p>
<p><i>Away</i></p>	<p>Describe a company or store that makes you feel important as a customer. How do you feel when you go there or use the services? What do they do to make you feel important as a customer?</p>

Continued

Reflection	Think about your career goal. How will self-improvement, customer service, and your willingness to accept constructive criticism be important to your success?
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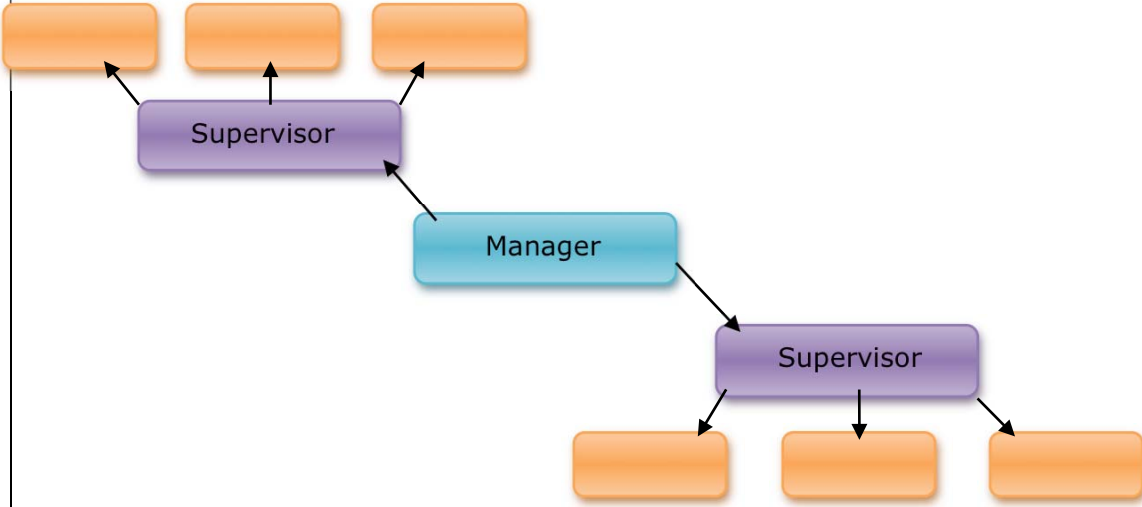
Distance Learning Lesson: Understands Finances

Objectives	When you finish this lesson, you will be able to: 1. Explain why a budget is important. 2. Identify short and long term goals. 3. Explain some basic money saving strategies.
Materials	A computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	<p>Do you ever wish you had more money? We all do! We can earn more money by acquiring new skills and getting a better job or by performing well on the job and getting a promotion.</p> <p>Are there other ways to get more money in your pocket? We can have more money by saving and budgeting the money we have <i>well</i>.</p> <p>Budgeting may not seem like fun because you may think that you will have to give up many things that you enjoy, but this isn't always true. It could just mean making better choices. Click on this link: www.youtube.com/watch?v=Ds5mzdJ9ibk&feature=related and watch the video. Some of the tips may not apply to you, but some of them probably do. Do you have a cell phone and a landline? Do you have cable TV and Internet service? Do you frequently eat fast food? Do you make a lot of trips to the vending machine?</p>
<i>Add</i>	<p>A budget is simply a plan for your income. It is how you must spend it, but also how you can save some of it to meet your short and long-term goals.</p> <p>What are some of the benefits of having a budget?</p> <ul style="list-style-type: none"> • Having a budget helps you meet your goals. Do you have a fine or bill that you want to pay off? Do you wish you could take your family on a vacation? These are not impossible goals. A good budget could make you able to do both of these things. • Having a budget makes you think about money. Sometimes we spend money simply because it is in our pocket or purse. If you know that you only have \$3 dollar to spend in the vending machine each week, you are more likely to be frugal and only purchase something when you really want or need it. • It is crisis prevention. Have you ever had an emergency and not had the money to handle it? Car repairs, household needs, or even childcare issues can cause financial problems. If you consistently set aside some money every month, you will be more equipped to handle these emergencies. <p><i>More:</i> moneyning.com/budgeting/7-reasons-why-we-need-to-start-budget-tracking-now/, www.financemind.com/budget/benefits-of-budgeting.html</p>
<i>Apply</i>	<p>2. Think of a short-term goal that you have (less than a year). What is your goal? Why is meeting this goal important to you? How much money do you think you need to meet this goal?</p>

Continued

	<p>3. Think about a long-term goal that you have (more than a year). What is your goal? Why is meeting this goal important to you? How much money do you need to meet this goal? How long do you think this will take you?</p>
<i>Away</i>	<p>Think back to the video about money saving techniques. What are three things you could do to save money?</p>
Reflection	<p>Do you control your money, or does your money control you? Explain your answer.</p> <p><i>Exploring Workplace Foundation Skills in the ABLE Classroom, Version 2.2, 2004</i></p>

Distance Learning Lesson: Works Within an Organizational Structure

Objectives	When you finish this lesson, you will be able to: 1. Explain organizational structure 2. Describe the role of a worker in an organizational structure 3. Define organizational culture
Materials	A computer with an Internet connection
Time Awarded	1 hour
Activities <i>Anchor</i>	One of the most challenging tasks when we enter the workplace is fitting into the organizational structure and culture. Every workplace has a structure and culture. Figuring these things out and understanding our role is a step on the path to success.
<i>Add</i>	<p>You can think of the organizational structure of a company as the “chain of command,” or “who supervises whom.” Often the organizational structure looks similar to this:</p>  <pre> graph BT Manager[Manager] --> Supervisor[Supervisor] Supervisor --> Worker1[] Supervisor --> Worker2[] Supervisor --> Worker3[] style Worker1 fill:#f96 style Worker2 fill:#f96 style Worker3 fill:#f96 style Manager fill:#4db6ac style Supervisor fill:#9c27b0 </pre> <p>In this common organizational structure, a <i>manager</i> oversees <i>supervisors</i>, who are sometimes called <i>middle managers</i>. These supervisors oversee the workers.</p> <p>All of the personnel that make up the organizational structure are important to the successful functioning of a company. Managers are responsible for things like making final decisions and company finances. Supervisors work with the workers to make sure that decisions are carried out successfully, company goals are met, and the budget is not exceeded. Workers make the goals of a company a reality. Most of us begin as workers. If we are successful, we can often be promoted to supervisors or managers.</p>
<i>Apply</i>	Think about the job you have, or have had in the past. Describe the organizational structure. What was your role? How did you feel in this role?

Continued

<i>Away</i>	Why do you think it is important that a company have an organizational structure?
Reflection	Think about your career goal. In the workplace, most jobs are connected in some way. As an employee, how will your work affect your co-workers?