

Adult Basic Education Level I

Program Guide

2005

Table of Contents

Acknowledgments	i
Introduction to the ABE Level I Program Guide	ii
Teaching Adults	v
A Learner-Centred Approach	viii
Learning Styles	x
Assessment	xii
Using the ABE Level I Program Guide	xv
Communications	1
Mathematics	49
Consumer Education	75
Government and Law	85
The Workplace	91
Science	99
Social Studies	113
Introduction to the Computer	120
Appendices	143
Bibliography	162

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Introduction to the ABE Level I Program Guide

BACKGROUND

In 2001, the Report of the Evaluation of Basic Literacy/ABE Level I Programs in Newfoundland and Labrador by Goss Gilroy Inc. was released. Feedback from stakeholders recommended that a Working Committee, comprised of representatives from government and stakeholders, be established to develop a new Adult Basic Education (ABE) Level I delivery model by building on the strengths as outlined in the Report.

The new ABE Level I Program Delivery model, ABE Level I Program Guide and resources were piloted in 9 sites throughout Newfoundland and Labrador. This 2-year pilot project began September 2003 and continued through August 2005.

ADULT STUDENTS

Adults participating in ABE Level I may vary widely in terms of abilities, skill levels, interests, needs, and goals. While for many the object of study is academic upgrading and the achievement of a grade equivalency, for others there may be quite specific and immediate literacy needs ranging from personal to family to employment requirements. The ABE Level I program is designed to accommodate those varying needs and goals. The general learning outcomes specified for ABE Level I are aimed at the development of functional literacy within a flexible, learner-centred program.

The concept of functional literacy which has guided the development of the general learning outcomes in this guide are based on the definition stated in the UNESCO Guidelines on the Standardization of Educational Statistics:

A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his/her group and community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development¹

¹ John C. Cairns, Adult Illiteracy in Canada, Council of Ministers of Education, Canada. Toronto, 1988

In 1987 the Southam Literacy Survey similarly based its definition of functional literacy on the U. S. National Assessment of Education Progress definition, “the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential”² The 2000 final report of the International Adult Literacy Survey (IALS) released by the Organization for Economic Co-operation and Development and Statistics Canada defines literacy as:

the ability to understand and employ printed information in daily activities, at home, at work and in the community - to achieve one's goals, and to develop one's knowledge and potential.³

Words To Live By: A Strategic Literacy Plan for Newfoundland and Labrador 2000 defines literacy as:

...the ability to understand and use the printed word in daily activities at home, at work and in the community.⁴

These definitions all emphasize the utilization of literacy skills and recognize that the acquisition of the skills required to read and write does not in itself constitute literacy. Rather, functional literacy implies an understanding of the uses of literacy skills and an ability to use those skills in order to gain a measure of control over one's life. The development of learning outcomes for I ABE Level I focuses on the central importance of the application of literacy skills to the personal, employment and educational requirements of the students' day to day lives. The ability to read and write, to think critically, and to transfer knowledge gained to the requirements of daily life are all necessary to function in contemporary society. "Literate" adults in Canada today use printed information for a wide variety of purposes. They evaluate what they read and integrate new information with what they already know. They write to express ideas, to communicate with

² Literacy in Canada: A Research Report, Southam News, Ottawa, 1987

³ Literacy in the Information Age: Final Report of the International Adult Literacy Survey. OECD, Paris and Statistics Canada, Ottawa, 2000

⁴ *Words To Live By, A Strategic Literacy Plan for Newfoundland and Labrador*. Government of Newfoundland and Labrador, department of Education, 2000

others, and to clarify thoughts. They have learned to be self-directed; in other words, they have learned how to learn. They know how to find and apply the information they need to carry out tasks in daily living.

The ABE Level I program guide is geared towards the ultimate development of skills for daily living and empowering adult students to function in today's society. The encompassing objective is that when adults move from the ABE Level I program their facility in reading, writing, and critical thinking and their ability to transfer knowledge to the development of life coping skills will have been enhanced.

Teaching Adults

While there is some common ground in the teaching of adults and children, there are also distinct differences of which the instructor should be aware.

The age of ABE Level I students ranges from 18 upwards, with the average age being generally 25 to 45 years. There are many characteristics of this student grouping, including:

- ▶ The majority of students are mature intellectually, socially and emotionally.
- ▶ The majority of students bring a wealth of experience and knowledge in a variety of areas to the program.
- ▶ The majority of students are accustomed to the responsibilities of jobs and families and many have taken responsible roles in their communities as well.
- ▶ For the majority of students, upgrading their education is only one of many demands they are currently meeting including earning a living and contributing to the running of a household.

These characteristics have direct implications for the ABE Level I program and for instructors of ABE Level I. All decisions with respect to conducting programs should be based on the following considerations:

- **Sensitivity and respect for the student's maturity**

Mutual respect and support should characterize the relationship between student and instructor.

- **Recognition of the experience and knowledge which the student brings to the class**

An atmosphere which emphasizes the value of all kinds of experience and knowledge and which incorporates that into the program through the active participation of all students will ensure a productive learning environment.

- **Recognition of the responsible roles which students assume in their lives**

Students must be allowed to take equivalent responsibility within the program. They should be encouraged to share with the instructor the responsibility for determining their own needs and for making decisions about what works in terms of programming.

- **Recognition of the multiple demands on the student's time and attention**

Instructors must allow some necessary flexibility in view of those demands. Instructors may help find ways for students to continue to learn when they are away from class. It can also mean that a student may at times be too preoccupied to participate in certain kinds of intensive or demanding learning activities. The instructor must allow students to have a role in deciding when they will do certain kinds of activities.

ANDRAGOGY VS. PEDAGOGY

A term often encountered in literature relating to adult education is "andragogy", which is used to describe an approach to adult education. A more familiar word might be "pedagogy", which usually refers to the teaching of children. The distinction between andragogy and pedagogy is more complex than simply age, the two may represent very different approaches to teaching and learning. Adult students who may have had more experiences of a pedagogical approach to teaching and learning may expect to be dependent on the instructor, for example, and may want to defer to the instructor's authority; they may require regular testing and a familiar grading system in order to feel that they are progressing; they may not place much value on their ability to recognize their own needs or strengths and therefore might be suspicious of a program that seeks their input; they may not be very familiar with recent developments in pedagogy and may view activities such as discussions and roleplays as a waste of time.

It is perfectly natural for adult students to return to education with all their previous assumptions about education intact. The first challenge for the instructor then may be to facilitate a transition where the student acts independently, perceives the instructor as a guide rather than as an omnipotent figure of authority, sees learning as the means to self-defined ends, and participates in shaping and evaluating his or her own learning experiences.

CLASSROOM ARRANGEMENT

Setting a good climate for learning can be facilitated by arranging the classroom in such a way that the students and the instructor feel a sense of mutual respect and support. Ideally, the seating arrangement should allow students to sit together at tables at which the instructor also sits so that the students are aware that they are in control of their learning and that the instructor's role is one of a facilitator. A good classroom arrangement has a number of tables at which two or three people can work as well as a few smaller tables for students who need privacy or simply wish to concentrate and work quietly.

A Learner-Centred Approach

In order to feel that they can exercise a degree of control, students must have a clear idea of the aims and objectives of the program. The instructor should clearly outline the general program outcomes to the student and should ensure that the student knows what will be required in order to achieve particular outcomes. Students and instructors will need to understand the difference between "learner-centered" and a "do whatever you like, and nothing if you please" approach. Learner-centered does not mean there is no program. If a student's goal is to complete the Level I program, then clearly there are outcomes to be met. However, there is no prescribed means of achieving those outcomes. This is where the instructor and student have the latitude to make the program learner-centered. Learning activities directed to the achievement of those outcomes can, and should, focus on the student's needs and interests within the broad areas outlined.

Students should become familiar with all classroom resources as soon as possible so they will have an idea of their choices in the selection of materials for study. The instructor should make a special effort to point out the materials which are generally within the student's independent reading range and encourage him or her to browse freely. The student may be reluctant to do this at first so the instructor should repeat the invitation as often as necessary. The instructor might also make a point of showing students particular materials as their interests become known. Students should feel free to move around the classroom as they wish, to work with other students to the extent that it is mutually agreeable, and to leave the classroom without asking permission if it is required. Instructors ought to establish with the students at the outset what the limits to free movement are (if any) and what the expectations will be. For example, there will be guidelines for attendance and rules the students must follow when notifying the instructor of whenever of absenteeism. Whatever the arrangement, it should be clear to everybody. Responsibility for balancing the students' freedom and autonomy with the need for order and regularity within the program must be jointly shared between the students and the instructor. Students should be encouraged to continuously evaluate learning materials and learning activities. They should understand from the beginning that not all materials are of equal

value; they may enjoy some more than others and may find some more helpful than others. It should be established from the outset that there are no required textbooks and that the learning outcomes of the program can be accomplished through using a wide variety of print and non-print materials. The instructor may have to prompt the student in the beginning. After an activity or a text has been started, the instructor might periodically ask questions to elicit the student's opinion of the activity or text (e.g., "How is it going? Do you like this book/doing this? Do you think it's helping you? Would you like to try something else?") It may take a while for students to realize that the inquiry is genuine and serious. In the beginning they may be inclined to profess to like whatever they are presented with. They may be afraid that to say otherwise would be to challenge the instructor's judgement. The instructor will have to be sensitive to any reluctance and try and establish a relationship which will make it easy for the students to speak their minds.

Learning Styles

Instructors, and even students, should be aware of the variety of ways in which humans learn. Programs should provide a wide enough spectrum of learning activities to cover the range of learning styles that will exist in any group of students. For example, some students will learn well through print and independent study. Others will benefit more from the visual or oral presentation of information either through lecture, guest speaker, discussion or film. Some students will need to write information in order to remember it; others may have developed a greater capacity for remembering what they have seen or heard without the benefit of notes. It is likely that a significant number of students working in ABE Level I will have developed ways of learning which are not dependent on reading or writing. The instructor must ensure that they are permitted to continue to learn in the ways they have developed while they learn to make more use of reading and writing. The value of non-reading ways of learning should be appreciated and promoted. If the program is conducted so that a wide range of activities and media are used regularly (e.g., reading and writing exercises, discussions, roleplays, films, videos, tapes, lectures, guest speakers, experiments, demonstrations) the instructors and the students are more likely to discover what works best for each student. Students should be assisted with determining the ways in which they learn best and encouraged to use that knowledge to maximize their learning.

Instructors should keep in mind that the Level I component of the ABE program is not intended to teach adults all they will need to know in order to function well in their day to day lives as citizens, workers, consumers, parents, and students. What the program should do is help students *learn how to learn*.

HELPING ADULTS THINK ABOUT THEIR LEARNING STYLES AND PREFERENCES

Most students in ABE Level I will probably come with the expectation that conditions will be dictated to them. They may not have thought about learning activities in terms of the conditions under which they would be most effective. A major part of the instructor's role in creating a learner-centered program is to help the students understand that they have a role in determining conditions. But in most cases this will not be sufficient. The instructor will also need to facilitate students learning how to take control of their learning environment in a way which allows them to maximize their learning. A good starting point, after the students are comfortable in the program setting, would be to have them reflect on their own learning preferences. This could be done by having an initial discussion either with an individual or the group. The instructor could develop a questionnaire based on his or her knowledge of the students. Students could discuss the questions and the intent of the questionnaire either alone with the instructor or in a group. They might then be given a week or two to think about the questions as they go about their studying and learning activities. In completing the questionnaire the students should be given the choice of doing it at home with or without help; with the instructor's assistance; or with one or more other students in the program. The instructor should ensure there is a time set aside after the questionnaires are completed for discussing the answers. Students should understand that their preferences will help shape the way their program is conducted and should be asked to participate in the process.

Assessment

The purpose of assessment in adult education programs is to collect data to assist in determining the student's needs and interests and what skill areas and general learning outcomes will be addressed. There is no quick or easy way to pinpoint particular problems an individual may have with reading, writing, mathematics, etc. Assessment has to be an ongoing process which *begins* when the student enters the program, and does not end until the student *leaves* the program.

INITIAL INTERVIEW

It is recommended that an initial meeting/interview be set up and that a minimum of 30 to 45 minutes be set aside for this purpose. The interview is the first assessment of both ability and need and it is the basis for a needs assessment and individualized program planning.

Many students experience some anxiety prior to an assessment so it is important for the instructor/assessor to create a relaxed and non-threatening environment which will put the student at ease. The instructor/assessor should begin by making simple small talk that is unrelated to the situation. It is also wise not to refer to the assessment as a "test" since many students may have had unpleasant experiences with tests.

Some students are anxious to know what grade they are working at so that they have some idea how long they can expect to have to stay in the program before accomplishing their goal or moving on to the next level. Such a question ought to be answered in a way which is both sensitive to the student's need for encouragement and respectful of his or her right to a truthful answer. Interestingly, students usually have a very good idea of their reading ability and weaknesses and may really be looking to the instructor for affirmation.

Ongoing assessment should provide the instructor with good information to answer concerns about performance and progress. Ongoing evaluations, which involve the students and which help them understand how some learning strategies are useful and some counterproductive, will also be the means of making students aware that learning is a process which can be understood and influenced to some extent. It is recommended that instructors and

students work together to assess reading and writing skills on an individual basis.

ASSESSMENT TOOLS

Many ABE Level I programs have relied on the use of standardized reading tests to determine students' entry reading levels. The most common assessment tool used is the Canadian Adult Achievement Test (CAAT).

Two other tools that have been used quite successfully with ABE Level I students are the Brigance Inventory of Essential Skills and the Canadian Adult Reading Assessment (CARA).

Brigance Inventory of Essential Skills

Brigance is an assessment tool designed to identify:

- ▶ mastered and non-mastered basic skills
- ▶ areas of strengths and weaknesses
- ▶ instructional outcomes to achieve specified skill levels

This tool is primarily geared toward assessing performance and creating individualized program plans. If necessary, Brigance allows the user to select from a range of skills, rather than conduct an all-inclusive assessment. Because Brigance contains grade placement assessments for word recognition, writing, spelling, reading comprehension and mathematics, the administrator can quickly identify the approximate grade level of the student.

This assessment tool has a user-friendly format thus making it easy to administer.

Before beginning, the administrator must:

- ▶ select the skill sequence to be assessed
- ▶ select the most appropriate level within the skill sequence
- ▶ use the grade placement assessments as a guide
- ▶ select the best assessment method

During the administration of Brigance, it is important to:

- ▶ follow the assessment procedures

- ▶ adapt the assessment where necessary
- ▶ record the assessment data

Canadian Adult Reading Assessment (CARA)

CARA is a tool that is primarily used for the purpose of student diagnosis or placement. This tool is an informal reading inventory that can determine a student's instructional reading level, as well as specific strengths and weaknesses in word recognition and comprehension. It utilizes a student assessment booklet and an instructor's manual, both containing a graded word list and graded passages from Levels 1 - 9, ranging in readability levels from 1 - 12. For example, Level 1 has four easy passages and five more difficult passages. Each passage is followed by a set of factual and inference questions.

As a placement tool, CARA enables the user to identify the individual's independent, instructional and frustration reading levels which helps in determining effective student placement and selection of reading materials. Used as a diagnostic tool, CARA enables the user to identify a person's reading level. It helps analyze reading miscues, retellings and responses to comprehension questions. Since it provides information on how the student mentally processes print (word identification) and text (comprehension), it is helpful for developing instructional programs.

Before beginning, the administrator must:

- ▶ determine the purpose of the assessment (diagnostic or placement)
- ▶ inform the student about who will have access to the results (e.g., the instructor)
- ▶ inform the student of the purpose and nature of the assessment
- ▶ reassure the student that they cannot "pass or fail"
- ▶ ask the student if he or she has any idea what his or her reading level is. At the end of the assessment inform the student of the actual results. If the student actually scores lower than they anticipated, the administrator must sensitively relay this information.
- ▶ determine the entry level of the student

Using the ABE Level I Program Guide

The Adult Basic Education Level I Program Guide deals with the following subject areas:

- ▶ Communications
- ▶ Mathematics
- ▶ Consumer Education
- ▶ Government and Law
- ▶ The Workplace
- ▶ Science
- ▶ Social Studies
- ▶ Introduction to the Computer

Each subject is primarily presented in a two-page spread format with the following headings: *Outcomes, Suggested Instructional Strategies for Teaching and Learning, Suggestions for Assessment and Notes*.

The numbering system in the general learning outcomes does not indicate an order for teaching or learning; neither does the order in which the separate topics are presented in the program outline. It is recommended that different program areas be integrated for the purpose of teaching.

Before starting any learning activity or lesson, it is critical to ensure that students understand why they are participating in that particular activity or lesson. If the instruction is to be meaningful, students must be given an opportunity to demonstrate what they already know about the subject and to articulate their needs and interests in the area. Teaching and learning become meaningful and useful only when students see the sense of what they are doing and when their input helps to shape the material. They will be interested in the subject and motivated to learn if they can answer these questions: *How does this affect me? What do I need to know about this? How can I use any new information in this area in my day to day life?* In ABE Level 1 there is an emphasis on the integrated approach to teaching, where material focuses on issues people have to deal with in their day to day lives.

The purpose of learning is to master specific skills or achieve specific outcomes. In this program guide, each subject area lists general learning outcomes. Under each there may be several sub-outcomes. In keeping with an integrated program, there is some overlap of outcomes and skills from subject to subject. For example, mastery of the basic metric system is noted in the mathematics section and again in the science section. This does not mean it must be covered twice; it means it must be initially dealt with in mathematics or science (whichever comes first) and then reviewed in the other. Another example can be found in the development of oral presentation skills which, traditionally have been relegated to Communications. In this program, oral presentation skills are dealt with in practically all subject areas so that students can master the skill regardless of the subject.

The outcome for the Mathematics section of Level I is the development of the mathematical skills necessary for adults to deal with the requirements of everyday life. Therefore, there is only one general learning outcome in the Mathematics section: *Given real life situations and tasks, apply mathematical operations and problem solving skills.* All others are specific outcomes related to the achievement of the general learning outcome.

Adults in Level I may have come to see mathematics a subject with little relevance to their everyday lives. Instructors can help students understand the relevance and importance of mathematics to everyday living by:

- ▶ approaching mathematics as a group exercise (for example, having small groups estimate answers to basic operations or solve practical problems together)
- ▶ helping students estimate and calculate and then use pencil and paper for verification
- ▶ helping students make appropriate use of the calculator
- ▶ helping students connect mathematics to real-life applications

It is recommended that the bulk of mathematics teaching be integrated with teaching in other subject areas and it draw on each student's needs and interests. For example, a discussion or reading selection in Science could address learning outcomes in Consumer Rights. This integrated approach is consistent with the overall program outcome of grounding literacy instruction in the real issues and materials which adults have to deal with in their day to day lives as citizens, workers, consumers, parents, and students.

LEARNING ACTIVITIES

A range of learning activities which could be pursued by individual students or by groups of students are offered in the program guide. The learning activities focus on the learning outcomes and key concepts within each of the program content areas. It should be noted that the learning activities are intended to help focus and clarify the learning outcomes for the instructor; there is no intention of limiting the instructor. The instructor is encouraged to select activities which seem appropriate for a particular student or group of students and should feel free to develop other activities based on the requirements of the teaching/learning situation

COMMUNICATIONS

General Learning Outcome

1. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *paraphrase to demonstrate clear understanding of author's message.*

Outcomes

It is expected that students will:

- ▶ 1.1 tell what the text is about
- ▶ 1.2 relate the story line, if applicable
- ▶ 1.3 describe characters
- ▶ 1.4 identify relationships between characters and situations

Suggested Instructional Strategies

- ▶ Locating text/information
 - *Skimming* is a strategy generally used by readers when reading something “light” or to provide a general overview of the text.
 - *Scanning*, although similar to skimming, refers to reading through text while searching for information, such as a specific word/sentence.
- ▶ Time/order sequencing
 - Sequencing activities can be helpful in recalling the story line or the sequence of events. The instructor can explain this activity by using an example of a recipe. A recipe has a very specific order to it and to change the order changes the end result. The same can be said of a story. Depending on the ability of the student, write the main events or actions of a story on strips of paper, lay out the strips randomly and have the student properly rearrange the strips in the correct order of occurrence. The instructor can facilitate this activity by using words such as *first, then, before, next, finally*.
- ▶ Similarities and differences
 - Students can be encouraged to compare/contrast characters and situations by drawing a comparison/contrast chart.

Suggestions for Assessment

- ▶ Maintain anecdotal records.
Example:
John retold the story with only a few minor errors such as forgetting the name of the main male character. He had written some jot notes and referred to them while recounting the message of the story.
- ▶ Examine students' abilities to share information with an audience.
- ▶ Encourage students to respond to the text in a variety of ways including formal and informal responses such as:
 - writing an in-role set of letters between two characters that explains the/their situation
 - drawing a mural of the most striking scene
 - designing an advertisement encouraging others to read the text
- ▶ Use journals as a constant way of monitoring students' responses to text

Notes

- ▶ The numbering system for the general learning outcomes does not indicate an order for teaching or learning.
- ▶ Reading and writing should be approached as complementary activities. Students should be encouraged to read and write before, during and after an activity.
- ▶ All of the suggested activities can be modified according to the students' needs and abilities. The use of additional activities or amendments to these suggestions is encouraged.
- ▶ All general learning outcomes can be pursued over a wide range of reading material, from simple to complex, depending on the students' reading ability. For example, general learning outcome 1, paraphrasing, should be worked on by all students. For those students who are unable to read on their own, the instructor is advised to read short passages aloud and have students orally complete activities and exercises relating to the learning outcome.

General Learning Outcome

2. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *identify author's purpose and audience.*

Outcomes

It is expected that students will:

- ▶ 2.1 identify point of view
- ▶ 2.2 recognize bias

Suggested Instructional Strategies

- ▶ Students will consider the expertise/authority of the author.
- ▶ Students will distinguish between editorial and news items in newspapers and magazines.
- ▶ Students will consider whether material is persuasive or informative.
- ▶ Students will be able to change the author's point-of-view and re-write passages from the text.
- ▶ Have students listen to recordings, read and view a variety of texts followed by a group discussion of the texts to determine bias or prejudice.

Suggestions for Assessment

- Maintain anecdotal records.

Example:

Ann was able to speak clearly about what she believed was the author's purpose. She had written some jot notes and referred to them while recounting the message of the story.

- Examine students' ability to agree with a point of view and defend the choice by sharing with an audience.
- Encourage students to respond to the text in a variety of ways including formal and informal responses such as:
 - writing an in-role set of letters between two characters that explains the/their situation
 - drawing a mural of the most striking scene
 - designing an advertisement encouraging others to read the text.
- Use journals as a constant way of monitoring students' responses to text.

Notes

- There is an opportunity here to engage the students in a basic debate forum whereby students may prepare opposing views on an issue and debate it. This activity addresses the development of students' speaking skills.

General Learning Outcome

3. Distinguish between fiction and non-fiction.

Suggested Instructional Strategies

- ▶ Students will read introductions and forewords to texts.
- ▶ Students will identify broad types of texts (e.g., history, reference, novel, biography, autobiography, diary, newspaper and magazine).
- ▶ Using Venn diagrams  students can illustrate the similarities and differences between fiction and non-fiction texts.

Suggestions for Assessment

- ▶ Maintain anecdotal records.
Example:
Susan gave two good examples of stories that were fiction and non-fiction. She seems to really have a good grasp of the concepts. I wonder would she bring these stories to class and read aloud for us if I asked her?
- ▶ Using a chart with headings of varying types of text (e.g., history, autobiography) examine students' ability to categorize a piece of text.
- ▶ Use journals as a constant way of monitoring students' responses to text.

Notes

- ▶ If the students demonstrate a particularly strong interest in novel study, the instructor may be motivated to instigate a book club whereby the students can discuss a shared book. The following questions could guide the discussions:
 - Overall, did you like/dislike this book?
 - Where was the conflict?
 - Was this story similar to any other book you've read?
 - How long did it take you to read this book?
 - How did the ending make you feel?
 - Was this story fiction or non-fiction? Why?

General Learning Outcome

4. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *distinguish between fact and opinion*.

Suggested Instructional Strategies

- ▶ Students will examine a piece of text for cues or clues that should help determine whether a piece of text is fact or opinion:
 - a writer's choice of verbs
 - explicit statements of opinion
 - quotes
 - expertise of the writer or speaker.
- ▶ Students will read a variety of texts such as editorial and news items in newspapers and magazines and differentiate between them.
- ▶ Students will assess information in light of his or her own understanding of the subject (*What do I know about this?*)
- ▶ Students will consult with other people or sources to verify the information

Suggestions for Assessment

- ▶ Reading and discussing the “letters to the editor” section of the local or community newspaper is a good way for students to sample differing viewpoints on issues. During discussions the instructor can determine whether or not students are able to distinguish between *fact* and *opinion*.
- ▶ Students can engage in a research assignment to determine whether a piece of text is actually a factual piece or an opinion piece. Students can search for documentation to support or refute a statement from the text.

Notes

- ▶ Reading the “letters to the editor” section of newspapers is a good way for students to sample differing views. Some students may be inspired to write (and submit) their own opinion piece.
- ▶ During research activities, the instructor should point out the importance of crediting an information source when writing a factual piece of text. The term *plagiarize* should be introduced along with the possible ramifications. Students should also be introduced to the basic format for *footnote* writing, *works cited*, and *bibliography*.

General Learning Outcome

5. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *identify major areas and supporting detail that is explicitly stated.*

Suggested Instructional Strategies

- ▶ Locating text/information
 - *Skimming* is a strategy generally used by readers when reading something “light” or to provide a general overview of the text.
 - *Scanning*, although similar to skimming, refers to reading through text while searching for information, such as a specific word/sentence.
- ▶ Students will practice summarizing information.
- ▶ Students will set the purpose(s) for reading by asking: *What do I already know? What do I want to know? What have I learned?* While reading the text students can use one colour highlighter to mark information that is already known and another colour to highlight the information to be learned.
- ▶ Students can read a short paragraph and suggest a title.
- ▶ setting purposes for own reading (*What am I looking for in this material?*)

Suggestions for Assessment

- ▶ A student’s ability to comprehend is a very important factor in any of these instructional strategies. Instructors should make observations of the following:
 - oral reading
 - group discussions
 - responses to guided questions
 - making and confirming predictions
 - re-telling
- ▶ The CLOZE procedure is a technique which clearly allows the instructor to see whether students comprehend what is being read.
 1. Using a familiar piece of text, delete a highly predictable word from each sentence.
 2. Be sure to leave the first and last sentences intact.
 3. The student then reads the text and suggests words to replace those that have been deleted. If the student can offer words that make sense in the context of the sentence and the entire passage, he or she is comprehending well.

Notes

- ▶ It is important to remember that a student's experience and prior knowledge of a subject is a major factor in his or her ability to comprehend text. The activity of using the coloured highlighters can be a good diagnostic tool. For example, consider the student who, after highlighting the text demonstrates that he or she has much prior information about the subject and goes on to show strong comprehension skills. But in another piece of text, has little prior knowledge and his or her comprehension is low. From this the instructor can reasonably deduce that for this student, prior knowledge is a major factor affecting his or her comprehension.

General Learning Outcome

6. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *identify unwritten meanings*.

Outcomes

It is expected that students will:

- ▶ predict outcomes
- ▶ draw conclusions
- ▶ identify underlying assumptions

Suggested Instructional Strategies

- ▶ One way that students can predict a story-outcome is by completing open-ended stories. The instructor can present an unfinished story (several paragraphs). Depending on the ability of each student, and the purpose of the activity, the instructor can ask that an ending either orally or in writing be provided.
- ▶ Select a piece of text with a subject familiar to students. Prior to beginning reading, have students list predictions about the story. Ask why they made each prediction (what assumptions are being made?). Also ask for a list of possible questions that might be answered within the text. After reading, check the predictions for accuracy and see whether or not the answers to the questions were provided.
- ▶ Time-order Sequencing is another method to assist students make predictions and remember events of a story. Ask students to think of an activity where a set order of events is needed (e.g., following a recipe, putting together a model airplane). Discuss how the end result is directly affected by the order of the previous steps in the procedure. Explain how this is a similar idea that authors employ when writing; there must be a logical sequence of events or an order. Look for words that are cues that order is important such as, *next, then, before*.

Suggestions for Assessment

- ▶ For these instructional strategies, the instructor should closely observe students and their ability to make strong predictions about a piece of text. The student’s ability to defend or explain his or her choice is an important indicator of the student’s comprehension ability.
- ▶ Using a simple recipe, for example, write each step in the procedure on separate pieces of paper and mix up the strips. Have students reorder the strips in the correct order so that the recipe makes sense and the steps follow a logical pattern. Before beginning, remind students to look for “clues” such as the words *first*, *finally* and *then*.

Notes

- ▶ When assessing students’ ability to reorder sentences, be sure that you test what you need to test. That is, if you are testing the ability to reorder, ensure that limited reading skills is not interfering with the ability to reorder, predict, or draw conclusions.

General Learning Outcome

7. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *evaluate for personal significance*.

Outcome	Suggested Instructional Activities
<p>It is expected that students will:</p> <ul style="list-style-type: none">► defend own judgement of text	<ul style="list-style-type: none">► Students should be able to ask and answer questions related to the text which demonstrate comprehension of the text. The students should also be able to offer personal opinions. It is when students generate their own questions that he or she begins to become independent learners. The students might ask: <i>Do I agree with what I've read? What do I know about this subject? Is it meaningful to me? If so, why?</i> This questioning activity can also be a paired activity whereby the student and the instructor (or another student) take turns asking a question and having the other person answer. As the student(s) becomes more comfortable, the questions and answers should become more intricate and critical.► Instructors may wish to go beyond the written text and engage the student in discussions about the influence of television, radio, and the internet. This can lead into a discussion of favourite mediums. The student must be prepared to defend his or her choice and examine why. This critical analysis can continue on into the effects of advertising on the public as consumers.

Suggestions for Assessment

- ▶ The instructor should make careful notes on each student during discussions. Pay particular attention to students' ability to: offer an opinion, defend that opinion and critically analyze why he or she has that opinion.
- ▶ Students' ability to think critically can be examined by asking students to respond to a photo, picture or piece of text. Depending on their level, the instructor may choose to have responses orally or in writing.
- ▶ To assess students' personal commitment to texts, have each student compile a list of appealing texts. Have students explain or write why these texts are appealing.

Notes

- ▶ During all discussions the instructor should not forget to make note of students' listening ability. While others are speaking, note the behaviours which are indicative of attentive listening:
 - maintaining eye contact with the speaker
 - asking questions for clarification
 - recalling information from the discussion

General Learning Outcome

8. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *scan to locate specific information.*

Outcome

It is expected that students will:

- ▶ locate details within text for information such as directions, instructions, and facts.

Suggested Instructional Strategies

- ▶ Students should practice scanning text to locate:
 - information in shop manuals
 - directions from labels, manuals, etc.
 - measurements and instructions in cookbooks
 - information in pamphlets, flyers, newspapers, magazines, yellow pages, classified ads, etc.

Suggestions for Assessment

- ▶ Before beginning the skimming task on a story, take 5 cards and write the following on each card: who, did what, when, where, why, how. Assign one (or more) card(s) to each student so that they know what information they must search for and to write down their response. Upon completion of the task, the instructor can determine whether or not a student understood the text and the task by examining the responses.
- ▶ Students can create a flow chart to gather information from a cookbook or manual. Begin by writing down what happened first, second, and so on. The instructor can determine comprehension level by examining the chart to ensure the proper “flow” of information.

Notes

- ▶ The instructor can explain to students that scanning is reading for a purpose: to obtain specific information. The students should be aware that scanning is not always an appropriate method of reading if the purpose of reading is to simply enjoy the text or to learn the material. For example, scanning a novel or scanning a textbook may not produce the desired results.

General Learning Outcome

9. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *skim to choose a book or item of (a) interest or (b) relevance to the purpose.*

Suggested Instructional Strategies

- ▶ Students should first practice reading headings or titles to ascertain whether or not the piece might be selected.
- ▶ In selecting the text, students should note pictures and other visual clues to help determine whether or not the text is a piece to be chosen.
- ▶ Students should recall prior knowledge of a topic and relate it to the task of selecting appropriate text.

Suggestions for Assessment

- ▶ For this outcome, student self-assessment using a journal would be a useful technique. The purpose is to assess the student's choice and determine whether or not the student felt he or she made a good choice and why. Journal writing is a good way to also collect information on students':
 - attitudes about reading
 - interests in reading
 - observations on his or her own progress as a reader.

Notes

- Instructors should regularly introduce new books as part of the reading program. Likewise, students should be given regular opportunities to share books or information on authors that he or she enjoys. These sharing sessions should be oral discussions thereby giving students the opportunity to practice their oral reading and speaking skills, and to share their opinions. Ideally, this activity should require that students:
 1. Read aloud a short passage from the book.
 2. Offer the students' personal responses to the material. As with a written report, the students need to prepare effectively in order to share information with the group.

General Learning Outcome

10. Given differing formats of texts, *locate, interpret, and apply information.*

Suggested Instructional Strategies

- ▶ Students should practice locating information, and interpreting the information, from a variety of texts such as:
 - lists
 - tables
 - maps, charts, and graphs
 - schedules and guides
 - directories
 - catalogues
 - labels
 - pamphlets
 - graphics
- ▶ Students should be able to apply the information gained to real life situations.

Suggestions for Assessment

- ▶ For this outcome, the students should be asked to find specific information within the text(s). The use of flashcards (similar to the skimming task noted in General Learning Outcome #8) would also work well here. The instructor would take several cards and on each write a piece of specific information that the student must find. For example, locate Corner Brook on a map, or find a pair of brown ladies boots priced under \$100. Assign one or more cards to each student so that they know what information must be searched. Students can then write responses on the card. Upon completion of the task, the instructor can determine whether or not each student understood the text and the task by examining responses.

Notes

- ▶ Another practical activity would be to take a field trip and actually drive around the area using a local map to locate streets, etc.

General Learning Outcome

11. Classify and categorize information.

Suggested Instructional Strategies

- ▶ Students should:
 - organize pictures into groups according to specific categories.
 - determine which words have the same or similar meanings, from a group of words.
 - choose appropriate headings for sets of related words.
 - identify headings in the “classified” section of the newspaper.
 - organize randomly selected newspaper ads into specific categories.
 - practice locating services in the yellow pages and government pages of the telephone directory.
 - find a subject in a text, using headings.
 - learn to store information in a personal filing system and organize that information alphabetically by subject, pattern, or structure.
 - develop a personal dictionary.

Suggestions for Assessment

- ▶ Categorizing involves grouping similar words, subjects or ideas whereby attention is shifted from one group of ideas to another. Have students read through a piece of text searching for examples of capitalization, for example. Students should record the capitalized words and then categorize the words under headings such as “Names, “Cities”, “Dates”, etc.

Notes

- ▶ The learning outcomes in this section are quite deliberately general. There is no prescription for evaluating whether an objective has been attained. The judgement is subjective. It is the responsibility of the instructor, and students, to make that judgement.

General Learning Outcome

12. Identify ways in which reading is used.

Suggested Instructional Strategies

- ▶ Students should list occasions on which reading was used or could have been used in the students' recent past.
- ▶ Students should list general and specific reasons for wanting to improve reading skills.
- ▶ Students should distinguish different reasons for reading (i.e., reading for information, reading for entertainment/enjoyment, reading to study).

Suggestions for Assessment

- ▶ To assess this general learning outcome, the instructor will need to primarily base his/her opinion of the students' ability based on the responses during discussions or in a response journal.

Notes

- ▶ Prior to reading, students must either be told, or determine, the purpose of reading a piece of text. There should be some discussion about how text might be read in view of the purpose. For example, a piece of text read purely for enjoyment would likely be treated differently from a piece of text read for the purpose of studying.
- ▶ Remember: the numbering system for the learning outcomes does not indicate an order for teaching or learning. Reading and writing should be approached as complementary activities. Students should be encouraged to read before a writing activity and to write after a reading activity.

General Learning Outcome

13. Identify different formats of printed information.

Outcome	Suggested Instructional Strategies
<p>It is expected that students will:</p> <ul style="list-style-type: none">▶ 13.1 distinguish between types of information presented in various formats.	<ul style="list-style-type: none">▶ Students should practise locating information using the following:<ul style="list-style-type: none">• lists• tables• charts and graphs• maps• pamphlets• reference texts• directories• catalogues• schedules and guides• labels and graphics▶ Students should present various types of information by organizing it into appropriate formats.

Suggestions for Assessment

- ▶ Given specific information, students should demonstrate an understanding of the different formats by placing the information in the appropriate form. For example, when given information on capital cities and the corresponding provinces, students should demonstrate an understanding that a map would probably be the most appropriate format to display this information. Information comparing the population of capital cities, on the other hand, might be best displayed using a graph.

General Learning Outcome

14. Select appropriate reading or print material for the location of required information.

Suggested Instructional Strategies

- Students need to understand the purpose of, and utilize, basic reference materials for reading and writing including:
 - *dictionary*
 - Students can arrange words in alphabetical order by first letter, first two letters, and first three letters.
 - Define and identify guide words.
 - Locate word in a dictionary using alphabetical order and guide words.
 - Choose appropriate meanings for words in context.
 - *encyclopedia*
 - Distinguish between a dictionary and encyclopedia
 - Use the index to locate selected topics
 - Identify and use cross-reference function.
 - Summarize information from an encyclopedia entry.
 - *parts of a book*
 - Identify table of contents.
 - Identify index.
 - Identify glossary.
 - Locate chapters, using table of contents.
 - Locate subjects, using index.
- *atlases and maps*
 - Organize and sequence directions (left, right) and distances within buildings.
 - Organize and sequence directions (N, S, E, W, etc.) and distances within towns, cities or rural areas.
 - Identify north, south, east, west.
 - Identify world map.
 - Locate Canada on world map.
 - Locate Newfoundland and Labrador on world map.
 - Locate Newfoundland and Labrador on a map of Canada.
 - Name and locate provinces and territories of Canada.
 - Locate major cities, towns, bays, and peninsulas on map of Newfoundland and Labrador.
 - List the range of areas included in an atlas.
 - Define scale.
 - Draw scale map.
 - Define and interpret legend.
 - Locate continents and countries.
 - Identify broad climatic regions of the world.
 - Draw grid.
 - Use town or city street map to find specific location
 - Use road map for province to plan a travel route.
 - Use a road map for Canada to plan a travel route

Suggested Instructional Strategies *continued***Suggestions for Assessment**

- *library*
 - Locate local library (school or public).
 - Discuss Dewey Decimal System.
 - Discuss card catalogue organization.
 - Identify author cards, title cards and subject cards.
 - Use periodical guide, if available, to locate specific magazine articles.
 - Gain basic understanding of library reference tools.
 - Locate leisure resource materials including books, tapes and compact disks.
 - Take out a personal library card.
 - Check out book(s).
 - *directories*
 - *world wide web*
- Students will also utilize other sources of information including newspapers, magazines, and textbooks as appropriate to individual interest and need.
- The instructor should undertake student-instructor conferences as a means of gathering evidence of a student's understanding. On an individual basis the instructor can ask each student to perform a series of tasks in the presence of the instructor. For example, giving the student an atlas, the instructor can ask the student to locate specific cities, provinces, countries, etc. Using a textbook, the instructor can ask the student to find the table of contents, index, and so on.
- It is important that students demonstrate an understanding of how to use the reference material but it is equally important that they demonstrate an understanding of *when* to use particular reference materials. Students must understand, for example, that an atlas is a geographical reference tool, a dictionary is a reference tool for words and word meanings and the world wide web is a tool where almost all information can be found.
- To demonstrate an understanding of libraries, a class visit to a community or school library is recommended.

Notes

- ▶ It is important to have a variety of reference materials in the classroom for student use.
- ▶ Remember that all readers - even fluent readers - employ many different reading strategies, depending on the purpose for reading. The student should understand that the way a person reads a newspaper may be very different from the way that same person reads a comic book, for example.

General Learning Outcome

15. Identify situations in which printed materials may be presented.

Outcomes

It is expected that students will:

- ▶ 15.1 offer oral presentations to the class.
- ▶ 15.2 contribute to group discussions, recognizing roles and responsibilities as speakers and listeners.
- ▶ 15.3 use word choice, tone of voice, and facial expression appropriate to the speaking occasion.
- ▶ 15.4 engage in, respond to, and evaluate oral presentations.

Suggested Instructional Strategies

- ▶ Work with individuals and small groups on developing appropriate speaking, listening and responding etiquette in a variety of contexts.
- ▶ Provide demonstrations of non-verbal communication features such as facial expressions, gestures, and body movements that enhance or detract from oral presentations.
- ▶ These outcomes may best be achieved by providing students with opportunities to present orally to the class. Students may choose to read aloud from a book or present an oral “report” to the class on a topic of the student’s own choosing.

Suggestions for Assessment

- ▶ For this general learning outcome, valuable evaluation feedback can be gathered from peer observations. At the end of a student's presentation, ask the other students to provide positive criticism. Prior to beginning this activity, it is imperative that the instructor be sure to spend time explaining the concept of "positive feedback". For the first few times employing this tool, ask the students to respond anonymously and in writing. The instructor should preview the responses and then hold a student-instructor conference with the student to discuss the peer comments. Part of the conference should include analyzing the performance and discussing ways to improve possible weaknesses and build on strengths. As the students become more familiar with this tool and more confident as oral speakers, the peer audience might begin offering their positive feedback orally and then a class discussion can take place whereby a student's performance is discussed. This assessment method must be handled very carefully by the instructor so that the feedback is positively offered and positively received.

Notes

- ▶ As with written reports, students need to prepare for oral reports. Practice, particularly in aspects of delivery, is important in oral reporting. Discuss the following:
 - Prepare the oral report in the same way as a written report. Select an interesting topic, think about what is known, what needs to be found and how to find it. Edit the information to determine what information to include and what to exclude. Prepare a draft. Revise and edit.
 - Charts, diagrams, pictures, props, or other visual aids will help the audience understand and remember the information. *Before the presentation always familiarize yourself with any equipment and practice using it.*
 - Avoid reading from the text or memorizing. Use cue cards with only brief notes.
 - Stand and move within clear view of the audience. Speak clearly and loudly so that everyone can hear; use appropriate gestures and facial expressions.
 - Be prepared to answer questions (if that is a component).
 - Remember to thank the audience.

General Learning Outcome

16. Given a task relevant to individual interest or to program content requirements, *use appropriate study skills*

Suggested Instructional Strategies

- Introduce or review the following skills:
 - ◆ Skimming
 - Use pictures and other visual clues to identify topics within a text.
 - Identify headings or titles in newspapers, magazines, reference materials and textbooks.
 - Read a short selection and suggest a title.
 - Skim a text to choose an item appropriate to purpose.
 - Using chapter headings find a subject in a text.
 - Skim a selection of texts to choose text appropriate to purpose.
 - ◆ Scanning
 - Locate a specific detail in a text.
 - Use index to locate item in a text.
 - Scan text to locate answer to a particular question.
 - ◆ Note Taking
 - Using key words and phrases, record main points gathered from reading, viewing, listening and/or discussing.
 - Ask for repetition of lecture points when required.

Suggestions for Assessment

- Maintain anecdotal records.
- To check for students' ability to skim try the following: take 5 cards and write the following on each card: who, did what, when, where, why, how. Assign one (or more) card(s) to each student so that they know what information they must search for and to write down their response. Upon completion of the task, the instructor can determine whether or not the text and task were understood by examining the responses.

Notes

- ▶ Level I students who desire to move on to Level II should be given ample opportunity to practice reference and study skills. Particular emphasis should be on note takings, summarizing, skimming and scanning. Practice in test-taking would also be appropriate.

General Learning Outcome

17. Present personal information and experience orally and in writing.

Suggested Instructional Strategies

- ▶ Each student should begin organizing and categorizing information about his/her life:
 - place, date and time of birth
 - places and date of residence(s)
 - educational background
 - employment history (job title, job description, employer, dates)
 - marital and parental status
 - family tree
 - relevant medical information
- ▶ Students substantiate information with documentation, where appropriate.
- ▶ After the information has been assembled, each student can begin the oral component by introducing him/herself to the class.
- ▶ Using the personal information, students can begin the process of writing personal experience stories. Students with very limited writing skills can dictate the story to the instructor who acts as a scribe.
- ▶ After the stories have been written and edited, students can practice reading stories aloud, in front of an audience.

Suggestions for Assessment

- ▶ Students will demonstrate organizational and categorizing skills by gathering information via note taking. After the information has been collected they can then expand on their notes to form sentences. To facilitate note-taking skills the instructor can provide a simple chart for students to complete.
- ▶ Students should write (or dictate) a language experience story and read it to an audience (see Appendices).

Notes

► Skills

The following are skills students should be working on throughout Level I, if not already mastered. Students should:

- Recognize:
 - letters of the alphabet randomly
 - letters in upper case and lower case
 - that reading proceeds in a top to bottom direction on the page and in a left to right direction on the line
 - that letters combine to form words
 - that words combine to form sentences
- Make connections between speech and print.
- Print and write his/her own name.
- Print and write letters of the alphabet in upper case and lower case.
- Print digits 1 - 100.
- Print and write sentences from a typed copy.
- Print and write sentences of own composition from instructor-transcribed copy.
- Print and write sentences of own composition.
- Express ideas using complete sentences.
- Capitalize first word in sentences.
- Correct incomplete and run-on sentences.
- Define and identify nouns and verbs.

- Differentiate between common and proper nouns.
- Capitalize proper nouns.
- Understand subject and predicate.
- Identify and compose different types of sentences.
- Use end punctuation and commas correctly.
- Form compound and complex sentences.
- Use regular and irregular verbs.
- Maintain subject-verb agreement.
- Employ consistent verb tenses.
- Use quotation marks.
- Understand semi-colon, colon, hyphen and dash.

► Reading and writing need to be taught as complementary activities. Writing activities should encourage risk-taking and should be an integral component of each lesson. Writing activities should:

- be based on students real interests and needs.
- focus on functional uses of writing (writing to communicate and do something), but also include activities that allow exploration and expression of language.
- focus on communication and expression, making clear that the mechanical aspects of writing (spelling, punctuation, etc) will be dealt with later during the editing process.

► Use the students' and instructor's writing in a variety of ways: reading, re-reading, sustained silent reading, cloze or selective deletion activities, editing and discussing.

General Learning Outcome

18. Express personal opinion orally and in writing.

Outcome

It is expected that students will:

- ▶ 18.1 support personal opinion with reasons and/or evidence

Suggested Instructional Activities

- ▶ Students should begin participating in one-to-one or group discussions on topics arising from:
 - program content materials
 - news and current events
 - relevant concerns/issues
- ▶ Students should be given activities whereby they can practice distinguishing between statements of fact and statements of opinion.
- ▶ Begin developing student listening skills by participating in one-to-one and group discussions.
- ▶ Students should engage in questioning activities whereby they can practice asking appropriate questions in order to verify or clarify what has been said.

Suggestions for Assessment	Notes
<ul style="list-style-type: none"> ► The instructor must pay careful attention to the discussions and keep notes on students' contributions. 	<ul style="list-style-type: none"> ► Skills <ul style="list-style-type: none"> • The following are listening skills students should be working on throughout Level I, if not already mastered. Students should: <ul style="list-style-type: none"> - Listen to recorded material and answer questions orally. - Given a task, record pertinent information from classroom, radio or television. - Write down key points during, or after, viewing or listening to film, video, television or radio. - Respond to questions after listening to and/or participating in group readings. - Request repetition of important details during verbal transactions (personal and business). - Request repetition of important details for recording telephone messages. - Determine topic to be presented and question personal relevance. - Ask appropriate questions to clarify understanding throughout the listening activity. - Note points of immediate concern in general (i.e., date of next meeting, deadline for application, appointment times and locations).

General Learning Outcome

19. Given a topic relevant to personal interest or to program content reading, *write a narrative paragraph.*

Suggested Instructional Activities

- Begin this activity by requesting that students write only one paragraph. As they become more familiar with the process and writing becomes less difficult, extend the task by asking them to produce two or more paragraphs. The instructor must first spend some time defining paragraphs and explaining how each paragraph is a new thought or idea but still relevant to the main topic/theme.
- ▶ Before asking students to compose an individual piece of text, complete a group writing activity. Begin by first discussing the importance of a strong, clear beginning, middle and end. Ask students to brainstorm a topic and, as a group, compose a good lead sentence or two. The students can then each take turns passing the story around the room so that each student adds a sentence or more to the story. The additions all must add to the development of the final piece.
- ▶ Students should begin by first choosing a topic. This can be done individually, with the instructor, or with a group. For some students, deciding what to write about can be more difficult than the actual task of writing.
- ▶ Prior to writing, students need to first engage in a variety of pre-writing activities in order to generate ideas and organize the composition, such as:
 - defining the audience and the audience's needs
 - determining the purpose for writing
 - researching the topic, if needed
 - conferencing with the instructor or the group
 - brainstorming
 - semantic mapping
 - note taking
 - outlining techniques
- ▶ Students should write the rough or first draft of the paragraph ensuring that there is a topic sentence, supporting details and a concluding sentence.
- ▶ Student should edit drafts by proofreading, polishing and rewriting until the piece is well-organized and grammatically correct with no misspellings. Editing can be done alone or with the help of the instructor, a peer or a group. Drafts may need to be written and re-written several times to finally produce a publishable (finished) composition. The instructor must assure students that with each draft, the composition improves.
- ▶ The instructor should spend time modeling the revision process. Show that a piece of text that is being edited/revised is "messy" - full of crossed out words, new words scribbled in, etc. Emphasize that this is how an edited draft should look.

Suggestions for Assessment

- ▶ When assessing a piece of student writing, the instructor must remember to consider the *process* as well as the *product*.
- ▶ The instructor must take the following elements into account:
 - type of piece (there are really only two types of writing: a personal response where the student's thoughts and opinions may take precedence over conventions and non-personal pieces where conventions are more important)
 - organization of the piece
 - the quality of and the development of the ideas
 - the use of vocabulary
 - the writer's personal style
 - the final editing (check for correct grammar, spelling, punctuation, sentence structure, etc.)
- ▶ The instructor must endeavour to always be positive when providing feedback to students. Writing is a highly personal activity. For many students, offering a piece of writing to be judged or critiqued by someone else can be quite emotionally charged.

Notes

- ▶ It is a good idea to have students get into the habit of NOT destroying the drafts when going through the writing process. It is a common practice to simply destroy all previous drafts and only keep the final copy. But the instructor can learn much from going through the drafts and actually viewing the process that students went through. This can be very helpful during assessment. Also, when students feel unmotivated or not progressing, viewing drafts can help show progress; where they started and where they ended.
- ▶ Immediately upon completion of a piece of writing, allow the student some time before embarking on the editing phase. Writing is difficult. By putting a little space between completion of a task and editing the piece, the student can have time to reflect on what he or she has accomplished by actually producing a piece of text before they have to view it with a more critical eye.
- ▶ Hint: explain to students the old editors' tip of reading a paragraph slowly *backwards* - read the last word, then the second-last word, and so on. Reading from end to beginning causes us to be less inclined to "read" or miss errors.

General Learning Outcome

20. Given a topic relevant to personal interest or to program content reading, *write a descriptive paragraph*

Suggested Instructional Activities

- ▶ Begin this activity by requesting that students write only one paragraph. As they become familiar with the process and writing becomes less difficult, extend the task by asking them to produce two or more paragraphs. The instructor will have to spend some time defining paragraphs and explaining how each paragraph is a new thought or idea but still relevant to the main topic/theme.
- ▶ Before asking students to compose an individual piece of text, begin with a group writing activity. Begin by first discussing the elements of a descriptive piece of writing. Spend some time discussing descriptive words (adjectives, adverbs), synonyms and antonyms, and how to avoid cliches.
- ▶ Ensure that each student has access to a thesaurus and a dictionary and that they know how to use them.
- ▶ For a descriptive piece of writing, it is sometimes necessary to find “inspiration”:
 - Take the class on a walk. Discuss the surroundings. Ask: what do you see? smell? hear? feel? taste? Advise students to take observatory notes.
- Look at a photograph. Ask: What do you see? What might be happening? What might have already happened? What might be about to happen? What feelings are evoked?
- View a piece of art. Ask: What do you see? What might be happening? What might have already happened? What might be about to happen? What feelings are evoked? What might be the artist’s intention?

General Learning Outcome

20. Given a topic relevant to personal interest or to program content reading, *write a descriptive paragraph*

Suggested Instructional Activities

- ▶ Begin this activity by requesting only one paragraph from the students. As they become familiar with the process and writing becomes less difficult, extend the task by asking them to produce two or more paragraphs. The instructor will have to spend some time defining paragraphs and explaining how each paragraph is a new thought or idea but still relevant to the main topic/theme.
- ▶ Before asking students to compose an individual piece of text, begin with a group writing activity. Begin by first discussing the elements of a descriptive piece of writing. Spend some time discussing descriptive words (adjectives, adverbs), synonyms and antonyms, and how to avoid cliches.
- ▶ Ensure that each student has access to a thesaurus and a dictionary and that they know how to use them.
- ▶ For a descriptive piece of writing, it is sometimes necessary to find “inspiration”:
 - Take the class on a walk. Discuss the surroundings. Ask: what do you see? smell? hear? feel? taste? Advise students to take observatory notes.
 - Look at a photograph. Ask: What do you see? What might be happening? What might have already happened?

What might be about to happen? What feelings are evoked?

- View a piece of art. Ask: What do you see? What might be happening? What might have already happened? What might be about to happen? What feelings are evoked? What might be the artist’s intention?
- ▶ Ask students to compose a descriptive piece using words to create a picture or image for the audience, which is the purpose behind the writing.
- ▶ After writing the rough or first draft, students should edit the draft by proofreading, polishing and rewriting until the piece is well-organized, grammatically correct with no misspellings. Editing can be done alone or with the help of the instructor, a peer or a group. Drafts may need to be written and re-written several times to finally produce a publishable (finished) composition. The instructor must assure students that with each draft, the composition improves.

Suggestions for Assessment

- ▶ When assessing a piece of student writing, the instructor must remember not to discount the *process* as well as the *product*.
- ▶ The instructor must take the following elements into account:
 - type of piece (there are really only two types of writing: a personal response where the student's thoughts and opinions may take precedence over conventions and non-personal pieces where conventions are more important)
 - organization of the piece
 - the quality of and the development of the ideas
 - the use of vocabulary
 - the writer's personal style
 - the final editing (check for correctness of grammar, spelling, punctuation, sentence structure, etc.)
- ▶ The instructor must endeavour to always be positive when providing feedback. Writing is a highly personal activity. For many students, offering a piece of writing to be judged or critiqued by someone else can be quite emotionally charged.

Notes

- ▶ Try to encourage students to NOT destroy drafts when going through the writing process. It is common to destroy all drafts and only keep the final copy. But the instructor can learn much from reading the drafts and viewing the process, which can be very helpful during assessment. Also, when students feel unmotivated or not progressing, viewing drafts can help show progress; where they started and where they ended.
- ▶ Immediately upon completion of a piece of writing, allow students time before embarking on the editing phase. Writing is difficult. By putting space between completion of a piece and editing it, students can reflect on what has been accomplished by actually producing a piece of text before they have to view it with a more critical eye.
- ▶ Hint: explain to students an old editors' tip of reading a piece slowly *backwards* - read the last word, then the second-last word, and so on. Reading from end to beginning causes us to be less inclined to "read" or miss errors.
- ▶ Emphasize the importance of using correct spelling in a final piece. There are many misconceptions about spelling but it is important, it is necessary, and any student can become an effective speller, with practice and strategies.

General Learning Outcome

21. Given a purpose relevant to individual interest and need, perform practical writing exercises using the appropriate format.

Suggested Instructional Activities

- ▶ Students should perform various writing exercises, such as:
 - writing a variety of lists
 - writing telephone messages
 - writing brief notes for specific purposes (to teachers, friends, etc.)
 - recognizing and interpreting directions for filling out forms
 - learning various ways of writing dates on forms and letters
 - filling out more common forms (i.e., applications for employment, Social Insurance Number, etc.)
 - writing friendly letters and business letters using the standardized format
 - addressing envelopes and packages
- ▶ It should be made clear to students that letters, forms, etc. have a specific format that should be followed. Spend some time with the class explaining the format used when writing letters and addressing envelopes.
- ▶ Although forms differ according to their purpose, some questions and the layout are universal. For example, most forms begin by asking for the name and address of the person completing the form. Ask students to bring in samples of forms to compare.

Suggestions for Assessment

- ▶ When assessing a piece of student writing, the instructor must remember to consider the *process* as well as the *product*.
- ▶ The instructor must take the following elements into account:
 - type of piece (there are really only two types of writing: a personal response where the student's thoughts and opinions may take precedence over conventions and non-personal pieces where conventions are more important)
 - organization of the piece
 - the quality of and the development of the ideas
 - the use of vocabulary
 - the writer's personal style
 - the final editing (check for correctness of grammar, spelling, punctuation, sentence structure, etc.)
- ▶ The instructor must endeavour to always be positive when providing feedback. Writing is a highly personal activity. For many students, offering a piece of writing to be judged or critiqued by someone else can be quite emotionally charged.

Notes

- ▶ It might be a good idea to ask students to bring in forms or letters that they need to complete or compose. Provide time for them to do this work in class, with your assistance, if needed.

General Learning Outcome

22. Perform handwriting exercises with reasonable speed and legibility. (Typing may be an alternative to handwriting where necessary.)

Suggested Instructional Activities

- ▶ Although many adult students have an understanding of letter formation in cursive writing, they still may need to work on forming letters so that they are of a consistent shape and size.
- ▶ In the case of cursive writing, practice is the key.
- ▶ Students can use a cursive writing workbook or simply design their own “copy” pages. It is important to provide students with access to all the letters, as they should be formed.
- ▶ At first, focus on legibility rather than neatness. Neatness comes with proficiency.
- ▶ In addition to uniform letter formation, have students practice staying on the line, and keeping uniform spacing between the words.

Suggestions for Assessment

- ▶ A checklist is useful to assess handwriting. Include the following:
 - Does the student know the correct cursive form for all upper case letters?
 - Does the student know the correct cursive form for all lower case letters?
 - Does the student form the letters uniformly?
 - Does the student use uniform and sufficient spacing between the words?
 - Does the student stay on the line?
 - Is the writing neat?
 - Is the writing legible?

Notes

- ▶ Some students may have difficulty with handwriting due to physical constraints or impairments. For these students, it is not necessary to emphasize this particular outcome. Instead, provide them with the use of a computer to assist with writing tasks.
- ▶ Many adults attempt to cover up poor or illegible handwriting by deliberately writing in a messy haphazard style. Sometimes even though a word or letter looks fine to the instructor, some students will trace over the letters with a pen/pencil again and again until it appears darker and less legible. This is usually because they feel insecure about their writing.

General Learning Outcome

23. Given a text of appropriate difficulty, relevant to personal interest or program content areas, *read orally with expression and a reasonable degree of fluency.*

Suggested Instructional Activities

- ▶ Students should recognize the importance of intonation when speaking/reading and that the tone of voice or expression can change the meaning.
- ▶ Students should also be aware of the effect punctuation has on expression and on meaning of text. Again, they should become familiar with the intonation used with a question mark or an exclamation point.
- ▶ Students should learn how to identify dialogue within a text and show appropriate expression.
- ▶ Students should be aware that we also alter expression to suit purpose of text (i.e., descriptive, narrative, emotive).

Suggestions for Assessment

- ▶ Students should be given the opportunity for self-evaluation. This can best be achieved by recording the student while oral reading and then allowing the student to privately listen to the reading. Listening to a recording of oneself can be difficult and students are typically very critical of themselves. Encourage students to be fair in their criticism and look for strengths as well as areas for improvement.
- ▶ Think about the following elements when evaluating a student's oral reading:
 - Does the student read with the appropriate loudness?
 - Is he/she reading at a good pace?
 - Is his/her voice clear?
 - Does he/she use the correct intonation?
 - Does he/she place the appropriate emphasis on words?
 - Does he/she pronounce the words correctly?
 - Is he/she aware of punctuation?
 - Does he/she use appropriate facial expressions?

If standing in front of the class while reading:

- Is his/her stance appropriate?
- Does he/she make eye contact with the audience?

Notes

- ▶ Nothing seems to evoke as much fear and loathing in students than asking them to read aloud to the class. Perhaps this is due to past unpleasant experiences when reading aloud was tortuous for weak or shy students. The instructor must never forget that this task can cause great anxiety for many students. A certain comfort level and familiarity must be reached before students will begin to feel willing to participate in this task. Students need to be assured that the risk is necessary, but the end result will not be negative. The instructor must be sure, once again, to offer much praise and positive criticism.
- ▶ It might be necessary for the instructor to spend some time discussing and brainstorming with the group the causes of anxiety and stress when speaking or reading aloud. Allow the class to offer possible solutions or strategies that could be employed to reduce this anxiety.
- ▶ It is important that students understand the benefits of becoming a good oral reader.

MATHEMATICS

General Learning Outcome

- Given real life situations and tasks, *apply mathematical operations and problem solving skills.*

Suggested Instructional Activities

- Students will solve mathematical problems related to:
 - ◆ *Handling currency*
Students need to be familiar with the value applied to money. One of the biggest challenges when handling currency is making change (i.e., if someone owes you \$5 and they give you \$20, how much money should you give back to them?) This outcome can best be achieved by using real money so that the students can relate to it on a real-life basis. Games like *Monopoly* are a great way to practice managing money, and can be a lot of fun too!
 - ◆ *Comparison shopping*
While a group field trip to the grocery store is a great idea, it may not be practical. The instructor can bring in a number of flyers or catalogues and students can practice comparing goods.
Unit pricing is a skill which people can use every day and it is often necessary to use estimation. For example:
 - ◆ A 2 Litre bottle of Coke costs \$2.99, a 1 Litre bottle of Coke costs \$1.49, a 750ml bottle costs 99¢ and a 355ml can costs 49¢.
Which is the better buy?
- ◆ *Interest/credit payments*
An explanation of how credit card companies determine an interest rate may be needed however most adults are probably aware that borrowing money via a credit card or a loan costs. Bring in some samples of credit card statements (be sure to block out the account number and contact information). After defining the terms associated with credit card statements, have students go through the statements to determine credits, debits, interest, etc.
- ◆ *Calculating sales tax*
The instructor should engage the students in a group discussion of HST, income tax, and taxable goods. Again, a group field trip to a store is a great way to practice calculating taxes, but it may not be practical. The instructor can bring in a number of flyers or catalogues and allocate a sum of money and a calculator to each student. Using the money and calculators, have students purchase goods so as to spend as much money as possible, not forgetting to add the HST on taxable items. Perhaps an accountant would agree to be a guest speaker and explain tax implications (be

Suggested Instructional Activities,*continued*

cautious, however, most of us find taxes to be complicated and the guest speaker should be able to explain the issues clearly).

- ◆ *Measurement (as it relates to carpentry, cooking, etc.)*
Adults will probably have had a lot of practical life experiences using measurement and it is best to approach this skill with problems requiring practical applications. Another area which will require some work will be the introduction of the metric system of measurement. Many older adults are more familiar with the imperial system and many cookbooks, sewing patterns, carpentry tools, etc. owned by adults use the imperial system. With a basic introduction of the metric system students will be able to:
 - Identify basic units in the metric system (metre, gram, litre)
 - Define and use prefixes (kilo, centi, milli)
 - Practice converting from metres to kilometres.
 - Estimate measurement in metric terms, given real life examples

Suggestions for Assessment

- The mathematics outcomes can be best assessed by the instructor by regularly checking students work for accuracy.
- It is a good idea to schedule a meeting with each individual student once every week or two to discuss strengths, areas of weaknesses or other concerns.

Notes

- ▶ Many adults in ABE Level I classes have knowledge of basic mathematical operations and may simply need to refresh their skills. Many of these adults also may bring with them a fear or dislike of mathematics, which will be slightly more difficult to overcome but can be, with time and positive reinforcement.

Outcome	Suggested Instructional Activities
<p>It is expected that students will:</p> <ul style="list-style-type: none"> ▶ 1.1 estimate answers to problems orally or in writing 	<ul style="list-style-type: none"> ▶ Students will be able to estimate: quantities, total cost, measurements and basic computations. ▶ The instructor needs to demonstrate basic “rounding off” practices first through the adding/subtracting of basic equations. Begin by rounding off one and two-digit numbers and then practicing adding and subtracting. ▶ Students will practice rounding off monetary sums and estimating total cost, tax or giving change. One of the biggest challenges when handling currency is calculating what needs to be purchased (cost of item + tax) versus the amount of money available. While a group field trip to the grocery store is a great way to practice estimating skills, it may not be practical. The instructor can bring in a number of fliers or catalogues and students can practice “purchasing” goods with an allocated sum of money so as to spend as much money as possible, not forgetting to add the HST on taxable items. ▶ Estimating activities can be applied to cooking/recipes, carpentry, sewing, etc.

Suggestions for Assessment

- ▶ The mathematics outcomes can best be assessed by regularly checking students' work for accuracy.
- ▶ It is good idea to schedule a meeting with each individual student once every week or two to discuss strengths, areas of weakness or other concerns.
- ▶ Have group discussions with each student describing his or her personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- ▶ Remember, most adults will probably have had some practical life experiences using estimation and it best to approach this skill with problems requiring practical applications.
- ▶ Estimation is a useful skill for all students to develop. This skill can be an important strategy in approaching word problems and it is also helpful when dealing with mathematics in everyday life. Generally, students do not use rounding skills to get an estimate of the numbers involved in a problem, in order to estimate the answer. Without doing this, the students have no idea whether their calculated answer is reasonable when they check it. Some time, maybe 15 minutes each day, could be spent practicing rounding numbers and estimating answers. This should help students improve their problem solving skills.
- ▶ At first, students should be able to estimate, using examples where there are large differences in amounts and where choices are given. For example:
 - If I buy an iron which costs \$17.99, a television set which costs \$349.99 and a DVD player which costs \$125.50, estimate the approximate cost without tax. (\$500 or \$1,000)

Notes, *continued*

- ▶ After students develop the ability to estimate answers where the given choices are very different, they should then work towards estimating between choices of finer distinction. Later they should provide the answers themselves.
- ▶ The next example uses estimation and there is no exact calculation of the correct answer. The examples given should be from everyday life and have real application for students. Both the student and the instructor should work together to create their own word problems.
 - I want to buy 2 movie tickets at \$10.25 each, 2 boxes of popcorn and 2 sodas for \$8.45 each. Will \$25.00 be enough money?
To answer this question, you should use approximate numbers and estimate the answer: $2 \times \$10.00 + 2 \times \8.00 for a total of \$36.00.
Answer: No, \$25.00 is not enough money.
- ▶ Students should be encouraged to work without pen and paper when working on developing this skill. Present a situation to the group, give them sufficient time to estimate the answers and then let someone volunteer the answer. The instructor may then want to show on paper or the board how to go about the estimation problem. Once the problem has been solved by estimation, students may want to do the exact calculation. Students need to demonstrate a facility in the use of the calculator and using it for calculations in word problems would be appropriate.

Outcome

It is expected that students will:

- ▶ 1.2 solve word problems orally or in writing

Suggested Instructional Activities

- ▶ Students will be able to read and state word problems in their own words. The task of translating the word problem may be difficult because simply understanding what is being asked can prove challenging for students. Students will learn that in every word problem there are "key" words or phrases which suggest which problem solving strategies to employ. These key words can provide hints about the correct operations to use. For example, the phrase "how many more" suggests a subtraction operation and the phrase "...have altogether" suggests an addition (or multiplication) strategy. But, while it may be helpful to recognize some of these key words and to understand their meanings, students should not concentrate solely on finding these words and then think there must be a definite connection to an operation. For example, they may see the word "of" and think it must mean multiply, without actually considering the complete meaning of the word problem. When this happens, the technique of looking for key words serves to reinforce a "mechanical," non-thinking attitude to mathematics.
- ▶ Students will learn to approach problems by organizing information and using a visual representation. In some cases it is helpful if students can draw or somehow visually organize the information. This can be especially helpful if a student is weak performing number calculations.

Suggested Instructional Activities *continued*

For example if the problem states that Jim has 5 apples trees and Tom has 9 apple trees, then it may be helpful if students first draw 5 circles on one side of a page to represent Jim's trees and 9 squares on the other side of the page to represent Tom's trees. Students can then draw a line from each circle to a corresponding square until all the circles have been matched. By counting up the leftover squares, students have the answer to the problem.

- ▶ Students should learn to attempt an estimation before actually solving problems so that they can determine whether or not the final answer is even close. This skill can help students self-correct and gain a sense of whether the task is being performed correctly before going through the entire process.
- ▶ The following are examples of real life problem solving activities:
 - Bring in the advertising flyers from the newspapers, look at the prices of different items and suggest some problems. Plan meals for one day for four people and see if \$25.00 covers the cost.
 - Allow yourself \$100.00, get a catalogue and choose 3 gifts for family members. Work out the tax and see if you can afford it.
 - Look at a utility bill. Have someone first explain that electricity is measured in kilowatt hours. Find the total number of hours that appears on the bill. Notice the price of electricity per KWH. Round the numbers and estimate the approximate charge. Estimate the HST and then estimate the total charge to check the bill.
 - When the students discuss smoking, get them to work out the approximate cost of smoking for a year if they smoke 1½ packs of cigarettes a day at \$7.25 a pack. If, for example, 35% of the cost goes towards taxes, estimate how much this is. Working with the cost of cigarettes provides an excellent math example with real life implications for budgets and health topics.

Suggestions for Assessment

- ▶ The mathematics outcomes can be best assessed by the instructor by regularly checking students' work for accuracy.
- ▶ It is good idea to schedule a meeting with each individual student once every week or two to discuss strengths, areas of weaknesses or other concerns.
- ▶ Have group discussions with students describing their personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- ▶ Many students find it difficult to deal with problem solving, as often they do not know the strategies they need for approaching problems. The instructor must create a framework for approaching mathematics so that the students are given real life problems, asked to discuss them, realize that the solution is mathematical and can then decide on the approach to be used.
- ▶ If students can create their own word problems, it shows an understanding of the concept. Have students write the word problems on index cards and exchange problems with each other. Answers should be provided on a separate, but easily matched, index card. For students who have weaker writing skills, the instructor should transcribe their ideas.
- ▶ Build up a bank of problems associated with everyday life from the following areas: banking, budgeting, cash transactions, HST, discounts, consumer credit, housing, home renovation, travel, transportation, insurance, pay cheques, income tax, property tax, and utilities. By doing so, discussions will carry over into other subject areas.
- ▶ Students may need to be reminded of different strategies for solving problems. These steps will make it easier to solve word problems:

Notes, *continued*

1. *What is the question?* Study the problem and decide what is being asked. Rewrite the question in your own words or draw a picture to clarify it.
2. *What are the facts?* Underline the facts that you need to solve the problem.
3. What is the plan? Choose an operation and decide if there is one, two or more steps.
4. What is the answer? Estimate your answer first and then compute it using a calculator.
5. Does the answer match the question? Is it reasonable? State the answer.

► In solving word problems, students should be encouraged to use the calculator for computing the answers. This ensures that students concentrate on the problem and not on the operation.

► The following are useful strategies for problem solving:

1. Find the question.
2. Organize facts in a table or a graph.
3. Recognize a pattern.
4. Identify and cross out extra information.
5. Rewrite problem in own words.

Outcome

It is expected that students will:

- 1.3 perform whole number operations

Suggested Instructional Activities

- The students will:
 - Practice counting to 100 by 2's, 5's and 10's. Although students eventually end up being able to complete this task orally, in the beginning the concept is best introduced by having students complete an incomplete chart. The idea of looking for patterns can be introduced.
 - Practice printing and writing digits.
 - Recognize basic operation signs.
 - Be able to express basic operations in words.
 - Identify place value to millions.
 - Be able to “round” whole numbers
After an explanation of 5, 50, 500, etc. Being the point whereby numbers are either rounded “up or down”, students should be able to round off decimals to a given place value.
 - Estimate and compute accurately with addition, subtraction, multiplication and division.

Suggestions for Assessment

- ▶ The mathematics outcomes can best be assessed by the instructor by regularly checking the students' work for accuracy.
- ▶ It is good idea to schedule a meeting with each individual student once every week or two to discuss strengths, areas of weaknesses or other concerns.
- ▶ Have group discussions with students describing their personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- ▶ Many of the suggested exercises for the Level I whole numbers outcome are the same as those in the ABE level II Program. Instructors may feel that they should just start Level I students on Level II but this is not recommended. Level I stresses real life applications of mathematics so the pursuit of the Level I outcomes should be grounded in those real life applications. The Level I suggested whole number exercises deliberately omits operations which have little practical application to daily living. For example, knowledge of exponents, an outcome of the Level II Program, is less relevant to functional numeracy than the other whole number operations. For this reason, it is not suggested to be covered in Level I.
- ▶ Students tend to either like math and do well with it or feel they can't do it and are not interested in it. This attitude can be a stumbling block that hinders success. It may be necessary to discover what it is about math that a student feels is difficult and then work on that area first until he or she can do it. This may require trying several

Notes, *continued*

different approaches until the appropriate one is found. Often giving students small sections to master at a time increases confidence and leads to improvement. Success is a great motivator.

- ▶ Many students are not bothered by not knowing the multiplication tables. Perhaps they could be given a limited time to see if they can learn them. Many students remember the beginning tables 2, 3, 4, 5, but have difficulty with the larger numbers. The instructor should explain that some of the students may be able to study the higher numbers multiplication tables that they don't know and, with drill and practice, learn them. For other students this is a frustrating and ultimately futile task so they should have a copy of the table on hand for quick reference. The instructor must use discretion when urging students to memorize the tables and deal with each student on an individual basis.
- ▶ Problem solving, applying mathematics to everyday situations, alertness to the reasonableness of results, estimation and approximation, and the application of appropriate computational skills, are basic mathematical skills that need to be mastered.

Outcome

It is expected that students will:

- ▶ 1.4 perform operations with fractions

Suggested Instructional Activities

- ▶ Students must understand the definition and concept of a fraction as a part of a whole.
- ▶ The instructor should explain that sometimes a fraction is the simplest way to write a number without rounding off.
- ▶ Offer students problems to solve using real life situations. Even though we use the metric system of measurement, the following activities still rely heavily on the use of imperial measurement for many of its instructions, tools and activities.
 - *Cooking/baking*
Students familiar with cooking and baking will be familiar with the use of fractions. Have students practice using fractions by, for example, doubling a recipe: if a recipe calls for $\frac{1}{2}$ a cup of sugar, have students figure out how much sugar is needed if the recipe is doubled (encourage students to think that the answer is “1 cup” instead of thinking “ $\frac{1}{2}$ cup and then another $\frac{1}{2}$ cup”).
 - *Mechanics*
Many tools used by mechanics still use the imperial system.
 - *Carpentry*
As with cooking or baking, students can practice problems, such as “if you have a 12 inch piece of board, how many cuts will you make if you make a cut every $2\frac{1}{2}$ inches?”

Suggested Instructional Activities,*continued* **Suggestions for Assessment**

- ▶ Students will practice estimating and computing accurately in addition, subtraction, multiplication, and division:
 - fractions with same denominators
 - fractions with different denominators
 - mixed numbers
- ▶ The mathematics outcomes can be best assessed by the instructor by regularly checking students' work for accuracy.
- ▶ It is good idea to schedule a meeting with each individual student once every week or two to discuss strengths, areas of weaknesses or other concerns.
- ▶ Have group discussions with students describing their personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- ▶ Each student has different abilities, interests and needs and this is often quite obvious in mathematics. However, all students should know the whole number operations and at least understand the concept of fractions, per cents and decimals, if they are to succeed with everyday applications.
- ▶ If students plan to go to Level II and have demonstrated knowledge of the Level I Mathematics outcomes, they should be encouraged to begin the Level II Mathematics program. Please note, however, that it is not recommended that Level II material be used to teach the Level I Mathematics Outcome.

Outcome

It is expected that students will:

- ▶ 1.5 perform operations with decimals

Suggested Instructional Activities

- ▶ Students must understand that a decimal is another way to represent a fractional number. Have students practice converting decimals to fractions and fractions to decimals
- ▶ Students must be able to identify place value to ten thousandths. The instructor should explain that decimals are used when very precise measurement is needed. For example, Olympic races, prescriptions, etc.
- ▶ Students must learn to write and properly read decimals.
- ▶ After an explanation of 5, 50, 500, etc. being the point whereby numbers are either rounded “up or down”, students will be able to round off decimals to a given place.
- ▶ Students must learn to estimate and compute accurately in addition, subtraction, multiplication, and division using decimals.

Suggestions for Assessment

- ▶ The mathematics outcomes can best be assessed by the instructor by regularly checking students' work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.
- ▶ Have group discussions with students describing their personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- ▶ Mathematics should be integrated into all of the other content areas in such a way as to ensure that mathematical operations and concepts are not understood simply as abstractions but are used to enhance students' abilities and increase their sense of control in those areas.
- ▶ Students are probably quite familiar with calculators. It should also be explained that a calculator can display many more decimal places than is ever really needed.

Outcome

It is expected that students will:

- ▶ 1.6 perform operations with percents

Suggested Instructional Activities

Students will:

- ▶ Understand percents as a fraction, convert percents to fractions and vice versa. Students should understand that a percent is another way to represent a decimal number. Have students practice converting decimals to percents and percents to decimals. Using flashcards with a fraction on one side and its corresponding decimal on the other side is a good practice technique to use here.
- ▶ Express the relationship of two amounts as a percent
- ▶ Calculate percents. After the instructor explains how to convert percents to decimals, it should be further explained that in order to get the percentage simply divide the number by the percent (now converted to a decimal number)
- ▶ Use percent calculations to solve problems in:
 - interest
 - tax
 - discount
 - other real life applications

The instructor should engage the students in a group discussion of HST, income tax., and taxable goods. A group field trip to a store is a great way to practice calculating taxes.

Suggestions for Assessment

- ▶ The mathematics outcomes can best be assessed by the instructor by regularly checking the students' work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.
- ▶ Have group discussions with students describing their personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- ▶ Although students should know how to perform this operation, for real life applications, students will probably estimate the percentage - which is okay. When shopping, for example, it is not always practical, convenient or even necessary to calculate a percentage precisely. Students should practice estimating the answer as a consumer. For example, if Joan has \$20 and the item she wishes to buy is \$15.98 plus HST, does she have enough money?

Outcome

It is expected that students will:

- ▶ 1.7 use different scales of measurement in a variety of practical applications

Suggested Instructional Activities

Students will practice the following:

- ▶ Measuring distance, volume and weight in metric units. Adults will probably have had a lot of practical life experiences using measurement and it best to approach this skill with problems requiring practical applications. Another area which will require some work will be the introduction of the metric system of measurement. Many older adults are more familiar the imperial system and many cookbooks, sewing patterns, carpentry tools, etc. use the imperial system.
- ▶ Measuring temperature. This skill will be most familiar with all adult simply because knowing and talking about the temperature is something we all do on a daily basis
- ▶ Adding and subtracting with units of time. This is one skill that is best-learned with a manipulative clock so that students can actually see the movement of the hands and understand the significance.
- ▶ Reading time on a 24-hour clock.

Suggested Instructional Activities,*continued* Suggestions for Assessment

- ▶ Finding area and perimeter of squares and rectangles for practical applications. Explain this concept by using practical applications. For example, explain that we would need to know “perimeter” to determine how much fencing materials to buy and “area” is needed in order to determine how big our lawn is.
- ▶ Obtaining information from graphs (i.e., bar, line, pie, pictograph). As always, make the problems practical and applicable to real life situations.
- ▶ The mathematics outcomes can best be assessed by the instructor by regularly checking the students’ work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.
- ▶ Have group discussions with students describing their personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- You may find that measurement is one area with which adults are fairly familiar. The exception being the use of kilograms, metres, etc. Many older adults will not have grown up with the Metric system and this particular skill may prove somewhat troublesome. Temperature will probably not be a difficult outcome to achieve. Initially, some conversion from Celsius to Fahrenheit is needed but once the skill has been mastered, urge students to resist converting temperatures so as to facilitate becoming “Metric thinkers”.

Outcome

It is expected that students will:

- ▶ 1.8 demonstrate facility in the use of the calculator for real life applications

Suggested Instructional Activities

- ▶ Students will probably be quite familiar with the use of a calculator. In fact, he or she may be quite proficient at performing calculations on the calculator but be unable to do the same calculations with paper and pencil only. However, it is still advisable to offer a basic explanation of the use of the calculator.
- ▶ Stress the importance of being able to quickly estimate an answer so that calculation errors by the calculator can be quickly spotted and fixed.
- ▶ Students will demonstrate an understanding of:
 - calculating sales tax
 - calculating interestThe instructor should engage the students in a group discussion of HST, income tax, taxable goods and interest rates. The instructor can bring in a number of flyers or catalogues and allocate a sum of money and a calculator to each student.

Suggested Instructional Activities,*continued***Suggestions for Assessment**

Using the money and calculators, have students purchase goods spending as much money as possible but not forgetting to add HST on taxable items. An accountant or banker may visit and explain tax implications and interest rates (most people find taxes and interest rates complicated and the guest speaker should be able to explain the issues clearly).

- Students will be able to check basic operation computations.
- Students will compute and compare unit prices.
- Students will use a calculator to compute basic operations in word problems.

- ▶ The mathematics outcomes can best be assessed by the instructor by regularly checking students' work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.
- ▶ Have group discussions with students describing their personal experiences with employing estimating skills. The experiences can be positive or negative. The instructor should encourage the other students to offer solutions for those experiences that were negative.

Notes

- ▶ It is very important that every student have access to a personal calculator. The best situation would be if those calculators were all alike, as in a class set. This would ensure that the explanations would not be confusing, as function keys differ from calculator to calculator. Also, calculators purchased for the class would be appropriate for students' abilities. That is, the calculator would only have those basic function keys that are needed.
- ▶ Calculators are here to stay. While it is ideal to have every student able to calculate without the use of a calculator, this may not always be practical for some students. The instructor must use discretion.

CONSUMER EDUCATION

General Learning Outcome

1. Given simulated marketplace situations, *demonstrate correct money transactions.*

Suggested Instructional Activities

- ▶ The students should be able to:
 - purchase items with cash and check for correct change
 - calculate sales tax and determine the total cost of items including tax
- ▶ This outcome is also covered in the Mathematics component.
- ▶ *Purchasing items*
The student needs to become familiar with the value applied to money. One of the biggest challenges when handling currency is making change (i.e., if someone owes you \$5 and they give you \$20, how much money should you give back to them?) This outcome can best be achieved by actually using real money so that the students can relate to it on a real-life basis. Games like *Monopoly* are a great way to practice managing money, and can be fun!
- ▶ *Calculating sales tax*
The instructor should engage the students in a group discussion of HST, income tax., and taxable goods. Again, a group field trip to a store is a great way to practice calculating taxes, but it may not be practical. The instructor can bring in a number of flyers or catalogues and allocate a sum of money and a calculator to each student. Using the money and calculators, have students purchase goods so as to spend as much money as possible, not forgetting to add the HST on taxable items.

Suggestions for Assessment

- ▶ The Consumer Education component is designed so that as in order for the outcomes to be achieved, students will engage in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base an opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each individual student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ Remember that these adults students have been consumers all their lives so they will have valuable experiences and opinions which the instructor should draw on whenever possible.
- ▶ Most students will already be well aware of sales tax and the rate of sales tax. In introducing the topic the instructor could talk generally about taxation, i.e. which level of government collects which taxes, what our taxes are used for by governments, the varying levels of provincial taxes across Canada and of municipal taxes across the province. The introduction should be brief but sufficient to put sales tax in context. Specific questions which could first be brainstormed by the group. If necessary, research by students would include:
 - ▶ What is sales tax?
 - ▶ Which levels of government collect sales tax?
 - ▶ What are sales tax revenues used for by government?
 - ▶ What items are taxable?
 - ▶ Who determines the rate of taxation and what will be taxed? Are these decisions subject to change?

General Learning Outcome

2. Make appropriate choices in a variety of financial situations.

Suggested Instructional Activities

- The students should be able to:
 - open a bank account
 - deposit/withdraw a sum of money into a bank account
 - use the various functions of an Automated Teller Machine (ATM)
 - use a Debit Machine/Debit Card to purchase goods
 - balance a bank account
 - purchase an item by writing a cheque
 - define the terms *charge*, *loan*, and *interest*
 - identify rates of interest for loans from banks, credit unions and finance companies
 - identify rates of interest for charges on major credit cards and store credit cards
 - calculate interest
- ▶ This outcome and the above skills are best achieved through real life experiences. A visit to a bank is a great way to achieve this outcome but it may not be practical. In the case of ATMs and Debit Machines, a visit is almost necessary.

Suggestions for Assessment

- ▶ The Consumer Education component is designed so that the outcomes can be achieved with the students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each individual student once every week or two to discuss strengths, areas of weakness or other concerns.
- ▶ The instructor can bring along copies of bank forms for the student to complete.

Notes

► Credit

Discussion questions:

- what is the usual cost of maintaining a credit card?
- what are the interest rates?
- if you use a credit card, is it wise to make the minimum payment?

The instructor could make up a sample charge and calculate the interest due on the charge every month. The group could compare the interest paid on an account in which the balance is kept low and one on which only the minimum is regularly paid. Discussion should also explore options other than credit cards as the means of obtaining extra money for a particular purchase. Comparisons of bank and credit union rates of interest on short term loans with the interest rates on major credit cards and store credit cards would make a very useful research project for a student or group of students. This is also a project which a teacher might take on in order to prepare a "fact sheet" for future use.

- Why do people choose to use the services of a bank? (Interest paid on savings; the convenience of cheques versus the risk of carrying sums of money on your person; the use of cheques as automatic receipts for proof of purchase or personal record keeping; the lower interest rate on bank loans compared to credit cards, finance companies, etc.)

► Banking

Discussion questions:

- What are advantages and costs of banking?

General Learning Outcome

3. Given simulated marketplace situations, *choose and apply strategies for the purchase of goods and services.*

Outcome	Suggested Instructional Activities
<p>It is expected that students will:</p> <ul style="list-style-type: none">▶ 3.1 use catalogues and consumer guides for the purchase of goods	<ul style="list-style-type: none">▶ Students should practice:<ul style="list-style-type: none">• scanning a list of items with prices and estimating total price• using catalogues, ads, and telephone to compare goods and services before making a purchase• selecting most economical purchase by estimating or calculating cost per unit• selecting items from catalogue and checking selected items in consumer guide• ordering items from catalogue using order form and telephone• identifying product ingredients from labels• ordering a meal from a restaurant menu and calculating cost, including tip• arranging to contract services for home/car maintenance and practicing negotiating written contracts• arranging for purchase of home/auto insurance• defining purpose(s) of advertising and identifying types according to purpose• locating advertisements in a variety of media▶ This outcome and the above skills are best achieved through real life experiences and field trips.

Suggestions for Assessment

- ▶ The Consumer Education component is designed so that the outcomes can be achieved with the students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ **Comparison Shopping:** Ask students to bring in flyers from local grocery stores, convenience stores or supermarkets. Have each student/group choose a flyer from two or three stores as represented (for purposes of comparison). Discuss the concept of unit pricing and as a large group practice relating quantity to price to determine unit price. When students are comfortable with the process (through estimation or calculation with a calculator) each group can work on determining unit prices from the flyers they have chosen. Ask all students or groups of students to choose the same food items so that a price comparison of different stores can be determined.
- ▶ **Advertising:** As an introduction, ask students why they think manufacturers and sellers advertise their products. Do advertisers strictly tell the truth? Have students bring in magazine ads and newspaper ads; videotape a selection of television ads for the whole class to view; make a tape of radio ads for the class to listen to. Discuss common techniques of advertisers:
 - appeals to emotions.
 - use of authority symbols i.e. a doctor

Notes, *continued*

advertising aspirin, claims that "studies have proven" that one detergent makes clothes whiter than another, etc.

- use of stock words like "revolutionary", "new", "bargain", "amazing"
- images of health, youth, sexuality, fun, etc. associated with the product
- use of famous people, movie stars, etc. to give
- the product credibility
- use of coupons or free samples to have people buy the product
- use of humour, music, attention getting gimmicks, etc.

Have the students (individually or in groups) review a selection of ads from a variety of media and think about the messages. Students can be asked to share with the class what they think the ads are saying. Commercials for beer, cars and cosmetics make some of the best material for beginning to look at advertising because the messages are usually fairly obvious.

The student can be asked to think about his or her own reactions to advertising:
Are their buying habits influenced by advertising? Do they always drink the same beer or cola or buy the same laundry detergent, for example? If so, do they know why they do?

Another issue which should be discussed is the cost of advertising. Have students research the cost of placing a commercial advertisement in the newspaper or on a local television station. The instructor may find information on the amounts of money which large corporations spend on advertising nationally and internationally. Questions such as "How much does a beer company pay to advertise during the hockey playoffs?" will offer insight into the high price paid for advertising. Discussion could then focus on the question of who pays the cost of advertising. Do corporations allow the cost to be taken off profits or is it added to the price of the product?

General Learning Outcome

4. Identify basic rights and responsibilities of consumers.

Suggested Instructional Activities

- ▶ Students should be able to:
 - List terms of a guarantee/warranty and outline the general procedure for making claims under a variety of guarantees and warranties.
 - Outline consumer responsibilities in guarantees and warranties.
 - Fill out and endorse guarantees and warranty forms.
 - Identify conditions for exchange and refund.
 - Enumerate the contractual aspects of a purchase/sale.
 - Enumerate the benefits of insurance to the individual and to society.
 - Define insurance-related terms (i.e., public liability, deductible).
 - Distinguish items for which insurance is advisable and obligatory.
 - Compare costs and benefits of varying insurance policies.
 - List consumer protection agencies and resources and locating telephone numbers for same.
 - Outline procedure(s) for enlisting the assistance of consumer protection agencies in the case of unfair business practices or misleading advertising.
- ▶ This outcome and the above skills are best achieved through real life experiences. A field trip to a store to actually engage in a refund or exchange, for example, would be a great way to practice.
- ▶ The instructor can bring along copies of warranty forms, insurance forms, etc. and have students complete the forms.
- ▶ An insurance agent, store manager or representative from a consumer protection agency would be good guest speakers to visit the class.

Suggestions for Assessment

- ▶ The Consumer Education component is designed so that the outcomes can be achieved with the students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

▶ **The Consumer:**

A lesson on “The Consumer” could be opened with a discussion of consumer behaviour. The instructor and the student may start to examine their own buying patterns and discuss what types of consumers they are. The instructor might pose a number of questions like those that follow to start the discussion:

- How do you determine what products you buy? (For instance, do you make a list and only buy the things on it or do you go shopping and buy things because they appeal to you?)
- Do you look at labels for information about the products?
- Do you compare prices of same or similar items?
- Do you buy name brands or no-name brands?
- Do you buy sale items?
- Do you use coupons?
- Do you use flyers to find specials?
- Do you ask for a store's policy on exchanges and refunds?
- When products come with warranties or guarantees, do you fill them out?
- Do you keep receipts in case you need to return things?

Notes, *continued*

► **Warranties and Guarantees:**

Ask students to think about what items they own which are currently under guarantee. As items are listed, they can be put on a list for the whole class to see. They can then be asked to think about and list any items for which they have had to make use of the guarantee for service or replacement. There are several questions which the class could discuss, including:

- What types of items are always accompanied by a guarantee or warranty when new?
- What types of items are usually guaranteed?
- What types of conditions usually accompany a guarantee or warranty?
- What should a consumer consider when deciding whether to buy an extended warranty?
- What are the usual time limits on guarantees and warranties?
- What items might carry the option of extended warranties?

Information which can be presented might include: Some guarantees and warranties can only be availed of by the original purchaser. Many guarantees will not be honoured if the forms are not completed and mailed to the manufacturer at the time of purchase. There is usually a lot of fine print which

outlines exceptions to guarantees; with many items, not all parts are guaranteed, for example. Ask students to bring samples of guarantees for items. The class can look at the samples and learn to "translate" some of the language of guarantees. The instructor can also gather examples of guarantee forms or photocopy some of the students' samples and have students practice filling them out.

► **Consumer Protection:**

The overall aim of the Consumer Education unit is to help students gain the information and knowledge needed to be critical and aware consumers. After completing the work in this unit students should be more aware of their rights and more able to assert those rights. However, even the most aware and the most assertive consumers can become victims of misleading advertising and unfair business practices. Students should know how to proceed if they find themselves in a situation where they feel they have not been treated fairly. They should practice "troubleshooting" both individually and in groups. This can start with a roleplay around presenting their case to the manager or owner of the store or business. In this way they can discuss the most effective ways of asserting oneself without antagonizing the other party. They should practice putting their case in writing in the form of a letter to the store or business. They should then discuss what options are available if they do not get satisfaction at the store or business.

GOVERNMENT AND LAW

General Learning Outcome

1. Demonstrate understanding of the basic structures of Canadian government.

Suggested Instructional Activities

- ▶ Students should demonstrate knowledge of the three different levels of Canadian government by:
 - naming the three levels of government (federal, provincial and municipal).
 - identifying the areas of responsibility of the federal, provincial and municipal governments.
 - naming the main elected personnel in all three levels of government for the individual's locale.
 - identifying the location of governing bodies (House of Commons, House of Assembly, municipal council).
- ▶ Politicians should be invited to visit the class as guest speakers. It would be ideal to have a visitor from each of the three levels of government, if possible.
- ▶ Class field trips to observe municipal or provincial sessions would be very beneficial. Prior to attending, the instructor must ensure that students are apprised of the protocol and procedures that must be followed once inside the observation area.
- ▶ In the event that a field trip is not possible, the student can watch these sessions on television. If videotaping is allowed, it might be best if the instructor taped these sessions for playback. That way, the tape can be stopped when discussions or questions are asked and playback for closer listening or viewing is possible.

Suggestions for Assessment

- ▶ The Government and Law component is designed so that the outcomes can be achieved with the students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ With the possible exception of religion, no other subject is guaranteed to bring out colourful, opinionated fervor than politics. The instructor should be aware that ANY discussions about government or politicians has the potential for arguments and opinions - neither of which will necessarily have any basis in fact.

General Learning Outcome

2. Demonstrate understanding of the processes of Canadian government.

Suggested Instructional Activities

- ▶ Students should be able to identify the major political parties and their leaders.
- ▶ Through a “mock election” students can familiarize themselves with the election process and voting procedures. Depending on the level of interest of the students, the mock election can be simple (have students “vote”) or be more complex by beginning with assigning a leader for each party standing for election and proceed through to the victory/concession speeches. The election can end with a victory party for everyone - the only real deviation from the real electoral process.
- ▶ Students should be familiar with the voting process and the fact that every citizen has the right to exercise his or her voting option .

Suggestions for Assessment

- ▶ The Government and Law component is designed so that the outcomes can be achieved with students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student’s ability based on the student’s responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student’s ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ Should the instructor choose to undertake a mock election, be advised that it is a lengthy process. However, a mock election can cover all of the learning outcomes in one comprehensive activity. The students must be interested in co-operating, however, for this activity to be successful.

General Learning Outcome

3. Demonstrate understanding of Canadian government programs and services.

Outcome

It is expected that students will:

- ▶ 3.1 utilize appropriate government programs or services, given real life or simulated situations

Suggested Instructional Activities

- ▶ Students should demonstrate an understanding of government programs and services by:
 - Identifying social programs and the level of government responsible for each (Canada Pension, Medical care, Employment Insurance).
 - Locating telephone numbers of government agencies using a telephone directory or the internet.
 - Naming government departments and their areas of responsibility through the use of a telephone directory or the internet.
 - Outlining current procedure(s) for obtaining official certificates (birth, death, marriage, land deeds, etc.).

Suggestions for Assessment

- ▶ The Government and Law component is designed so outcomes can be achieved with students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ While the ability to utilize government services and programs is important for all citizens, do not assume that all students are recipients of the services of government programs. Some of the programs and services will be completely new and unfamiliar to some students.
- ▶ It is a good idea to utilize Government websites to find out more about services and programs. Many of the services that require forms to be completed are accessible via the internet.

THE WORKPLACE

General Learning Outcome

1. Distinguish basic employment rights and human rights in the workplace.

Outcome

It is expected that students will:

- ▶ 1.1 outline procedure(s) for securing basic employment rights in workplaces

Suggested Instructional Activities

- ▶ Students should be able to define basic employment rights including: minimum wage, vacation pay, overtime pay, notice of termination, safe workplace, parental leave, and workers' compensation.
- ▶ The instructor and students may start to examine their own work situations and questions can initiate discussions around basic employment rights in the workplace (see appendices).
- ▶ Students should be able to identify human rights in the workplace including: equal pay for work of equal value, freedom from personal and sexual harassment, freedom from discrimination on the basis of age, sex, ethnic origin, disability, or religion (see appendices).

Suggestions for Assessment

- ▶ The Workplace component is designed so that the outcomes can be achieved with students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ Remember that these adult students have probably been “employees” for most of their adult lives so they will have valuable experiences and opinions which the instructor should draw upon whenever possible.

General Learning Outcome

2. Identify issues related to pay.

Suggested Instructional Activities

- ▶ Students should be able to define: minimum wage, pay periods, net income, gross income, wage deductions (amounts and categories), pay raise and pay increments.
- ▶ The students should understand the current minimum wage for Newfoundland and Labrador and compare that rate in provinces across Canada.
- ▶ The students should be able to identify exceptions to minimum wage legislation (domestic service, age groups).
- ▶ Most students would have had some experience in a work situation. For questions to initiate discussions see appendices section.

Suggestions for Assessment

- ▶ The Workplace component is designed so that the outcomes can be achieved with the students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ The issue of pay, especially the minimum wage, is likely to raise some very strong opinions and discussions amongst students.
- ▶ Students may wish to debate the issue either orally or in writing. Some students can write (or speak) from the perspective of an employee receiving the minimum wage while others can write (or speak) from the perspective of an employer paying employees the minimum wage.

General Learning Outcome

3. Based on individual interests and goals, *describe selected occupations in terms of working environment, physical demands and employment benefits.*

Suggested Instructional Activities

- ▶ Each student should be able to describe their current job or previous job(s) in terms of:
 - hours of work
 - safety-related conditions
 - comfort-related conditions
 - physical demands
 - employment benefits
 - satisfaction with job
 - wages
- ▶ The students should investigate other occupations that interests them, in terms of the above conditions.

Suggestions for Assessment

- ▶ This Workplace component is designed so that the outcomes can be achieved with the students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ For further study the student may wish to examine current issues related to local or individual occupations (i.e., health, education).

General Learning Outcome

4. Based on individual interests and goals, *examine a range of selected occupations in terms of educational, skill, and experience requirements.*

Outcomes

It is expected that students will:

- ▶ 4.1 develop job search skills and apply to individually targeted occupations

Suggested Instructional Activities

- ▶ The students should be able to identify general requirements for targeted jobs in terms of education, skills, and work experience.
- ▶ Students will be able to identify and go through the steps to finding employment:
 - identify various means of conducting a job search
 - assemble personal and career data and prepare a resume
 - complete sample job application forms
 - identify the function of a job interview
 - outline the procedure(s) for job interview
- ▶ Students can practice learned job seeking skills by participating in a mock job interview.

Suggestions for Assessment

- ▶ The Workplace component is designed so that the outcomes can be achieved with students engaging in many group discussions and activities.
- ▶ To assess this general learning outcome, the instructor will need to primarily base his or her opinion of the student's ability based on the student's responses during discussions or in a response journal.
- ▶ The instructor can maintain anecdotal records.
- ▶ Assessment should include an examination of the student's ability to share information with an audience.
- ▶ The instructor must regularly check any individually assigned work for accuracy.
- ▶ It is good idea to schedule a meeting with each student once every week or two to discuss strengths, areas of weakness or other concerns.

Notes

- ▶ It may be of interest to look at publications such as *Job Futures - An Occupational Outlook*. This resource describes the link between the educational system and the labour market through the experience of recent graduates, and discuss the current and future job market situation for specific occupations. The index listing fields of study and occupations can help students become aware of possibilities for future employment. Students could choose an occupation of interest and research the occupation. He could find someone in that position whom they could interview. He should prepare questions beforehand. Some students may prefer to interview a friend or relative initially, but others may be prepared to visit a worker they do not know in his or her workplace. Guest speakers could be invited to present information on selected occupations. A number of different job application forms can be collected and given to students to complete. Students can also prepare his or her own resume, write business letters, and participate in mock interviews.

SCIENCE

General Learning Outcome

1. Examine the factors which affect physical and mental health.

Suggested Instructional Activities

- ▶ Students will identify the relationship between food and health. Most students will have some knowledge of these issues. The achievement of this outcome could begin with a discussion of:
 - *What are the differences between physical, mental and social well being?*
 - *Can you name some factors which affect physical health?* The instructor should attempt to discuss factors such as family, peers, religion, media, drugs, exercise, stress, diet, food, and environment. Encourage students to examine their own physical health, think about what influences their health and see if they can suggest things which would improve their health.
 - *What factors affect mental health?* The instructor should point out that there is no single cause of mental illness, nor is it a single illness. Causes may be physical (e.g., brain damage) or they may be a response to a life situation (e.g., grief).
- ▶ The student will identify conditions which may contribute to mental health.
- ▶ The student will define nutrition. Ask: *What foods do you need for good health?*

The answer to this question should reveal the extent of the student's

knowledge if discussed generally, but it might also reflect their ability to choose good foods. Do some brainstorming with the group and encourage discussion of the following: habit, family customs, affordability, climate, food business, advertising, emotions.

- ▶ Students will name the major food groups and explain the contribution of each food group to body maintenance.
- ▶ Based on the food groups, students will be able to plan nutritious meals.
- ▶ The students will be able to discuss the relationship between:
 - exercise and bodily health
 - caloric intake and weight gain or loss
 - diet and mental health
 - stress and mental health
- ▶ The students will identify conditions which cause stress. The student could be asked to brainstorm about daily life situations that cause stress. A follow-up exercise could be to have the student suggest methods of adequately dealing with stress.
- ▶ A nutritionist or nurse could be invited to speak to the class.

Suggestions for Assessment

- Reference skills could be practiced through looking up information in an encyclopedia or medical dictionary. Scanning a number of pamphlets for relevant information is another useful activity.
- After examining and discussing the Canada Food Guide or some other source which illustrates a balanced diet, have students complete charts with the food groups as headings and have them list 5 foods under each appropriate heading.
- For one week have the students keep a daily record of the food they eat and categorize it according to the food guide.
- Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's participation in, and contributions to, discussions.
- Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, students should be encouraged to write in a general way or from personal experience. Students may wish to orally respond to their readings.

Notes

- The World Health Organization defines health as a "state of complete physical, mental and social well-being and not merely the absence of disease". Health is what allows people to live up to their full potential. Using this definition and the students' discussions as a starting point, different aspects of health can be discussed and studied.
- General discussions around health issues are likely to generate many more questions and the student will most likely have opinions and stories to share. You should have an idea of the extent of the students' knowledge and level of interest in the area.
- Very often, when mental health is discussed the issues of mental illness, stress, substance abuse, emotional stability and feelings of self esteem and self confidence are also discussed. Any discussion on mental health and related issues should be dealt with in a sensitive manner. Many students may know of people who have had mental health problems or who have had a mental illness. It is important for everyone to realize the difference between the two, as there are many myths surrounding mental illness. Students could be asked to talk about the myths and dispel them.

General Learning Outcome

2. Identify major diseases in terms of symptoms, causes and preventative measures.

Suggested Instructional Activities

- ▶ Students will be able to identify and discuss the symptoms, causes, preventative measures and treatments of major diseases including cancer, heart disease, diabetes, and sexually transmitted diseases.
- ▶ The students will distinguish infectious diseases from noninfectious diseases.
- ▶ A guest speaker from the health care profession could be invited to speak to the class.

Suggestions for Assessment

- ▶ Reference skills could be practiced by researching information in an encyclopedia, dictionary or the internet.
- ▶ Have students complete a chart of the major diseases and symptoms, causes, preventative measures and treatments. A similar chart can be made for infectious/noninfectious diseases

	Cancer	Diabetes...etc
Symptoms		
Causes ... etc.		

- ▶ The students may be interested in developing a medical history of their own. This activity would be similar to a family tree but the student would list illnesses for family members. This may lead to discussions of formerly deadly diseases and conditions for which we now have inoculations.
- ▶ Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's contributions to discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Students should be encouraged to write or orally respond to readings.

Notes

- ▶ Health issues are likely to generate a lot of discussion. The instructor should be careful to minimize group discussions that might become too personal or graphic in nature.

General Learning Outcome

3. Identify the major categories of drugs, their uses and abuses

Suggested Instructional Activities

- ▶ The student should distinguish between prescription, non-prescription, licit and illicit drugs.
- ▶ Drawing from personal experience(s) or knowledge, students should be able to identify major drug categories such as tranquilizer, pain killers, and antibiotics.
- ▶ The students should practice interpreting directions for taking medication from labels and warnings.
- ▶ A guest speaker from the health care profession could be invited to speak to the class.

Suggestions for Assessment

- ▶ Reference skills could be practiced by researching information in an encyclopedia, dictionary or the internet.
- ▶ After discussion and research, have the student complete a chart of the major drug categories, their uses and possible side effects. A similar chart can be drawn to categorize prescription/ non-prescription drugs and licit/illicit drugs.

	Tranquilizer	Antibiotics... etc
Used for		
Possible side effects ... etc.		

- ▶ Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's contributions to discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, students should be encouraged to write or orally respond to readings.

Notes

- ▶ The World Health Organization states, "A medicine is useful if the expected benefits for the patient outweigh the risks involved in its use."
- ▶ By way of introduction, ask students what comes to mind when they hear the word "drugs." The responses are likely to be numerous, varied and to include medicine, cocaine, needles, hash, alcohol, antibiotics, tranquilizers, overdose, crack, dealers, abuse, and cigarettes. This brainstorming technique can then be useful for the instructor to show the student how to categorize the information. This can be used as an outline for a writing exercise dealing with main ideas and details and it can lead into report writing. In ABE Level 1, the content material should be used as a basis for achieving the Communications learning outcomes and this topic lends itself well to this.

General Learning Outcome

4. Identify the basic systems of the human body and their overall functions.

Outcome

It is expected that students will:

- ▶ 4.1 describe the human reproductive system

Suggested Instructional Activities

- ▶ Introduce this topic with pictures or models of the human body and have the student name the basic systems (circulatory, respiratory, digestive, reproductive, skeletal, urinary, and nervous), functions, and organs. The main focus of this outcome is the human reproductive system because it is the one system over which we can exercise the greatest degree of control. The students should be expected to know the other systems of the human body in less detail.
- ▶ The students will be familiar with the steps involved in the reproductive process.
- ▶ The students will discuss the factors that contribute to, or may jeopardize, reproductive health.
- ▶ The students should discuss birth control and the rights and responsibilities of partners. With media attention on reproduction and technology, students may express opinions orally or in writing. This issue has legal implications, so it can overlap with the unit on Government and Law.
- ▶ A guest speaker from Planned Parenthood or community health could be invited to speak to the group.

Suggestions for Assessment

- ▶ Reference skills could be practiced by researching information in an encyclopedia, dictionary or the internet.
- ▶ After discussion and research, have students complete charts of the basic systems of the human body (circulatory, respiratory, digestive, reproductive, skeletal, urinary, and nervous), organs, and functions of each system.
- ▶ The students can label drawings of the systems.
- ▶ Using Time/order Sequencing, have the student explain the reproductive process.
- ▶ Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's contributions to discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, student should be encouraged to write or orally respond to readings.

Notes

- ▶ Discussions about reproduction and birth control may be uncomfortable for some students and, possibly, the instructor. Depending on the ages of the students, this subject matter is often relegated to discussions between families and doctors. To ensure that this very important section of the program is discussed openly and maturely, the instructor should simply state the obvious: this discussion may be uncomfortable. The instructor should explain the importance of the discussions, however, and ask the students to participate in a positive and mature manner.
- ▶ For some students this topic is very interesting and they may be quite receptive to discussions. As with other health matters, the instructor should strive to keep the group discussions from becoming too personal or intimate.

General Learning Outcome

5. Describe in general terms the earth's position in the solar system and the forces influencing day and night, seasons, climate and weather.

Suggested Instructional Activities

- ▶ The students will list the planets in the solar system and describe the physical components of each planet.
- ▶ Given a picture or drawing, the students will identify each planet in the solar system.
- ▶ Through demonstrations of the earth's movement in relation to the sun, the students will be able to explain:
 - day and night
 - time zones

Time zones are readily available in the front of the telephone book. *Day and night can be demonstrated by using a rotating globe and a flashlight (the sun) . Find Newfoundland and Labrador on the globe. Shine the flashlight on the globe so that half of it is illuminated and the other half is not - night and day. Keeping the flashlight in place, slowly turn the globe counterclockwise so that it imitates the 24-hour movement of the earth.*

- ▶ The students should be able to outline the yearly seasons and list the factors which cause seasonal changes.
The seasons can be demonstrated using a lamp and a globe. Set the lamp (the sun) in the middle and move the globe around the lamp.

- ▶ Students will be able to distinguish between climate and weather and outline the factors of each.

Have the student observe the weather for a week and keep a chart.

Discuss the climate of this province.

Engage students in a debate of whether or not the climate of Newfoundland and Labrador is a favourable climate.

Suggestions for Assessment

- ▶ Reference skills could be practiced by researching information in an encyclopedia, dictionary or the internet.
- ▶ After discussion and research, have students label a drawing of the solar system.
- ▶ The students can create models (to scale) of the solar system using Styrofoam balls, papier mache, or play dough.
- ▶ The students can choose a planet for a research project. Students can report to the class in writing and/or orally.
- ▶ Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's contributions to discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, student should be encouraged to write or orally respond to readings.

Notes

- ▶ A discussion of folklore with regard to weather omens and superstitions is a great way to include culturally relevant material.
- ▶ The instructor should look for resources which tell traditional legends (from this country and others) about the solar system and share with the class. Students may be interested in creating their own "legends".
- ▶ Students who are fisherpersons, may be knowledgeable about talking about the moon and its relationship to the tides.

General Learning Outcome

6. Identify common environmental issues.

Outcome

It is expected that the students will:

- ▶ 6.1 identify human and societal responsibility for environmental health

Suggested Instructional Activities

- ▶ The students will understand current environmental issues including:
 - reforestation
 - disposal of refuse and recycling
 - environmental cleanup and preservation
 - sustainable development
 - extinction/depletion of species
 - greenhouse effect
 - ozone layer
 - PCBs
 - indoor air pollution
 - insulation hazards
- ▶ Discuss ideas for safety practices which may include keeping poisonous substances in original containers, reading labels carefully, ventilating areas where chemical fumes are present, keeping poisonous products or plants out of reach, flushing unused medicine down the toilet, not leaving dangerous objects around, covering electrical outlets, etc. Present the scenario of a child drinking from an open bottle of cleaning liquid. *What should be done in this situation? Are the students familiar with emergency procedures? How are safety and health related?*

Suggestions for Assessment

- ▶ Reference skills could be practiced by researching information in an encyclopedia, dictionary or the internet.
- ▶ Class discussions and debates are particularly useful for achieving this outcome. The instructor should maintain anecdotal records of each student's contributions to discussions.
- ▶ Use journals as a constant way of monitoring students' responses to text. Along with appropriate readings, students should be encouraged to write or orally respond to readings.
- ▶ The students can keep daily records of their activities which are "environmentally friendly".
- ▶ Discuss ideas for safety practices (keeping poisonous substances in original containers, reading labels carefully, ventilating areas where chemical fumes are present, keeping poisonous products or plants out of reach, flushing unused medicine down the toilet, not leaving dangerous objects around, covering electrical outlets, etc.). Have the student classify and categorize information specific to the safety of children, the disabled and the elderly.

Notes

- ▶ The students should be aware that there are phosphate-free detergents available as well as other non-toxic (and sometimes homemade) cleaners which are better for the environment. Have the students discuss homemade recipes and compile a class "recipe book".

General Learning Outcome

8. Identify basic science concepts and vocabulary.

Suggested Instructional Activities

- ▶ Students will be able to define “science”
- ▶ The students will explain scientific methods
- ▶ The students will use metric measurements
- ▶ The students will understand laboratory orientation:
 - safety measures
 - laboratory skills
- ▶ Students will define:
 - matter and energy
 - atom
 - the three phases of matter
- ▶ The students will be able to explain the changes as matter moves from solid to liquid to gas and give examples.
Use water as a simple and familiar element to demonstrate the changes from solid to liquid to gas. But be sure to explain that not everything has 3 states.
- ▶ The students will be able to discuss the basic characteristics of plants and animals.
- ▶ The students will be able to outline the evolution of early animals and human beings.

Suggestions for Assessment

- ▶ Reference skills could be practiced by researching information in an encyclopedia, dictionary or the internet.
- ▶ After a discussion of the metric system debate the pros and cons of all countries using the one system for measurement. Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's contributions to discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, student should be encouraged to write or orally respond to readings.

Notes

- ▶ Students are often fascinated to learn that matter can only be changed; it cannot be destroyed or created.
- ▶ Instructors should be aware that “evolution” can be a sensitive subject. A good debate can work well here but be sensitive to students’ religious/personal beliefs.
- ▶ Students should master the following science skills:

Scientific Method

- Identify and discuss standard laboratory procedure.
 - State the question. Formulate the hypothesis
 - Plan and organize experiment
 - Carry out experiment
 - Sum up by deriving an answer from the experiment and/or predicting conclusions
 - Communicate results (support or reject hypothesis)
- Relate the scientific method to problems/questions in everyday life (i.e., car malfunction, recipe modification).

- Discuss and use various methods of organizing data, including: listing, graphing, tabulating, classifying and estimating.
Terms: tabulation (rows, columns), graph (horizontal scale, vertical scale, x-axis, y-axis) classification (category, attributes, values)

Branches of Science

- Define biology, physics, chemistry, geology and astronomy.

Science Concepts

- Demonstrate the relevance of science concepts in everyday events and phenomena. Suggested examples: magnets, gravity, air pressure, electricity, colour, evaporation, mold, temperature, combustion engine

Metric Measurement

- Identify basic units in the metric system (metre, gram, litre).
- Define and use prefixes (kilo, centi, milli).
- Practice changing metric measurements.
- Practice converting metric measurements.
- Estimate measurement in metric terms, given real life examples.

SOCIAL STUDIES

General Learning Outcome

1. Given texts of appropriate difficulty, relevant to individual interest, *examine a range of broad historical, geographical, societal and cultural issues.*

Outcomes

History

It is expected that students will:

- ▶ 1.1 define the term *history*
- ▶ 1.2 describe the broad outline of human history
- ▶ 1.3 identify prior knowledge of the history of the region and community
- ▶ 1.4 define: *fact* and *opinion*
- ▶ 1.5 list and describe individuals and events that shaped the history of the region and community
- ▶ 1.6 demonstrate a basic knowledge of the province's history
 - European settlements
 - issues relating to native peoples

Suggested Instructional Strategies

- ▶ A variety of sources may be utilized to discover the history of any place and it is important to identify these different sources: print, internet, museums, community members and photographs.
- ▶ Basic interviewing techniques can be introduced and students may wish to interview community members about the history of their community, region or province.
- ▶ After identifying and exploring the sources providing a history of the region and community, define the terms *fact* and *opinion* and further classify the data accordingly. This critical thinking allows students to question the source's reliability and perspective. Identify a series of facts (e.g., St. John's is the capital city of Newfoundland and Labrador) and opinions (e.g., St. John's is a nice place to live). Discuss how a fact differs from an opinion and how they shape history. Some students may be interested in a discussion of how written history can be questionable and facts and opinions may become skewed. For example, John Cabot first landed in Bonavista, Newfoundland is a fact...or is it? There is evidence to suggest that he may actually have first landed in Cape Breton, Nova Scotia. Basic debating principles can be introduced or re-reviewed (see Communications section).

Suggestions for Assessment

- ▶ Reference skills could be practiced through looking up information in an encyclopedia, dictionary or the internet.
- ▶ Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's participation in, and contributions to, discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, the student should be encouraged to write in a general way or from personal experience. The student may wish to orally respond to their readings or discussions.
- ▶ Have the students construct timelines.

Notes

- ▶ Field trips to museums or historical sites are very good for familiarizing students with the history of a place.

Geography

It is expected that students will:

- ▶ 1.1 define the geographic features of the region or community
- ▶ 1.2 provide a brief description of Newfoundland and Labrador's capital city including location, climate, population, and major industries.
- ▶ 1.3 identify major cities and towns in Newfoundland and Labrador. Identify, specific locations, climate, population, and major industries.
- ▶ 1.4 define: *renewable resources and non-renewable resources* and give examples within the region and community.
- ▶ 1.5 discuss the official name change of the province in 2002.
- ▶ 1.6 identify characteristics of the flag of Newfoundland and Labrador and its symbolic significance.
- ▶ 1.7 list all provinces, territories and capital cities of Canada and locate each province and territory on a map.
- ▶ 1.8 interpret and use basic map legends/keys and symbols
- ▶ 1.9 demonstrate a basic knowledge of a highway map using the grid system

Suggested Instructional Strategies

- ▶ Students can draw maps of the region or community incorporating the identified geographic features.
- ▶ Have students pinpoint the location of cities, provinces and territories using provincial and national maps.
- ▶ The students could be introduced/reintroduced to research reporting by researching a renewable or non-renewable resource. Some students may be interested in examining the resource from a conservationist perspective.
- ▶ The students could write simple essays on the rationale for the provincial name change.
- ▶ When studying the provincial flag, some students may benefit from learning about the artist, Christopher Pratt, who designed the flag. Research into other works by this artist may interest some students.
- ▶ Work on mapping skills should involve identifying features on a variety of maps and globes.
- ▶

Suggestions for Assessment

- ▶ Reference skills could be practiced through looking up information in an encyclopedia, dictionary or the internet.
- ▶ Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's participation in, and contributions to, discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, the student should be encouraged to write in a general way or from personal experience. The student may wish to orally respond to their readings or discussions.
- ▶ Have the students construct charts of the provinces's (or Canada's) renewable and non-renewable resources.
- ▶ Have the students label a provincial map.
- ▶ The students can label a Canadian map.
- ▶ Given a black and white sketch of the provincial flag, the student can colour the sections correctly.

Notes

- A re-enactment of Newfoundland and Labrador's entry into Confederation is a good way for the students to gain "first-hand" knowledge of this important issue and how it affected the citizens. Divide the class into 2 groups representing the two main choices offered to the citizens: to remain independent or to join Canada. Of course, be sure to explain to the students that there were other choices being discussed such as joining the United States, but for the purpose of this activity, dealing with two issues should be sufficient.

Society and Culture

It is expected that students will:

- ▶ 1.1 discuss the changing status of women in western society
- ▶ 1.2 discuss differing social systems and cultures with the region, community and province

Suggested Instructional Strategies

- ▶ The students could compare and contrast the status and rights of western and eastern women in today's society.
- ▶ The students may be interested in researching the changes that have taken place in the western world regarding the rights and status of women by examining the Suffragette movement in the world and within this province.
- ▶ The students could research a culture other than his or her own. This research activity could be presented orally to the class. The entire unit may conclude with a "cultural" day reflecting the food, dress and traditions of a variety of cultures.

Suggestions for Assessment

- ▶ Reference skills could be practiced through looking up information in an encyclopedia, dictionary or the internet.
- ▶ Class discussions and debates are particularly useful for achieving these outcomes. The instructor should maintain anecdotal records of student's participation in, and contributions to, discussions.
- ▶ Use journals as a constant way of monitoring student's responses to text. Along with appropriate readings, students should be encouraged to write in a general way or from personal experience. The student may wish to orally respond to readings or discussions.

Notes

- ▶ People from other cultures could be invited to visit the class to share their culture. These visits can be beneficial in many ways but they can be particularly useful in dispelling any myths or preconceived notions. Finding guest visitors may be more difficult in some areas of the province. In the event that there is nobody from another culture able to visit, try inviting someone who has visited another culture and let them share their experience. Prior to the guest's visit, have the students prepare by conducting background research on the culture and by developing questions.
- ▶ When discussing the women's movement be sure that the male students do not feel isolated. Some women feel that this is a women's issue only. The instructor must be sure to stress that this was a societal issue and all people were (and are) affected by the outcomes.

INTRODUCTION TO THE COMPUTER

WINDOWS 98 AND WINDOWS XP

The following component is an introduction to computers and the Windows 98 and Windows XP operating systems. Taking into account the broad ranges of skills and individual challenges that one may expect to find in any ABE Level I classroom, the information provided is intended to present the instructor with a course of action to allow participants to reach their full potential as computer users and to stimulate further interest and discovery in the subject matter.

Windows 95, Windows 98 and *Windows ME* operating systems are closely related to one another and are very similar to use. The newer *Windows XP* operating system is closely related to *Windows NT*, *NT* being more commonly found in business applications. Instructors using *Windows 95, Windows 98* or *Windows ME*, may pay less attention to shaded passages in the following guide as these are provided exclusively for the benefit of *Windows XP* users.

Given the widespread lack of exposure to computers among adults in our society, pre-conceived notions regarding the level of subject difficulty, and a natural tendency to fear the unknown, instructors are encouraged to create a learning environment that is relaxed, nurturing and fun. Be ever vigilant for events and questions raised by participants. If dealt with on the spot and in a timely manner, these will pay dividends as opportunities to provide clarity and stimulate further interest. Most adults respond positively to learning skills that have practical value. Efforts to relate the material to real-life situations and issues will prove rewarding for all involved. The learning outcomes provided are meant to delineate the minimum level of proficiency needed for a student to be considered to have completed the course. Instructors should feel free to enrich and move beyond these objectives if time, student interest and aptitude make it practicable.

General Learning Outcome

1. Identify and understand the components of a desktop personal computer (PC).

Outcomes

It is expected that students will:

- ▶ 1.1 identify computer components such as the monitor, central processing unit (CPU), keyboard and mouse
- ▶ 1.2 use the keyboard, including the spacebar, *enter*, *delete*, *backspace* and arrow keys
- ▶ 1.3 use the mouse, holding it properly, and using both left and right buttons

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Identify and demonstrate the parts of a computer.
- ▶ Explain the difference between input and output devices.
- ▶ Practice turning on the computer.
- ▶ Practice shutting down the computer.
- ▶ Practice turning on and making adjustments to the monitor.
- ▶ Find keyboard keys that are used to produce specific letters and characters.
- ▶ Introduce the use of the spacebar, *backspace*, *delete*, and arrow keys.
- ▶ Introduce the use of the *shift* and *caps lock* keys.
- ▶ Practice using the mouse to move the pointer.
- ▶ Practice clicking with mouse buttons.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ Students will identify computer components and relate their function.
- ▶ Students will turn on computer and monitor and then shut them down.
- ▶ Students will adjust monitor settings.
- ▶ Students will find and use appropriate keyboard and function keys.
- ▶ Students will use the mouse to move the pointer to a specific area on the *desktop* and select items by clicking.

Notes

- ▶ The students should be encouraged to maintain a firm, confident hold on the mouse when using it. Contact with the upper palm of the hand should be maintained at all times. This will promote good mouse control.
- ▶ It should be explained that the vast majority of mouse clicks are performed using the left mouse button. Left clicking is used to select and execute numerous functions. Right clicking is more concerned with making desired menus appear.
- ▶ For the sake of clarity, the instructor may wish to establish the following convention:
When asked to click or double click, the left mouse button is required. Right clicks will be identified and requested specifically as such.
- ▶ The students should understand that the *Windows* operating system must be shut down before turning off power to the computer. Improper shut down procedure may lead to files becoming corrupted. Demonstrate a shut down using only the power button on the PC. This will show students how *Windows* will perform a *scandisk* on restarting as a normal function of an improper shutdown.

General Learning Outcome

2. Become familiar with the *Windows desktop*, the *Start* menu, and the concept of a *window*

Outcomes

It is expected that students will:

- ▶ 2.1 identify the components of the *Windows desktop* such as the *taskbar*, *desktop* icons, etc.
- ▶ 2.2 know how to use the *Start menu*
- ▶ 2.3 identify the parts of a *window* such as the *title bar* and the *minimize*, *maximize/restore* and *close* buttons
- ▶ 2.4 know how to open and close a *window*

Outcomes	Suggested Instructional Strategies
	Through guided instruction, demonstration and hands-on participation: <ul style="list-style-type: none">▶ Identify the <i>taskbar</i>, <i>desktop</i> icons, and the <i>Start</i> button on the <i>Windows desktop</i>.▶ Practice using the <i>Start</i> button to reveal a menu of shortcuts.▶ Practice using the <i>Start menu</i> to display shortcuts to recently active documents.▶ Practice using the <i>Start menu</i> to display and execute <i>windows</i> programs and accessories.▶ Practice using the <i>Start menu</i> to shut down and restart the computer.▶ Identify the <i>title bar</i>, <i>menu bar</i>, <i>maximize/restore</i> button, <i>minimize</i> button, and the <i>close</i> button on a <i>window</i>.▶ Practice opening and closing <i>windows</i>.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ Students will identify the components of the windows desktop.
- ▶ Students will use the *Start* button to reveal shortcuts to programs and accessories and recently active documents.
- ▶ Students will use *Start* button to restart and shut down computer.
- ▶ Students will identify the parts of a window.
- ▶ Students will open and close a *window*.

Notes

- ▶ For the purpose of this learning outcome, the students need only be concerned with *start* menu shortcuts for *programs*, *documents*, and *shutting down*. *Start* menu shortcuts for *settings*, *find* and *help* shortcuts will be covered in later outcomes.

In the *Windows XP* operating system, the user can display the *Start* menu in *XP Standard* view or *Classic* view. *Classic* view is similar to the *Windows 98 Start* menu. With the *XP Standard* view, there are some differences.

General Learning Outcome

3. Utilize the *control panel*.

Outcomes

It is expected that students will:

- ▶ 3.1 know how to access the *control panel*
- ▶ 3.2 use the *control panel* to access and set mouse properties
- ▶ 3.3 use the *control panel* to access and set display properties

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Practice accessing the control panel.
- ▶ Use the *control panel* to change and set the double click speed for the mouse.
- ▶ Use the *control panel* to change and set the background pattern for the desktop.
- ▶ Use the *control panel* to change and set screen saver properties.
- ▶ Use the *control panel* to change the screen resolution from 800x 600 to 1024 x 768.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ The students will access the control panel.
- ▶ Students will use the *control panel* to access and set mouse properties.
- ▶ Students will use the *control panel* to change the background pattern for the *desktop* and change the screensaver properties.
- ▶ Students will use the *control panel* to change the screen resolution.

Notes

- ▶ At this point, access to the *control panel* should be demonstrated using the *My Computer* desktop icon or through the *settings* shortcut in the *start* menu.
- ▶ Student attention should be directed to the default key usually found with mouse software. This allows one to quickly return the mouse to its original factory settings if changes are deemed unsuitable.

In *Windows XP*, the only default key is under the Pointers tab in the mouse properties.

General Learning Outcome

4. Use the *desktop* and manipulate *windows*.

Outcomes

It is expected that students will:

- ▶ 4.1 use the standard *Windows desktop* icons
- ▶ 4.2 manipulate *windows*
- ▶ 4.3 use *window menu bars* and *object menus* to access features and perform tasks
- ▶ 4.4 move and modify the taskbar

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Use the *My Computer* icon to display all files and folders on the hard drive.
- ▶ Practice using the *maximize*, *restore*, and *minimize* *window* buttons.
- ▶ Move an open *window* without changing its size.
- ▶ Practice resizing a *window*.
- ▶ Switch between open *windows* by clicking on an inactive *window* or by using *task buttons* in the taskbar.
- ▶ Practice using window scrollbars.
- ▶ Use the *File* menu in an open *window* to display commands and functions available for that *window*.
- ▶ Use the *taskbar object menu* to *cascade* and *tile* open windows.
- ▶ Move the *taskbar* to the right edge of the *desktop*.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ The students will use the *My Computer* icon to access the *Windows* folder on the hard drive.
- ▶ Students will *maximize, restore, minimize, resize* and move an open *window*.
- ▶ Students will switch between open windows.
- ▶ Students will use the *menu bar* in a *window* to access available features and functions.
- ▶ Students will display an *object menu* by right clicking on an object or icon.
- ▶ Students will move the *taskbar* and modify it using the *Taskbar Properties* dialogue box.

Notes

- ▶ The students should understand that the *My Computer* icon displays and allows access to all drives, files, and resources available to that specific computer.
- ▶ Take time to explain to the students the significance of whether or not a window is active. The active *window* is the one that will be affected if you execute a command. Only one *window* may be active at any given time.

In *Windows XP*, if there is more than one user, there will be more than one *Windows* folder. A *Windows* folder will exist for each separate user profile.

General Learning Outcome

5. Create and manipulate *shortcuts*.

Outcomes

It is expected that the students will:

- ▶ 5.1 create *desktop shortcuts*
- ▶ 5.2 create *Start menu shortcuts*
- ▶ 5.3 copy, move and delete *shortcuts*

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Create a *desktop shortcut* for a given file.
- ▶ Create a *Start menu shortcut* for a given file.
- ▶ Move a *desktop shortcut* to the Start menu.
- ▶ Delete *shortcuts*.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ The students will create desktop shortcuts.
- ▶ Students will create Start menu shortcuts.
- ▶ Students will copy a *shortcut*, move it to another directory, and then delete it.
- ▶ Students will differentiate between a *shortcut* and an original file when given a file and a *shortcut* to that same file.

Notes

- ▶ The students should be made aware that icons for *shortcuts* are easily identifiable by the small box in the bottom left-hand corner of the icon containing a diagonal arrow pointing upward.
- ▶ The students need to understand that a *shortcut* is merely a convenient way to execute or gain access to a file without having to search for the original. Moving, copying or deleting a *shortcut* will leave the original file unchanged.

General Learning Outcome

6. Access and retrieve information from the *Windows Help* system.

Outcomes

It is expected that the student will:

- ▶ 6.1 access the *Windows Help* system
- ▶ 6.2 retrieve information using *Help Contents*
- ▶ 6.3 retrieve information using the *Help Index*
- ▶ 6.4 retrieve information using the *Help Find* feature

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Practice accessing the *Windows Help* system.
- ▶ Use *Help Contents* to find and display information.
- ▶ Use the *Help Index* to list and select a topic of interest.
- ▶ Use a keyword in *Help Find* to locate and display information.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ The student will access the *Windows Help* system.
- ▶ Student will find information in *Windows Help* using *Help Contents*.
- ▶ Student will find information in *Windows Help* using the *Help Index*.
- ▶ Student will find information in *Windows Help* using the *Help Find* feature.

Notes

- ▶ The student should be made aware that success with *Windows Help* often depends on one's ability to identify and use certain keywords that have been programmed into the *Help* feature. This feature will be of little use if it cannot recognize the keyword or phrase provided by the user.
- ▶ The student should think of *Help Contents* as being organized similar to a table of contents at the beginning of a book.
- ▶ The student should think of the *Help Index* as being organized similar to an alphabetical index found at the end of a book.

In *Windows XP*, the user would go to *Start*, then *Help and Support*. The *search* and *index* are the same but the *Help* screen is also broken down under the following headings:

- *Pick a Help Topic*
- *Ask for Assistance*
- *Pick a task*
- *Did you know.*

General Learning Outcome

7. Practice file management.

Outcomes

It is expected that the student will:

- ▶ 7.1 understand the difference between files and file folders
- ▶ 7.2 create new file folders
- ▶ 7.3 copy and move files between folders
- ▶ 7.4 delete files and folders
- ▶ 7.5 retrieve deleted files and folders from the *Recycle Bin*.

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Create and name new file folders.
- ▶ Copy existing files and folders.
- ▶ Move files between folders.
- ▶ Practice deleting files and folders.
- ▶ Practice finding and restoring deleted files and folders from the *Recycle Bin*.
- ▶ Practice cutting and pasting, and copying and pasting.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ Student will create a new folder.
- ▶ Student will copy a file.
- ▶ Student will move a file to another folder.
- ▶ Student will delete a file, find it in the *Recycle Bin*, and then restore it.
- ▶ Student will cut and paste, then copy and paste a file.

Notes

- ▶ The student should be made aware that files can be moved between folders by simply dragging them or by performing a cut and paste function. Student should be familiar with both methods.
- ▶ When a file is cut, its icon appears faded in anticipation of it being pasted to another location. This helps one to differentiate a cut and paste from a copy and paste.
- ▶ The *Recycle Bin* may be conceptualized using a trash can analogy. If you send a file to the *Recycle Bin* you can go back later, find it, and retrieve it. Once the *Recycle Bin* is emptied, its contents are no longer within reach, similar to your garbage once it has been picked up at the curb.

General Learning Outcome

8. Use floppy disks.

Outcomes

It is expected that the student will:

- ▶ 8.1 understand the need for external storage devices
- ▶ 8.2 format floppy disks
- ▶ 8.3 copy files to floppy disks

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Perform a full format on a floppy disk.
- ▶ Perform a quick (erase) format on a floppy disk.
- ▶ Move and copy files to floppy disks.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ Student will explain the need for external storage devices.
- ▶ Student will perform a quick (erase) format on a floppy disk.
- ▶ Student will copy a file to a floppy disk.
- ▶ Student will send a file to a floppy disk.

Notes

- ▶ Any discussion of the use of floppy disks should make mention of the flexibility allowed by facilitating the sharing of files between computer terminals.
- ▶ The student should be aware that backing up important files on a floppy disk protects them from being lost if the computer's hard drive becomes damaged or inaccessible.
- ▶ The student should be made aware that a full format for a floppy disk is only necessary in the case of a new disk that has not been preformatted.
- ▶ The student should be cautioned that when a floppy disk is formatted, all data previously stored on that disk will be lost.

Windows XP provides a format option that will allow a user to create an *MS-DOS startup* disk. This is a great utility for making bootable floppies.

Glossary of Terms

MS-DOS (Microsoft Disk Operating System) – A separate operating system from *Windows* that is used to control a computer's internal functions. *Windows* is built on top of *DOS* and controls it. The language of *DOS* is much closer to machine language and is thus more coded than *Windows*.

bootable floppy- A floppy disk that, when inserted before startup, provides the computer with startup instructions independent of the hard drive.

General Learning Outcome

9. Use *Windows Explorer*.

Outcomes

It is expected that the student will:

- ▶ 9.1 run *Windows Explorer*.
- ▶ 9.2 use *Windows Explorer* to view files and folders
- ▶ 9.3 use *Windows Explorer* to access computer drives and *Windows* resources
- ▶ 9.4 use *Windows Explorer* to find and run a program

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Run *Windows Explorer* by using the right-click menu on the *Start* button.
- ▶ Use *Windows Explorer* to view the contents of file folders on the hard drive.
- ▶ Use *Windows Explorer* to access the control panel.
- ▶ Use *Windows Explorer* to open the *My Computer* window.
- ▶ Use *Windows Explorer* to view the contents of a floppy disk or compact disk (CD).
- ▶ Use *Windows Explorer* to find and run an executable program on the hard drive.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ The student will run Windows Explorer.
- ▶ Student will use *Windows Explorer* to view the contents of the *Windows* folder on the hard drive.
- ▶ Student will use *Windows Explorer* to access the *control panel* and change the *display settings*.
- ▶ Student will use *Windows Explorer* to find and run the calculator (**calc.exe**) program in the *Windows* folder.

Notes

- ▶ Student attention should be drawn to the fact that the *Exploring* window is divided into two panes. The left pane displays all drives, folders and system resources. The right pane displays the contents of any object selected in the left pane.
- ▶ It should be noted that the presence of a (+) or (-) symbol next to a file folder in the left pane indicates the presence of additional folders contained within. In the case of a (+) symbol, these additional folders are not showing. The (-) indicates folders that are visible in the left pane.

General Learning Outcome

10. Use *Wordpad*.

Outcomes

It is expected that the student will:

- ▶ 10.1 run *Wordpad*
- ▶ 10.2 use *Wordpad* to create and edit a text document

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Use the *Start* menu to run *Wordpad*.
- ▶ Use *Wordpad* to create a text document.
- ▶ Cut a selected portion of text and paste it into another part of the document.
- ▶ Change the font and font size for a selected portion of text.
- ▶ Change the appearance of text using bolding, italics, underlining and colour.
- ▶ Change text alignment between the left margin and centre.
- ▶ Create a bulleted list.
- ▶ Save and print a created document.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ Student will run *Wordpad*.
- ▶ Student will use *Wordpad* to create an edited text document and save it on the hard drive.

Notes

- ▶ *WordPad* is a basic word processing program included with the *Windows* operating system. It allows one to format documents using various font and paragraph styles. *Wordpad* lacks many of the features found in popular commercial word processing programs such as *Corel WordPerfect* and *Microsoft Word*.

General Learning Outcome

11. Accessing the internet

Outcomes

It is expected that the student will:

- ▶ 11.1 use a web browser to surf the internet
- ▶ 11.2 use a search engine or a web directory to find information on the internet
- ▶ 11.3 send and receive emails using an email client

Glossary of Terms

email client – A software program that allows one to compose, send, and receive email messages.

search engine – A web-based index that compiles and allows one to access websites on the world wide web using keywords. Searches are conducted by entering keywords and receiving links to websites on the basis of these keywords (hits).

surf – To find and access information and resources on the internet.

web browser – A software program allows a user with an internet connection to access information and resources on the internet.

web directory – A website that divides information and links to that information into categories. Searches are conducted by searching through categories believed to be relevant by the user.

Suggested Instructional Strategies

Through guided instruction, demonstration and hands-on participation:

- ▶ Open a web browser.
- ▶ Practice using the *forward* and *back* buttons on the web browser.
- ▶ Set up a *home page* on a web browser.
- ▶ Add and remove browser bookmarks .
- ▶ Open a desired web page by typing its web address into the address bar on the browser.
- ▶ Print the contents of a web page.
- ▶ Explain the difference between a search engine and a web directory.
- ▶ Practice finding information on the web using search engines and web directories.
- ▶ Use an email client to compose and send an email message.
- ▶ Use an email client to check incoming messages
- ▶ Reply to and forward incoming email messages.
- ▶ Add and remove contacts from the address book of the email client.

Suggestions for Assessment

Through instructor observation and student demonstration:

- ▶ Student will open a web browser and surf the internet.
- ▶ Student will explain the difference between a search engine and a web directory.
- ▶ Student will access information on the internet for a given subject using a search engine and/or a web directory.
- ▶ Student will compose and send an email message.
- ▶ Student will check for incoming email messages.

Notes

- ▶ Participants should understand that the internet is a network of computers that are linked from all over the world. This network continues to grow as more people gain access to the internet and more information is added.
- ▶ A home page is a website that is set by the user to be displayed in the web browser when the browser is first opened.
- ▶ Bookmarks are lists of website addresses compiled in the web browser. These allow users to visit frequently-used websites without having to search for them or having to type their web addresses into the address bar of their web browsers.
- ▶ The student should understand that the results of using a search engine are only as good as the keywords provided by the user. This takes some practice.

APPENDICES

APPENDIX A

Using Language Experience in the Level I Program

Language Experience is utilized often and quite effectively in Adult Basic Education programs as a key element of teaching reading and writing. Although it is often used only with students who are just beginning to learn to read and write, it can be a valuable technique to use with students at all levels and in all program areas.

What Is Language Experience?

Language Experience simply means using material generated by the student as the basis for teaching specific literacy skills. It is based on the idea that students will learn better from material which is relevant to their lives and which uses their own language structures and patterns.

How Does The Instructor Incorporate Language Experience into the Level I Program?

The way in which the Language Experience approach is used depends on the reading and writing ability of the student. Non-readers and beginning readers will have to generate materials primarily by dictating to the instructor. The instructor transcribes the student's exact words onto index cards or directly into a writing journal. The instructor might start the Language Experience approach by writing two or three sentences from an informal conversation with the student. This will be a less intimidating exercise than asking the student to dictate. Students will naturally be concerned about how they express themselves when they know it is to be written down. The instructor should encourage even the beginning student to dictate ideas on a variety of subjects, including:

- personal information (name, address, why he or she has come to the ABE program, details about his or her family or job, etc.).
- personal opinion on local news, current events, films, records, etc.
- personal tasks which require literacy skills, i.e. writing a letter, filling in a form, or writing a report for work.

If the student prefers, the instructor can supply him or her with a tape recorder, a blank tape and a private area to record in. The student might feel more able to compose thoughts in private and may be less likely to be intimidated by the instructor writing down what is said. The instructor can transcribe from the tape later. For the beginning student, dictation should be transcribed in lower case printing. The instructor should be careful to print as neatly as possible and to insert capital letters, commas and periods as appropriate. Although these details should not be a focus of teaching with the beginning student, they should nevertheless be modeled from the start. It is also important to write down the student's *exact* words. The instructor should not make grammatical corrections or rearrange word order. If there is a difference between what was spoken and what the instructor wrote down, the student will probably read what he or she has spoken, not what is printed on the page. This will obviously be confusing and it does defeat the purpose of the exercise. Students who are able to write can generate language experience

material without the instructor's assistance in transcribing the material. The instructor's role with more able students is that of facilitator. For instance, the instructor might suggest a topic for a student or a group of students to discuss. Possible topics might include *A Job I Enjoyed/Did Not Enjoy* or *A Movie/TV Program Which Has Affected Me*. After the discussions students could be given time to write as much as they would like about the topic.

Suggestions for Using Language Experience Text to Teach Literacy Skills

Non-Readers and Beginning Readers

The Language Experience material generated by non-readers and beginning readers can be used as the core of their program until they have enough sight word recognition to read other material. Their own words are certainly the best ones to use to help them develop a core of recognized words. When students who can read very little first begin the program the instructor could engage them in informal conversation about their interests and needs. Two or three key sentences could be written down. Those sentences then become the initial teaching material. There are many possibilities for exercises based on those sentences, including:

- The instructor prints the sentences, exactly as spoken, on separate pieces of paper or index cards.
- The instructor reads the sentences to the student. Each sentence is read once and then repeated in the same order, but more slowly, two or three times until the student remembers them.
- The instructor asks the student to read along with him or her (choral reading).
- The instructor and student repeat the choral reading until the student reads each word with expression and without trouble.
- The instructor gradually reads in a lower and lower voice until the student is reading alone.

After the student can read the sentences, the instructor can make photocopies of each of the sentences and ask the student to match the sentences which are the same. Then, taking one sentence at a time (several copies) the instructor could do some of the following exercises:

- Cut the sentence in two. Ask the student which piece of the sentence comes first. The instructor could vary by cutting the sentence into three pieces and having the student do the same task.
- Cut the paper so each word is separate. Give the student the words one at a time and ask him or her to match it to the word in an uncut copy of the sentence.
- Have the student read the whole sentence again and locate specific words which the instructor dictates.
- Have the student practice printing or writing the sentence. (Students should begin cursive writing as soon as they are willing to try.)
- Make another sentence or sentences with the words that have been used. Follow the same procedure to help the student read the new sentences.
- Have the student begin a personal dictionary of the key words that have been used in the sentences.

- Make flashcards of the key words in the sentence and have the student practice identifying those words out of context.
- Make flashcards of the smaller "sight" words in the sentence (e.g. of, the, in) and have the student practice reading those cards.
- Repeat the exercises with all of the sentences.
- Have the student read the sentences whole again. The instructor may have to help through choral reading practice again.

More Advanced Readers

Perhaps the most valuable way of using Language Experience material with more advanced readers is to help them become better at oral reading. They can work on improving reading speed and expression through reading their own material. Because they know what is written and the language pattern and vocabulary are their own, they will not be afraid to take the risks that are necessary in order to read fluently. They will be more willing to guess at a word which they do not know on sight and to read ahead to try and use context to determine unknown words. The instructor might also provide the student with a tape recorder, a blank tape and private space in which to read. The student might be more comfortable with this arrangement until he or she becomes more confident at oral reading. Another bonus of taping is that the student can listen to the tape and do some self assessment. Students who are not happy with their reading (they may think it is too slow, too fast, too stilted) should be encouraged to erase and try again until they are satisfied.

Students who are ready to study some of the basic elements of word analysis and sentence writing skills should work as much as possible with their own composition. They could be asked, for instance, to find the statements and the questions in a particular piece of writing, to underline the nouns or the subjects, to identify plurals, to locate root words, etc.

Developing Topics Through Brainstorming

For many students in Level I programs, the most difficult part of writing is getting started. Most are so concerned about what the writing will look like (how many spelling and punctuation errors it will have or how their handwriting will look) that they find it very difficult to "think" about a topic. It is very important that the instructor help remove the concern for mechanics and help students come to understand writing as primarily a means of getting things done (letters, lists, forms) and of communicating ideas (letters, stories, opinions). The instructor can also help students develop a way of thinking about topics so that they do not always encounter a "But what can I write about that?" kind of block. Brainstorming is a very effective way of approaching this problem with students. The method works both with individuals and in groups. What it does is help students get a handle on a topic by bringing some kind of system to it. The brainstorming process should be started slowly and carefully. The instructor might start by choosing a topic which is entirely familiar to the students and asking them to suggest a certain number of thoughts/ideas which occur to them around the topic. An example of a topic which might make a good introduction to brainstorming is "Christmas Traditions". The instructor could write the topic, "Christmas Traditions" in the center of a large piece of paper. (Use a flip chart or group the

students around one table.) Ask the students to think about the things which are Christmas traditions in their families. Each tradition that is suggested is then grouped around the center topic. The instructor then asks the students to think of what topics occur to them with one of traditions. Each tradition (for instance, Christmas Food) could then be the focus for more detail. What kinds of food? (for instance, Christmas Dinner, Christmas Eve Dinner, Baking). These subtopics are then grouped around the larger topics. In this case "Christmas Dinner", "Christmas Eve Dinner" and "Baking" are all grouped around "Christmas Food", which itself is connected to the main topic, "Christmas Traditions". Another topic generated on this subject would certainly be Christmas Trees and this could lead to the subtopics, "Getting the Tree", "Decorating the Tree" "Favourite Decorations", etc. When the topic of Christmas Traditions had been reasonably covered, students could be asked to choose one limited area to begin writing about. Students who are able to write longer compositions could be encouraged to choose a broader area (for example, Christmas Food). The brainstorm would have already generated a rough outline of the topics that might be covered in that composition. If the brainstorming has been done in a group, it could generate several compositions on Christmas which could then be put together and read by the group.

"Semantic Mapping", the brainstorming process of organization applied to reading, would also prove to be a very useful technique to help students organize, comprehend and recall information from reading, listening or viewing. In this process, instead of simply answering questions about what they have read or what they know from listening or viewing, the students develop "semantic maps". Like brainstorming, a semantic map is a visual display of how words, facts, and ideas are related. The technique develops comprehension skills by helping students extract information from a passage, a discussion or a film in a meaningful and organized manner.

APPENDIX B

Consumer Education

One very effective means of making lessons, activities and discussions around Consumer Education real is to present the issues as concrete everyday problems and situations rather than as "issues" or "topics" to be studied. You might start out with a list of possible topics or issues to be dealt with (i.e. credit, banking, comparison shopping, labels, advertising, refund and exchange, guarantee and warranty, etc.). This list would probably not stimulate much interest if it were presented to a student or group of students as topics. What you can do instead is invent a situation or scenario for each possible issue and use the response both as a needs assessment tool and to set the stage for further learning. Here are some sample issues translated into situations:

Exchange and Refund Policies

- ▶ Mary bought a clock radio at a local department store for \$49.98. One week after she bought it, the button for setting the time would not work. She brought the radio back to the store and asked if she could exchange the broken radio for a new one. The salesperson asked for the receipt but Mary couldn't find it. Does the store have to replace Mary's broken radio with a new one?
- ▶ You have just purchased a sweater at a sale for \$19.95. When you put it on at home, you notice a seam in the sleeve is ripped. You think the sweater was cheaply made and it was probably not a wise decision to buy it even though the price was good. You are not interested in having another one like it. You still have the receipt and you decide that you will return the sweater and ask for a refund. Do you think you will be able to get a refund?

Initial discussion of the above two questions could focus on issues such as:

- the ways in which individual store policies vary with respect to refund and exchange
- the almost universal requirement to present receipts for exchange, refund or service
- the common practice of "final sale" or exchange only when prices are reduced
- the procedure you would follow if you found yourself in a situation like one of the above (for example, who do you talk to when you go back to the store?)

Credit

- ▶ You are in a large department store on a Saturday in early December. You have just started shopping for Christmas presents. A woman with an identification tag from that department store comes up to you and asks if you'd like a store credit card. She tells you there are many advantages to having the card such as sometimes getting special prices in

the store. She assures you that you only need to make a small minimum payment on your charge every month. The offer sounds good to you. You have been worrying about where you will find the money to buy all that you would like to buy for Christmas. You think it would be nice to get a special price. Will you decide to take out the store credit card? Discussion around this decision should ask:

- What is the usual cost of maintaining a store credit card?
- How does the interest compare with the interest on major credit cards?
- If you use a credit card of any kind, is it wise to make the minimum payment?

The instructor could make up a sample charge and calculate the interest due on the charge every month. The group could compare the interest paid on an account in which the balance is kept low and one on which only the minimum is regularly paid. Discussion should also explore options other than credit cards as the means of obtaining extra money for a particular purchase. Comparisons of bank and credit union rates of interest on short term loans with the interest rates on major credit cards and store credit cards would make a very useful research project for a student or group of students. This is also a project which a teacher might take on in order to prepare a "fact sheet" for future use.

Banking

- ▶ Bill has bought lottery tickets every week for the past five years. Last week he won \$3,000 and was presented with a cheque for that amount on Friday afternoon, October 20. He and his wife, Joan, spent the weekend trying to decide what they would do with the money. They finally decided to treat themselves to their first vacation in eight years of marriage. They never really had a honeymoon so they decide to spend the \$3,000 on a trip to Niagara Falls. But they will have to wait until Joan gets her holidays in June. Joan thinks they should put the money in a bank until they need it for the trip. Bill thinks the money is safe enough in the house. What do you think they should do?

Discussion around this question should focus on the advantages, as well as the costs, of banking. The instructor can help the group calculate how much interest Bill and Joan's \$3,000 would earn if it were in a savings account for the seven to eight month period. Further discussion might arise from questions about the range of reasons for which people choose to use the services of a bank: interest paid on savings; the convenience of cheques versus the risk of carrying sums of money; the use of cheques as automatic receipts for proof of purchase or personal record keeping; the lower interest rate on bank loans compared to credit cards, finance companies, etc. The group could go on to discuss the costs of banking: what is the cost of writing a cheque, taking out a loan, etc.

Comparison Shopping

- ▶ Michael and Jan are at the supermarket doing the family's weekly shopping. They need to buy laundry detergent. They are trying to decide which of the following is the better buy:

a 12 litre box at \$8.99 or a 6 litre box at \$4.89

Discussion around this scenario could look at how students decide what to buy when they go shopping. How can you decide which is a better buy? The instructor could introduce the concept of unit pricing at this stage. The discussion might also explore brand loyalty, relative quality of different products, and other reasons for making choices apart from price (e.g., environmental concerns, personal taste and preference, habit, etc.).

These are some examples of how the instructor can get a student or a group of students thinking about an issue in a way which clearly connects the issue to people's everyday lives and demonstrates how learning more about the various issues can help people with the decisions they must make on a day to day basis as consumers. Instructors can invent situations or scenarios for any consumer related issue which may seem appropriate. Quite often it is not necessary to invent situations. If the group is comfortable with each other and there is an opportunity to talk during the class time, real issues and problems which individuals have to deal with will inevitably come up. Instructors should capitalize on any such issue that may arise in the class and create a learning activity or lesson around it. A real situation is naturally the best stimulus for learning.

Whether the situation or problem is invented or real, instructors can have students discuss each situation or problem and share any personal experiences of the same or similar problems. Students should be encouraged to express their needs and interests in this area. Through the discussions and through allowing students to express interests and needs, the instructor can use the initial presentation and discussion of issues as an informal needs assessment of the individual or the group. The students' discussion around each issue, situation or problem will help determine which areas need to be developed and to what extent. For example, in the discussion around a scenario such as the one on whether or not to put money in a bank, it should become evident whether a student is already informed about banking and whether he or she uses a bank. With some individuals and in some groups you may need to examine a wide range of banking matters, i.e. service charge, types of accounts, types of loans, interest charges, etc. With other individuals and groups you may only need to develop lessons on loans and interest or mortgages. The extent to which you cover any particular item should be determined by the students.

Learning Activities

*The samples of learning activities which follow are intended to provide a guide for instructors for the development of a range of other learning activities in response to student interest and need. The activities are intended as **samples** only; the list is by no means comprehensive.*

The Consumer

A lesson on The Consumer could be opened with a discussion of consumer behaviour. The instructor and the students might start to examine their own buying patterns and discuss what types of consumers they are. The instructor might pose a number of questions like those that follow to start the discussion:

- ▶ How do you determine what products you buy? (For instance, do you make a list and only buy the things on it or do you go shopping and buy things because they appeal to you?)
- ▶ Do you look at labels for information about the products?
- ▶ Do you compare prices of same or similar items?
- ▶ Do you buy name brands or generic brands?
- ▶ Do you buy things on sale?
- ▶ Do you use coupons?
- ▶ Do you use the newspaper or store flyers to find specials?
- ▶ Do you ask store policy on exchanges and refunds?
- ▶ When products come with warranties or guarantees, do you fill them out?
- ▶ Do you keep receipts in case you need to return things?

A variety of lessons might come out of these questions:

Comparison Shopping:

Ask students to bring in flyers from local grocery stores, convenience stores or supermarkets. Have a student or a group of two or three students choose a particular store flyer. There should be two or three stores represented for purposes of comparison. Discuss the concept of unit pricing with all the students and as a large group practice relating quantity to price to determine unit price. When the students are comfortable with the process (through estimation or calculation--using a calculator) each group can work on determining unit prices from the flyers they have chosen. Ask all students or groups of students to choose the same food items so that a price comparison of different stores can be determined.

Exchange and Refund:

The discussion of the subject of exchange and refund could be started with an invented scenario such as the one at the beginning of this unit. Students could then be encouraged to share their personal experiences of exchanging and refunding items. They could be asked, "What are some store policies on exchange and refund?" and the answers could be listed and checked at a later date for accuracy. The key points which need to be presented or to come out of the discussion and research should include:

- ▶ Exchange and refund policies vary from store to store and it is the responsibility of the consumer to be aware of the store policy before purchasing a product.
- ▶ When you buy something at a sale, it is a common practice of stores to make it a "final sale". In some stores this means there will be no refund or exchange while in others it may mean you can exchange but cannot get a refund.
- ▶ Stores have a responsibility to act in good faith. If you buy an appliance, for example, it must work or you have a right to return it whether or not the store said it was a final sale.
- ▶ Virtually all stores require a receipt as proof of purchase before they will give a refund, exchange an item, or service a product.

Students should also discuss the usual procedures for returning items for exchange, refund or service. They should know that this too varies from store to store. Some stores have customer service desks, in some the salesperson handles the whole business and in others only the manager is permitted to deal with returned items. The discussion should deal with what the customers' options are when their requests are refused and they feel they have a right to what they have requested.

Warranties and Guarantees:

Ask students to think about what items they own which are currently under guarantee. As items are named, they can be put on a list for the whole class to see. They can then be asked to think about and list any items for which they have had to make use of the guarantee for service or replacement. There are several questions which the class could discuss, including:

- ▶ What types of items are always accompanied by a guarantee or warranty when new?
- ▶ What types of items are usually guaranteed?
- ▶ What types of conditions usually accompany a guarantee or warranty?
- ▶ What should a consumer consider when deciding whether to buy an extended warranty?
- ▶ What are the usual time limits on guarantees and warranties?
- ▶ What items might carry the option of extended warranties?

Information which can be presented might include: Some guarantees and warranties can only be availed of by the original purchaser. Many guarantees will not be honoured if the forms are not completed and mailed to the manufacturer at the time of purchase. There is usually a lot of fine print which outlines exceptions to guarantees; with many items, not all parts are guaranteed, for example. Ask the students to bring in some samples of guarantees for items which they now own. The class can look at the samples and learn to "translate" some of the language of guarantees. The instructor can also gather examples of guarantee forms or photocopy some of the students' samples and have students practice filling them out.

Advertising:

As an introduction, ask students why they think manufacturers and sellers advertise their products. Do advertisers strictly tell the truth? Have students bring in magazine ads and newspaper ads; videotape a selection of television ads for the whole class to view; make a tape of radio ads for the class to listen to. Discuss common techniques of advertisers:

- ▶ Appeals to emotions--love, pride, insecurity, etc.
- ▶ Use of authority symbols i.e. a doctor advertising aspirin, claims that "studies have proven" that one detergent makes clothes whiter than another, etc.
- ▶ Use of stock words like "revolutionary", "new", "bargain", "amazing".
- ▶ Images of health, youth, sexuality, fun, etc. associated with the product.

- ▶ Use of famous people, movie stars, etc. to give the product credibility.
- ▶ Use of coupons or free samples to have people buy the product.
- ▶ Use of humour, music, attention getting gimmicks, etc.

Have students (individually or in groups of two or three) look at a selection of ads from a variety of media and think about the message or messages in each of the ads. Each student or small group can then be asked to share with the whole class what they think the ads they have looked at are saying. Commercials for beer, cars and cosmetics make some of the best material for beginning to look at advertising because the messages are usually fairly obvious.

Students can be asked to think about their own reactions to advertising: *Are their buying habits influenced by advertising? Do they always drink the same beer or cola or buy the same laundry detergent, for example? If so, do they know why they do?*

Another issue which should be discussed is the cost of advertising. Have the students do some research to find out the cost of placing a commercial advertisement in the local newspaper or on a local television station. The teacher might find information on the amounts of money which large corporations spend on advertising nationally and internationally. Questions such as "How much does a beer company pay to advertise during the hockey playoffs?" will give the group insight into the high price paid for advertising. The discussion could then focus on the question of who pays the cost of advertising. Do corporations allow the cost to be taken off profits or is it added to the price of the product?

Labels:

Ask students to think about and list as many functions of product labels as they can think of (i.e. contents information, fabric information, care instructions, instructions for use, brand name advertising, warnings, etc.). The group could then discuss whether they make a practice of reading labels, whether they feel the language and the format of labels are too difficult, and whether they consider not reading labels a problem. Ask the students to bring in a variety of labels from products around the home. They may also bring in products with the labels attached. The class should be encouraged to bring in a range of products and labels to include warnings, content, care instructions, use instructions, etc. They could practice reading the labels individually and in small groups. Ask the individuals and small groups to present their labels to the class. Discuss the samples of labels represented. Discussion should focus on:

- ▶ The importance of knowing what is in the food you eat (The instructor can help students figure out what many of the common food additives are through referring to a dictionary or encyclopedia or through asking a consumer advocate to come and talk to the class.)
- ▶ The importance of knowing what fabric your clothing is made of and how to interpret the instructions for caring for each garment.
- ▶ The necessity of knowing whether a product is harmful and of knowing how to handle toxic substances such as oven cleaners, paint and paint solvents, adhesives, etc.
- ▶ The importance of using products such as medication and cosmetics only as directed.

Budgeting:

The instructor could introduce the subject of budgeting by asking students to reflect on how they plan their weekly or monthly expenditures. Can they predict at the beginning of a month what their expenditures are going to be and how much money they will have left after the basic expenditures (rent, utilities, food, etc.) are taken care of? The instructor might then "invent" a family (setting a figure for the family income and the expenditures for rent and utilities) and have students individually or in pairs draw up a budget for the family. Students could be asked to plan and budget for all the additional expenses the family might incur including food, household cleaning and maintenance items, clothing, entertainment, transportation and incidental expenses. The class could then come back together to compare budgets. As a second stage in teaching about budgeting, the instructor could encourage students to develop a personal budget based on their real income and expenditures and try to follow it for a set period. At the end of the period, they could look at whether they have been able to follow their plans for spending. Have they had unexpected costs? How have those costs affected the whole budgeting process? Do they feel their income is adequate?

Contracts:

The idea of contracts is usually very intimidating to most people. The first thing the instructor should do when introducing the subject is demonstrate that contracts, in some form, are used regularly by all consumers. For example, one of the most commonplace contracts that consumers engage in is a simple purchase of a product. Many of the students may also be protected by a union contract. Students can be asked to brainstorm and list the various types of contracts which any of them have been or are currently party to. Examples include marriage contracts, rental agreements, mortgages, contracts for home or automobile repairs, employment contracts, union contracts, etc. Discussion will reveal that not all contracts are written. It should be pointed out that provided the four elements of a contract are present, contracts are legally binding, whether written or verbal. The instructor could also bring some sample contracts to class and have students examine the language of contracts. Much of it will be extremely difficult reading but students should work both individually and in groups at learning some of the more common elements and terminology as well as the usual layout. Students should also practice drawing up simple contracts for such things as home and car maintenance for their own protection.

Sales Tax:

Most students will already be aware of sales tax and many will know what the rate of sales tax is for their province. In introducing the topic the teacher could talk more generally about taxation, i.e. which level of government collects which taxes, what our taxes are used for by governments, the varying levels of provincial taxes across Canada and of municipal taxes across the province. The introduction to taxation should be brief but sufficient to put sales tax in context. Specific questions about sales tax which could be first of all brainstormed in the group and if necessary

researched by students would include:

- ▶ What is sales tax?
- ▶ Which levels of government collects sales tax?
- ▶ What are sales tax revenues used for by government?
- ▶ What items are taxable?
- ▶ Who determines the rate of taxation and what will be taxed? Are these decisions subject to change?

When students have a basic understanding of questions such as those, they can begin to practice calculating sales tax with a calculator. Give students catalogues or department store flyers and ask them to find one item they would like to purchase. Have them figure out the total cost of an item including the sales tax. Encourage students to work together at first so information can be shared. They should also practice roughly estimating sales tax so that they will be able to determine the approximate total cost of an item before deciding to purchase. This estimation will involve both calculation of percent and addition so it may require considerable practice.

Banking:

The subject of banking could be introduced with the question, "Why use a bank?" or "Why do people use banks?" This should stimulate a discussion and could be the basis of a brainstorming session on the function of banks. Some students may use a bank and will be able to contribute their knowledge to the discussion. Others may have opinions which can be discussed. Many may feel, for instance, that only people with lots of money use banks. The lesson should address both the advantages and the costs of banking. Students may need to know:

- ▶ the different types of bank accounts available (savings, chequing, etc.)
- ▶ how to open an account
- ▶ how to fill out withdrawal and deposit forms
- ▶ how to write cheques and balance a bank book
- ▶ how to use banking machines
- ▶ how to pay bills through a bank account

The instructor will have to do some research and should collect materials from two or more banks to demonstrate the ways in which forms vary from bank to bank. There should also be a discussion of the fees which banks charge for services such as cheques and bills and of the variation in charge from bank to bank. Students should be aware of the types of loans which are available and of the conditions which usually apply to loans. Mortgages should be dealt with separately from short term and long term loans. Students should actually practice calculating interest on loans and with the instructor determining the final price paid for a loan of \$2,000, for example. The group could also practice calculating the interest payable on a savings account balance.

Credit:

This subject could be opened by asking the students to list the types of credit they are aware of that may be available to them. This discussion should generate a list which would include:

- ▶ bank loans
- ▶ personal loans from friends or family
- ▶ major credit cards
- ▶ store credit cards
- ▶ store credit (in smaller stores customers may have an ongoing bill)

Students could be asked to share experiences relating to credit or experiences of others which they are aware of. They might brainstorm the advantages and disadvantages of purchasing goods and services on credit. The class should cover the following issues:

- ▶ What are the costs of credit? This would involve comparing the interest charged on loans from banks, credit unions, and finance companies with that charged on major credit cards. It would also involve comparing the interest charged on major credit cards with that charged on store credit cards. Students should practice calculating various rates of interest on a given loan and comparing the costs.
- ▶ What conditions usually apply to credit? This would involve a certain amount of research to find out what would happen with various forms of credit if the customer were unable to keep up payments. The range of penalties, from increased interest (for example, on credit card charges which are not paid off regularly) to the creditor claiming property in lieu of payment should be discussed.

Consumer Protection:

The overall aim of the Consumer Education unit is to help students gain the information and knowledge they will need in order to be critical and aware consumers. After completing the work in this unit they should be more aware of what their rights are and more able to assert those rights. However, even the most aware and the most assertive consumers can become victims of misleading advertising and unfair business practices. Students should know how to proceed if they find themselves in a situation where they feel they have not been treated fairly. They should practice "troubleshooting" both individually and in groups. This can start with a roleplay around presenting their case to the manager or owner of the store or business. In this way they can discuss the most effective ways of asserting oneself without antagonizing the other party. They should practice putting their case in writing in the form of a letter to the store or business. They should then discuss what options are available if they do not get satisfaction at the store or business. They could practice finding consumer advocacy groups or agencies in the telephone directory. They can also roleplay telephone calls and in-person interviews with personnel from consumer protection agencies. They can then put their case in writing again, this time in the form of a letter to the consumer protection agency.

The instructor might arrange to have a representative from a consumer advocacy group or a consumer protection agency visit the class. Students could prepare a list of questions to be sent to the representative prior to the visit so that he or she would have a chance to research and prepare answers. There are several consumer protection agencies in Newfoundland and Labrador. They are set up to protect consumers from unlawful practice in the marketplace. If a consumer protection officer is not available in your area, you may wish to have your students write letters to the nearest office and have information sent to the class. Consumer Affairs Branches may be willing to visit classes providing they have ample notice. If you live in an area which is a long distance from the nearest Consumer Affairs Branch, you could contact the local high schools or community groups to see if the visit might be of interest to several groups in the community.

APPENDIX C

The Workplace

Most students would have had some experience in a work situation. The instructor and students might start to examine their own work situations. As an introduction to the unit, the leader could ask questions to initiate a discussion around basic employment rights in the workplace. These could include:

- ▶ What is a starting wage or the average wage for a job?
- ▶ How does the minimum wage relate to the average wage?
- ▶ How many hours do you have to work for a regular job? What is considered overtime? How much are you entitled to for overtime pay?
- ▶ How many weeks vacation are you entitled to? Is the vacation pay included in the hourly rate or is it a number of days a year? What statutory holidays can you take?
- ▶ What provisions are there for parental leave, special leave, educational leave, etc.?
- ▶ What is the notice of termination?
- ▶ Is there a union?
- ▶ What is the safety record in the workplace? Are you covered by workers' compensation?
- ▶ Are there any training programs for the workers?

A variety of lessons may come out of these questions.

Employment and Human Rights

In a discussion of human rights in the workplace, the students should be aware of the labour laws protecting them. If the unit on "Government and Law" has already been studied, students should be able to identify equal pay for work of equal value, freedom from discrimination and freedom from personal harassment in the workplace.

A case could be presented where two employees, Jane Masters and Bill Learning, are working for a cleaning company in the same position. They are receiving different wages: Jane, \$8.20 per hour and Bill, \$8.60 per hour. As they are essentially doing the same work, they shouldn't receive different wages based on their gender. Two people could be doing very different work and then comparisons are hard to make. It is necessary to examine the skills involved, the effort required, the responsibility attached to the work and the physical working conditions. Points can be assigned for each and totals can be compared. Then men and women who do work of equal value must be paid equally, even if their jobs are different. This is true of jobs in the Federal Government, although it may not occur in other places of employment. Students should be encouraged to read more about this.

Another form of discrimination in the workplace is discrimination on the basis of marital status. It would be interesting to read the case of Roseann Cashin. Her story is found in *A Woman's Almanac* (1989).

Union

The students should be aware of union and non union workplaces. A discussion could draw out the names of some of the most familiar unions in the province. As an introduction to this area, the instructor could arrange for a representative from a union to discuss the structure. Students may want to prepare some questions to ask the speaker. It would be informative to look at different union collective agreements to get an idea of important issues for employees.

From a historical perspective it may be interesting to read about some of the main labour disputes in Newfoundland. Have students identify the present day unions and some of the main people associated with it.

Reference skills could be improved by doing research on union and labour leaders. It is important for the instructor to keep a file of relevant newspaper articles related to labour issues. These provide reading material for more advanced readers and can also be used for group listening skills and points of discussion for all students.

Worker Safety

This is an important issue for both employers and employees in the workplace, as injuries result in suffering for the worker and decreased productivity for the employer. The Occupational Health and Safety Act covers building safety, fire regulations, evacuation procedures and other aspects of safety for employees in the workplace. An individual has the right to refuse to work in a place that he or she deems unsafe (e.g., on a boat without life rafts or in a laboratory without protective glasses). A health and safety inspector can be called in to check on any possible violations. Education of workers is important and people are available to give workshops related to worker safety. In many workplaces there is a Health and Safety committee, made up of people from both management and union. Health and Safety Committees take responsibility for seeing that fire drills are carried out and that other safety procedures are followed for the prevention of accidents and injuries.

Most students are familiar with the Workers Compensation program. It is a program insuring workers' income against loss that may be caused by a work injury or disease. Some students may have been injured on the job and therefore have dealt directly with people from the Workers Compensation Commission. They may want to relate personal experiences to the group. A counselor from the Rehabilitation section of Workers Compensation could give a talk on the options available to injured workers. These include getting back to work, academic upgrading, job retraining or long term disability.

From a Social Studies perspective, the students can be asked to make comparisons and draw conclusions regarding the state of traditional jobs in Newfoundland including fishing, forestry and mining. The story of "The Greenland Disaster" in *Stages* is an account of the sealing conditions 80 years ago. *Death on the Ice* by Cassie Brown is an interesting novel and *Night of the Caribou* by Douglas Howe is another account of a fishing disaster. More recently, the tragedy

of the Ocean Ranger can be examined in a book, *But Who Cares Now? The Tragedy of the Ocean Ranger*, by Douglas House. In *Dying Hard*, by Elliot Leyton, students can read the story of death and illness from working in the fluorspar mine in St. Lawrence. By examining some of the local literature, students can discuss improvements that have been made over time and some continuing problems with regard to working conditions in different occupations.

Pay-Related Issues

Ask students to examine sample pay cheques and to identify the deductions that are normally made. They should be able to distinguish between compulsory deductions (income tax, Canada pension and unemployment insurance) and optional deductions (union dues, medical and dental insurance, life insurance, company pension plan). It would be useful to examine actual pay slips and calculate net and gross income, making the necessary deductions.

Students could look at the tables in the current Guide to Income Tax deductions and examine the Canada Pension Plan (CPP) and Employment Insurance (EI) deductions so they are familiar with the vocabulary used in this area. Including some mathematical practice can be useful.

When this section is discussed, it would be a good opportunity to show the link between the different federal and provincial government programs and services including employment insurance and Canada pension. Examine the rules about employment insurance regarding eligibility, benefits and qualification. Canada pension benefits, including old age security, guaranteed income supplement, survivors' benefits and disability benefits could be studied. A discussion on insurance in general may also be appropriate at this time.

Minimum Wage

Many students may be familiar with the minimum wage legislation. A discussion about it could be initiated by asking some of the following questions:

- ▶ What do we mean by the minimum wage? Who sets it? How often does it change?
- ▶ Is it adequate? Does it keep pace with inflation?
- ▶ What do you know about the poverty levels for individuals and families? How does this compare to the amount received by people on social assistance?
- ▶ Do you think everyone should receive a guaranteed income? If so, how could we decide on what a fair salary would be?

Most employment contracts come within the scope of the Labour Standards Act with regard to vacation pay, public holidays, hours of work, minimum wage, wage protection, employment of children, notice of termination, and parental leaves.

It is stated in The Human Rights Code (1988) that, "There shall be no difference in wages

between male and female employees, employed in the same establishment who are performing, under the same or similar working conditions, the same or similar work on jobs requiring the same or similar skill, effort and responsibility, except where that payment is made pursuant to a seniority or merit system." This is known as the "equal pay for work of equal value" principle. Once the students are familiar with the different sections in the Labour Standard Act, they could discuss many of the social issues arising from it. With regard to the minimum wage legislation, information can be presented in the form of a case study. If Joan Forest is earning a starting wage of \$7.55 per hour and has two young children at home who need child care, can she afford to employ a babysitter and be required to pay her the minimum wage? She may feel she cannot afford this amount. From an employer's point of view, Joan may prefer to pay her babysitter less. In this case, Joan might feel that working would be more worthwhile for her financially, but would it be a fair wage for the babysitter?

Another issue which is related to minimum wage is whether this is an adequate salary for a person. Get the students to use their mathematical skills to compute a yearly gross salary for a 40 hour week. Is this an adequate salary for a single person? Does it depend on where they live? Normally, it is considered to be cheaper if a person lives in a rural area, rather than an urban one but students' views on this might differ. It may be a useful group exercise to come up with a likely budget for a single person, and this could be part of the discussion of whether the minimum wage is adequate, or whether there should be a higher guaranteed income for everyone. If the group had the figures for the amount of money people received on social assistance, this could also be compared and discussed. Issues related to Government and Law are likely to arise from this.

Selected Occupations

As an introduction ask students to name a number of different occupations and classify them into different categories. The instructor could get a list of occupations from the local Employment Centre and students could examine them and compare them to their own suggestions. They could select those of interest and use them to discuss different occupations in terms of working environment, physical demands and employment benefits. There may be some people who have not been employed in waged labour--the occupations of student and homemaker can also be considered in these terms. The question of whether these occupations are seen by the public to be valid can lead to a good discussion.

- ▶ Do homemakers deserve to be credited for the time spent caring for young children, elderly parents or other dependents?
- ▶ Should those years be counted as pensionable?
- ▶ Do paid workers and non-paid workers feel the same worth?
- ▶ Is self esteem tied to receiving a pay check?

Different occupations could be examined in terms of educational skill and experience required. Students could be asked to consider their own cases.

- ▶ Have they decided to improve their skills to increase the possibility of finding a job?
- ▶ What is the relationship between educational skill and occupational choice?
- ▶ How does income relate to level of education?

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